Table of Contents Management and Ethics Review Spring 2019	Tab Number	Page Number
Chair's Summary Statement	1	2
Program Sheet from Catalog	2	16
Progam Assessment System	3	18
Program Curriculum Map with PO and SLO explanations	4	27
Three-Year Program Assessment using Pos and SLOs	5	31
Program Outcome Student Learning Outcome D3 Forms	6	34
End of Course D3 Forms	7	36
End of Course Evidence	8	38
Curriculum Reviews	9	51
Rentention / Persistence Rates	10	53
Instructor / Faculty Evaluations	11	57
University Senate Documents Related to Management & Ethics	12	63
External Review Documents (Advisory Board)	13	66
Professional Development of Faculty Documentation	14	113
Stategic Plans and Budgets Related to Management & Ethics	15	116
Program Graduates (Numbers, Graduate Feedback, and other data)	16	120
Recruitment Efforts for Future Students	17	124
Other Pertinent/Substantive Evidence (i.s. Non-MACU Student Scores, Non-MACU Professional Entities, etc.)	18	128
SWOT Analysis of Pogram	19	132

Management and Ethics, Program Review, Section 1

Chair's Summary Statement about the State of the Program

<div align="center">**Chair's Summary Statement**</div>

History of the Management and Ethics Program

The history of the Management and Ethics (MGT) program is the history of the Adult Education program at Mid-America Christian University (MACU). The MGT program began at MACU as the first in the LEAD adult degree completion program in 1995 (MACU Catalog 1995-1997 p. 46). The focus of this program was working adults, age 25 or older, with 60 credit hours of college credit. The additional credits required for the degree were met through 16 courses including Bible, and Credit by Demonstrated Competency (CDC).

In the early days the MGT 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, or at remote locations throughout the state of Oklahoma. No emphasis options were offered.

The LEAD program was a success and has evolved into the current College of Adult and Graduate Studies (CAGS). The current MGT program is available on-line as well as on campus. It is one of three undergraduate business degree options in CAGS. Admission requirements have changed, allowing students to enter CAGS with no previous college course work.

Leadership

Leadership of the MGT program changed hands many times in the period from 2005-2015, led at various times by Shirley Roddy, Ken Birchenbriter, Greg LaPat, Eddie Schmitz, Steve Clouse, and now Patty Clouse (since AY2017-18) with Scott McMurry serving as the Interim Chair of the School of Business Leadership (SBL). Some of these changes were necessitated by restructuring, personnel promotions, retirements, terminations, or changes in credentialing requirements for academic administrators

Curriculum

MACU catalogs from the early years of LEAD list the required MGT courses as 11 management courses, four Bible/Theology courses, and one philosophy course. This curriculum model was stable, and unchanged for the first 17 years it was in place. However, the last six years has seen numerous changes.

MGT Program in the School of Business Leadership Context

There are currently five undergraduate (BBA, Accounting, Health Care Management, Marketing, MGT) and two graduate programs (MBA, MA Leadership)with a total of 717 students enrolled in the School of Business Leadership. Undergraduate SBL students number 424 with 71 in the MGT program as of March 15, 2019. The MGT students represents 17% of the undergraduate, School of Business Leadership (CAS and CAGS) population.

Curriculum Changes

The Bible/Theology courses were are part of the courses taken with the major in the first 17 years of the MGT program. Bible courses are now taken separate from the courses in the major. The other changes are summarized here:

2013-2014
124 credits required for the degree,
Major 42 credits consisting of the following courses 2 Accounting, 2 Economics, 1 Business Administration, 9 Management,
Electives 12 credits.

2014-2015
126 credits required for the degree,
Major 39 credits consisting of the following courses 1 Psychology, 1 Business Administration, 13 Management,
Electives 15 credits.

2015-2016
124 credits required for the degree,
Major 30 credits consisting of the following courses 10 Management,
Electives 33 credits.

2016-2017
122 credits required for the degree,
Major 39 credits consisting of the following courses 1 Marketing, 3 Business Administration, 9 Management,
Electives 34 credits.

Changes approved 3/27/2019
122 credits required for the degree,
Major 36 credits consisting of the following courses 1 Marketing, 3 Business Administration, 8 Management,
Electives 37 credits.

Curriculum 2007 through 2013 degree completion B.S. Management and Ethics

Degree requirements:

General Education Courses	42
Management and Ethics Major	49
Electives	33
TOTAL SEMESTER HOURS	124

Catalog description of the MGT degree 2010-2012 "This undergraduate degree prepares graduates for leadership in the business field, not-for-profit agencies, government agencies, and other organizations."

Major (and Bible) requirements:

MGMT3203 Goals, Priorities and Attitudes

PHIL 3203 Making of the Modern Mind

MGMT 3303 Management Principles

BINT 3713 Foundation of Ethics: The Life and Teaching of Jesus

MGMT 3103 Computer Based Information Systems

MGMT 3403 and 3501 Research and Ethical Decision Making

MGMT 4103 Organizational Communication

THEO 3813 Judeo-Christian Ethics

MGMT 4203 Managing People: Groups and Leadership

MGMT 4303 Accounting for Managers

MGMT 4503 Financial Analysis for Managers

THEO 3823 Biblical Concept of Leadership

MGMT 4403 Marketing concepts and Applications

BINT 3813 Foundation of Ethics: Life and Teachings of Paul

MGMT 4502 Case Studies in Management and Ethics

MGMT 4604 Management and Ethics Research Project II

2013-14 Catalog

Degree requirements:

University Core (includes Bible)	58
Management and Ethics Major	42
Research	06
Electives	12
Orientation	06
TOTAL SEMESTER HOURS	124

Major requirements:

ACCN 3703 Introduction to Financial Accounting

ACCN 3803 Introduction to Managerial Accounting

ECON 3503 Applied Macroeconomics

ECON 3603 Applied Microeconomics

MGMT 3103 Computer Based Information Systems

MGMT 3303 Management Principles

MGMT 4103 Organizational Communication

MGMT 4203 Managing People: Groups and Leadership

MGMT 4233 Principles of Business Law

MGMT 4403 Marketing concepts and Applications

MGMT 4502 Case Studies in Management and Ethics

MGMT 4503 Financial Analysis for Managers

Research Requirements

BUAD 2503 Business and Professional Communications

MGMT 3703 Applied Business Statistics

2014-15 Catalog

Degree requirements:

University Core (includes Bible)	58
Management and Ethics Major	39
Research	08
Electives	15
Orientation	06
TOTAL SEMESTER HOURS	126

Major requirements:

BUAD 2503 Business and Professional Communications

MGMT 2103 Computer Based Information Systems < course number changed>

MGMT2203 Goals, Priorities and Attitudes < course number changed>

MGMT 2303 Management Principles < course number changed>

MGMT 3313 Principles of Human Resource Administration

MGMT 3603 Principles of Business Administration

MGMT 4103 Organizational Communication

MGMT 4203 Managing People: Groups and Leadership

MGMT 4303 Accounting for Managers

MGMT 4403 Marketing concepts and Applications

MGMT 4503 Financial Analysis for Managers

MGMT 4523 Case Studies in Management and Ethics < course number changed>

PSYC 3123 Industrial Organizational Psychology

Research Requirements

MGMT 3403 and 3501 Research and Ethical Decision Making

MGMT 4604 Management and Ethics Research Project II

Degree requirements:

University Core (includes Bible)	58
Management and Ethics Major	30
Electives	33
Orientation	03
TOTAL SEMESTER HOURS	124

MGMT2203 Goals, Priorities and Attitudes

MGMT 3313 Principles of Human Resource Administration

MGMT 4103 Organizational Communication

MGMT 4203 Managing People: Groups and Leadership

MGMT 4303 Accounting for Managers

MGMT 4403 Marketing concepts and Applications

MGMT 4503 Financial Analysis for Managers

MGMT 4523 Case Studies in Management and Ethics

MGMT 4433 Managing Change

MGMT 4703 Entrepreneurship

2016-17, 2017-18 and 2018-19 Catalog

Management and Ethics, B.S. program description "Designed to develop student' knowledge, analytical and communication skills, the B.S. in Management and Ethics program prepares graduates to lead employees in a variety of organizations so they may address future challenges, as well as interpret and convey financial information."

Degree requirements:

University Core (includes Bible)	46
Management and Ethics Major	30
Required Prior to Major courses	09
Electives	34
Orientation	03
TOTAL SEMESTER HOURS	122

MGMT2203 Goals, Priorities and Attitudes

BUAD 4303 Principles of Human Resource Administration < course number changed>

MGMT 4103 Group and Organizational Communication <name changed>

MGMT 4203 Managing People: Groups and Leadership

MGMT 4303 Accounting for Managers

MKTG 3103 Principles of Marketing < course number & name changed>

BUAD 3403 Business Financial < course number & name changed>

MGMT 4523 Case Studies in Management and Ethics

MGMT 4433 Managing Change

MGMT 4703 Entrepreneurship

Management Required Prior to Major courses

BUAD 2503 Business and Professional Communications

MGMT 2103 Computer Based Information Systems

MGMT 2303 Management Principles

Do not change form wording

> **PURPOSE: Checklist to request approval <mark>to Develop</mark> a New Program** (Step #1)
> *(new major, emphasis, concentration or certificate)*

Name of the new degree/emphasis/certificate to be developed: _Management and Ethics (MGMT), Management

Information Systems (MIS) Concentration_

Submitted by: _Patty Clouse_____ College/School __CAGS Adult School of Business Leadership_

<mark>**Process to request approval "To Develop" a new degree/emphasis/certificate program:**</mark>
- Fill out the attached Faculty/Senate Proposal form.
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keeping in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the Faculty agenda a minimum of 7 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

Required Signatures

> 1. **Obtain all signatures <u>IN THE ORDER LISTED</u> for purpose of appropriate collaboration, communication and approval.**
> 2. **The signature form must always accompany your proposal. You can expect revisions at all levels of review.**
> 3. **Changes requested at any level below should be made before you receive that reviewer's signature.**
> 4. **Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of final approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.**

_____	_____	_____
Approved: School Chair/Program Director	Date	*Comments*
_____	_____	_____
Approved: College Dean	Date	*Comments*
_____	_____	_____
Approved: Vice President for CAGS (CAGS Only)	Date	*Comments*
_____	_____	_____
Reviewed: Marketing Representative –CAGS *or* Assist. V.P. Enrollment Services – CAS	Date	*Comments*
_____	_____	_____
Reviewed: University Registrar	Date	*Comments*
_____	_____	_____
Reviewed: Chief Financial Officer	Date	*Comments*
_____	_____	_____
Reviewed: Director of Institutional Effectiveness	Date	*Comments*
_____	_____	_____
Approved: Vice President for Academic Affairs	**Date**	***Comments***

Faculty/Senate Checklist – <u>Develop</u> (Step #1)

MACU Faculty/Senate Policy Rev 11-09-2016

Proposed Degree Program Name: Full information including degree.	Proposal to Develop: Management and Ethics, B.S. degree with a Management Information Systems concentration

Proposal *(explain request)*
The new Management Information Systems Concentration will be part of the existing Management and Ethics program. The concentration will consist of six courses (eighteen hours). These courses will be in lieu of existing electives and will not extend time needed to earn the degree.

Rationale *(information supporting proposal – motivation, justification, reasoning; include documentation and sources of expected success of the new program)*
There is a growing recognition that traditional Management Information Systems functions are now being performed at the general administration level, with a corresponding value accruing to managers who have expertise with business applications, networks, programming, security, and data analysis. The Management and Ethics /MISE concentration will leverage the existing Management Information Systems courses. No new courses would need to be developed. The MISE 4663 Business Intelligence/Data Analytics course will strengthen the data driven decision making concepts that are in the Management and Ethics curriculum. The MISE3603 IT Management course content on web development will also provide strong support to the entrepreneur course already in the Management and Ethics program.

Recruitment Forecasting *(data supporting proposal and estimated student enrollment per semester for the next 3-5 years)*
The existing Management Information Systems concentration courses will be common to both degrees, the Management and Ethics/Management Information Systems and Bachelor in Business Administration/ Management Information Systems students can take classes together, substantially reducing the need to recruit large numbers of students to make the program viable. We anticipate that a number of future potential Management Information Systems concentration recruits will choose the Management and Ethics/Management Information Systems option, and that Recruitment will be successful in attracting more Management and Ethics students overall with this additional offering.

Correlation to the Strategic Plan, Assessment System and Program Improvement
The existing Assessment process in effect with the Management and Ethics will be expanded to cover the Management Information Systems concentration. Currently, the Management and Ethics uses one of the same robust measurement tools utilized in the Bachelor in Business Administration program to assess compliance with Strategic Plans, Program Outcomes and drives Program Improvement.

Budget and Correlation to Strategic Planning *(include additional equipment, writing or development expenses, adjunct instructors and other expected costs; Note: HLC requires dedicated full time faculty for a new degree program-not required for emphasis or concentration.*
The cost will be for development of promotional materials for the new concentration option. There will not be any cost for course development. All courses for the Bachelor in Business Administration/Management Information Systems concentration have been approved.

SUBMITTED BY: • Name/Title • College/School	Patty Clouse, Assistant Professor, Program Director MGMT CAGS, Adult School of Business Leadership
Proposed Effective Date:	January 1, 2018

Program Description (*Proposed brief description to show program concept*)	The existing Management and Ethics program will be kept and the same verbiage currently in the catalog, "*Students may choose to replace the electives with the optional concentration in Management Information Systems.* **Management Information Systems Concentration** *Required Courses (18 Hrs)* MISE 3203 Networking/Architecture/Cyber-Security MISE 4403 Project Planning and Implementation MISE 4603 Languages MISE 4643 Database Management MISE 4663 Business Intelligence/Data Analytics MISE 3603 IT Management

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

Do not change form wording

PURPOSE: Request for Approval of Curriculum Revisions

Curriculum proposal for: Management and Ethics, B.S. Degree program, change one course, and eliminate one course in the degree plan.

Submitted by: Patty Clouse, Program Director College/School: SBL   Date: 1/17/19
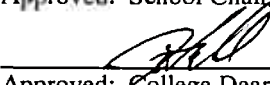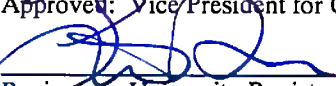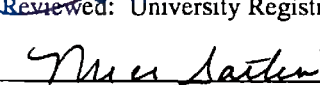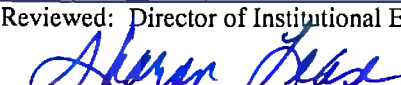
Process to request approval to revise an existing degree program/concentration/emphasis:

- Fill out the attached Faculty/Senate Proposal form. *Note: this form is not for use to change an existing program into a new degree or emphasis. (approval to develop is not required for any items on this list)*
- Submit your completed proposal and required documentation to the persons listed below for signatures. You may email your proposal to reviewers and attach the email responses to this form – keep in mind the required approval order.
- Proposals with all required signatures should be submitted for inclusion on the agenda a minimum of 5 days prior to the scheduled meeting.
- Submit your proposal and all supporting documents to the Dean in one electronic Word file. No PDF documents.

Curriculum components **Requested change for:**	**What is needed** (*show changes in strikeout and highlights format, e.g., old and new format*) *Use the MACU Catalog for information and format examples*
Admission requirements Course description Degree Program name Program description Program outcomes	Submit your completed proposal form showing all revised or new information.
Course (information changes)	Submit your completed proposal form and revised degree evaluation form (*if applicable*) (A course change includes changes in name, department, prefix, number, level, pre-requisites, and credit hours)
Course (new)	Submit proposal form with course name, prefix, and course description and (CAS) semester rotation and/or (CAGS) length of course use catalog format) and revised degree evaluation form (*if applicable*)
Degree evaluation form (*degree sheet*)	Submit your completed proposal form and revised degree evaluation form (the University Registrar or VPAA Office will assist with these changes)

Required Signatures

1. Obtain all signatures **IN THE ORDER LISTED** for purpose of appropriate collaboration, communication and approval.
2. The signature form must always accompany your proposal. You can expect revisions at all levels of review.
3. Changes requested at any level below should be made before you receive that reviewer's signature.
4. Submit your proposal to be listed on the next Faculty Meeting agenda: Upon receipt of notification of approval of your proposal from the VPAA Office - submit an electronic copy of your proposal to the Dean's Administrative Assistant.

Approved: School Chair/Program Director	2/4/19 /Date	*Comments*
Approved: College Dean	2/4/19 Date	*Comments*
Approved: Vice President for CAGS (CAGS Only)	2/6/19 Date	*Comments*
Reviewed: University Registrar	2-13-19 Date	*Comments*
Reviewed: Chief Financial Officer	2-13-19 Date	*Comments*
Reviewed: Director of Institutional Effectiveness	2·20·19 Date	*Comments*
Approved: Vice President for Academic Affairs Date	2.21.19	*Comments*

Faculty/Senate Checklist – <u>CHANGES</u> *(New or Revised Courses/Curriculum Components)*

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:** The following changes to the Management and Ethics, B.S. degree: • Remove MGMT 2303 Management Principles from the "required prior to Major Courses" section of the degree plan. • Remove MGMT 2203 Goals Priorities, and Attitudes from the "Major Courses" section of the degree plan. • Add MGMT 3213Applied Business Management to the "Major Requirement".

Proposal to Change - *explain revisions and actions being requested (show changes in strikeout and highlights, e.g., old and new format)*

Management and Ethics, B.S.

Required prior to Major Courses
BUAD 2503 Business and Professional Communications
MGMT 2103 Computer Applications
~~MGMT 2303 Management Principles~~

Major Requirements
BUAD 3403 Business Finance
BUAD 4303 Human Resource Administration
~~MGMT 2203 Goals Priorities, and Attitudes~~
MGMT 3213 Applied Business Management
MGMT4103 Group and Organizational Communication
MGMT 4203 Managing People: Groups and Leadership
MGMT 4303 Accounting for Managers
MGMT 4433 Managing Change
MGMT 4523 Case Studies in Management Ethics
MGMT 4703 Entrepreneurship
MKTG 3103 Principles of Marketing

Total University Core	46
Total Orientation	03
Total Required Prior to Major Courses	~~09~~ 06
Total Management and Ethics Major	30
Total Electives	~~34~~ 37
Total Required Hours	122

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

    Replacing MGMT 2303 with the MGMT 3213 course will provides stronger introduction, support, and application of management concepts for students in the Management and Ethics degree. This will also increase the upper division course work in the required courses for the major which helps transfer students meet the Oklahoma State Regents' degree program requirements.

    Removing MGMT 2203
      • Already removed from the Health Care Management program, resulting in smaller class sizes. This was originally a course in common between the two degree programs (HCM and MGT).
      • Less appropriate for adult students.

Faculty/Senate Checklist – <u>CHANGES</u> (*New or Revised Courses/Curriculum Components*)

Other information *(show new courses, course description changes, etc.)*

The MGMT 3213 Applied Business Management course is currently in the BBA program. This is <u>not</u> a new course, but it will be new to the Management and Ethics program. The course description is:
"This three credit-hour course provides an introduction to the principles of management. The emphasis is on understanding organizational theory, human relations, interpersonal communications, production, business ethics, and the development of management thought."

Correlation to the Assessment System & Program Improvement

The MGMT 3213 course will provide consistent assessment of the Management and Ethics B.S. program outcomes.

Budget and Correlation to Strategic *Planning (include additional adjunct or any other expected costs)*

No anticipated cost associated with these changes.

Other (Attach all pertinent degree program evaluation forms showing revisions *with strikeout and highlights, e.g. old and new format*)

SUBMITTED BY: • Name/Title • College/School	Patty Clouse, Program Director Management and Ethics B.S. School of Business Leadership, College of Graduate and Adult Studies
Proposed Effective Date:	June 1, 2019

Management and Ethics, Program Review, Section 2

Program Sheet from Catalog

Management and Ethics, B.S.
Effective: 01-01-2017

Designed to develop students' knowledge, analytical and communication skills, the B.S. in Management and Ethics program prepares graduates to lead employees in a variety of organizations so they may address future challenges, as well as interpret and convey financial information.

University Core
Specific courses within the University Core are listed on the first page of this catalog section.

University Core (46 Hrs)
Bible/Theology (12 hrs)
Communication (9 hrs)
U.S. History and Government (6 hrs)
Science (6 hrs *plus 1 hr of lab*)
Math (3 hrs)
Social Sciences (3 hrs)
Humanities (6 hrs – *3 hrs must be literature*)
See the Academic Program Requirements section of this Catalog for additional requirements.

Orientation Requirement
Orientation (3 Hrs)
UNIV 1123 Success at MACU

Required prior to Major Courses
Management Required Courses (9 Hrs)
BUAD 2503 Business and Professional Communications
MGMT 2103 Business Software Applications
MGMT 2303 Management Principles

Major Requirements
Management and Ethics Major (30 Hrs)
BUAD   3403 Business Finance
BUAD   4303 Human Resource Administration
MGMT 2203 Goals Priorities, and Attitudes
MGMT 4103 Group and Organizational Communication
MGMT 4203 Managing People: Groups and Leadership
MGMT 4303 Accounting for Managers
MGMT 4433 Managing Change
MGMT 4523 Case Studies in Management Ethics
MGMT 4703 Entrepreneurship
MKTG   3103 Principles of Marketing

Electives (34 Hrs)
Choose thirty-four (34) hours from any area. At least thirteen (13) hours should be from upper division hours.

Students may choose to replace the electives above with the optional concentration listed below.

A student must have a minimum of 40 hours of 3000 and 4000 level courses in order to receive a Bachelor degree. Please note: This may require the student to take at least thirteen (13 Hrs) of upper division elective hours in order to meet this graduation requirement.

Total University Core	**46**
Total Orientation	**3**
Total Required Prior to Major Courses	**9**
Total Management and Ethics Major	**30**
Total Electives	**34**
Total Required Hours	**122**

Accn-wq
MANAGEMENT AND ETHICS OPTIONAL CONCENTRATION
Management Information Systems Concentration (34 Hrs)
Required Courses (18 Hrs)

MISE	3203	Networking/Architecture/Cybersecurity
MISE	3603	IT Management
MISE	4403	Project Planning and Implementation
MISE	4603	Languages
MISE	4643	Database Management
MISE`	4663	Business Intelligence/Data Analytics

Choose fifteen (16) hours of any electives

Management and Ethics, Program Review, Section 3

Program Assessment System

The Management and Ethics (MGT) program uses the same point of contact assessment system used in the BBA and HCA programs. The MGT program has over 90 course starts annually. The number of starts make a consistent and replicable assessment procedures challenging. To solve this problem a unique point of contact assessment system was developed.

The following steps were taken:

1. Student Learning Outcomes (SLOs) were developed for each Program Outcome (PO). These are discussed in detail in the next section.

2. Rubrics were written to measure each SLO.

Student Performance Component	Unacceptable 1	Needs Improvement 2	Meets Expectations 3	Exceeds Expectations 4
BBA MGT HCA Outcome 1.1: Based on the Instructor's assessment of the student's work through the weekly Modeling Homework assignments, written assignments and discussions; the student understands how Financial analysis is used as a strategic management tool.	The student fails to recognize the basic concepts of Financial Analysis and a strategic use of Financial Analysis as a strategic management tool.	The student grasps basic knowledge in the questions, but the Final Marketing Plan does not show an analytical depth expected for use in strategic management.	The student recognizes and communicates the basic processes of using Financial analysis as a viable strategic management tool.	The student's work and analysis is exemplary. The work can be used as a prototype of an analytical and robust strategic management tool.

3. Points of assessment were identified in courses that would measure a rubric(s). (The map is in the next section)

4. The applicable rubrics are loaded into the points of assessment. These rubrics are placed in the Instructor Material folder in D2L

5. A line item(s) were created in the gradebook area of D2L. These items are only visible to the instructor. Note how the heading corresponds to the rubric. (Student names were deleted in the below example)

☐ Assessment ▾			
BBA MGT 2.2 ▾	BBA MGT 4.1 ▾	BBA MGT 4.2 ▾	BBA MGT 2.3 ▾
3 / 4, 75 %	3 / 4, 75 %	3 / 4, 75 %	3 / 4, 75 %
3 / 4, 75 %	3 / 4, 75 %	3 / 4, 75 %	3 / 4, 75 %
3 / 4, 75 %	3 / 4, 75 %	3 / 4, 75 %	3 / 4, 75 %
4 / 4, 100 %	3 / 4, 75 %	4 / 4, 100 %	4 / 4, 100 %
3 / 4, 75 %	2 / 4, 50 %	3 / 4, 75 %	3 / 4, 75 %
1 / 4, 25 %	1 / 4, 25 %	1 / 4, 25 %	1 / 4, 25 %

6. At the end of each course, the instructor will enter their evaluations based on the specific rubric guidelines. See above example.

7. Data is pulled from D2L and kept in a Google Sheet for compilation at the end of the semester. See below examples of monthly entry and dashboard compilation respectively.

Program Outcome: BBA 1					
Course	Student Outcome	Ones	Twos	Threes	Fours
MGMT4503 11M1	1.1	1	1	2	7
MGMtT 3213 11W1	1.1	2	0	4	7
MGMT 3213 11W1	1.2	2	2	1	8
BUAD 2203 11W1	1.2	5	1	3	7
MKTG 3103 11W1	1.1	2	4	2	6
ECON 2303 11M1	1.3	1	0	1	5
ECON 2303 11W1	1.3	2	0	2	16
Program Outcome: BBA 2					
Course	Student Outcome	Ones	Twos	Threes	Fours

Master for Assessment Data from D2L for Survey Monkey July - December 2017.xlsx

File   Edit   View   Insert   Format   Data   Tools   Add-ons   Help   Last edit was made on January 3 by Steve Clouse

fx | Program

	A	B	C	D	E	F	G
1	Program	PLO Number	Ones	Twos	Threes	Fours	# measured for each outcome
2	BBA	1	34	25	51	136	246
3	BBA	2	7	3	33	55	98
4	BBA	3	12	18	51	55	136
5	BBA	4	21	20	77	93	211
6	BBA	5	4	9	19	43	75
7							
8	Program	PLO Number	Ones	Twos	Threes	Fours	
9	MGT	1	5	8	17	24	54
10	MGT	2	16	12	77	134	239
11	MGT	3	21	37	111	126	295
12	MGT	4	36	45	140	162	383
13	MGT	5	13	7	40	48	108
14							
15	Program	PLO Number	Ones	Twos	Threes	Fours	
16	HCA	1	4	5	17	19	45
17	HCA	2	9	2	25	30	66
18	HCA	3	5	12	38	15	70
19	HCA	4	22	23	110	97	252
20	HCA	5	8	2	29	16	55

Tabs: Semester Totals | Ended Dec | Ended Nov | Ended Oct | Ended Aug | Ended July | Sheet3

8. At the end of the semester, the data is entered into a survey tool created by the Director of Institutional Effectiveness.

9. A key to the above assessment process is the training of the point of contact Professors
   a. WebEx training sessions were conducted

   b. A video produced for training of new instructors and as a refresher tool: https://youtu.be/ZUmh-HjTJW4

   c. Emails are sent out for all courses that have assessment points. Following is the template of that email:

Dear Instructors,

Here we are at the end of the course and time to enter the assessment data for your students. Many of you are veterans in this process, but there are others that this may be your first time.

If this is your first time completing these assessments, or if you need a reminder, below is a link to walk you through the process. Remember, this is not a reflection on your teaching, but it is your assessment on an individual's grasp of content based on the rubric. It would be rather rare that all students would be at a four.

I recommend completing these assessments after final grades are posted to the portal.

10. Summary: The amount of time for assessments has been reduced dramatically. All end of semester data can be compiled and entered in approximately fifteen minutes. During the recent HLC visit, one of the members commented on how much she liked the video we use for training and refreshers for our adjunct faculty. An important part of the success of this assessment process is the willingness of the adjuncts to cooperate with us.

MGT Class Starts 2018 - 2019

Year	Term	Course	Section	Title	Begin
2018	FA	BUAD2503	08M1	Business and ProfessionalCommunications	08/14/2018
2018	FA	BUAD2503	08W1	Business and ProfessionalCommunications	08/14/2018
2018	FA	BUAD2503	08W2	Business and ProfessionalCommunications	08/14/2018
2018	FA	BUAD2503	10M1	Business and ProfessionalCommunications	10/23/2018
2018	FA	BUAD2503	10W1	Business and ProfessionalCommunications	10/23/2018
2018	FA	BUAD2503	10W2	Business and ProfessionalCommunications	10/23/2018
2018	FA	BUAD2503	11W1	Business and ProfessionalCommunications	11/27/2018
2019	SP	BUAD2503	02W1	Business and ProfessionalCommunications	02/19/2019
2019	SP	BUAD2503	02W2	Business and ProfessionalCommunications	02/19/2019
2019	SP	BUAD2503	04M1	Business and ProfessionalCommunications	04/30/2019
2019	SP	BUAD2503	04W1	Business and ProfessionalCommunications	04/30/2019
2018	SU	BUAD3403	07M1	Business Finance	07/10/2018
2018	SU	BUAD3403	07W1	Business Finance	07/10/2018
2018	FA	BUAD3403	08W1	Business Finance	08/14/2018
2018	FA	BUAD3403	09M1	Business Finance	09/18/2018
2018	FA	BUAD3403	09W1	Business Finance	09/18/2018
2018	FA	BUAD3403	10W1	Business Finance	10/23/2018
2018	FA	BUAD3403	11W1	Business Finance	11/27/2018
2019	SP	BUAD3403	01W1	Business Finance	01/15/2019
2019	SP	BUAD3403	01W2	Business Finance	01/15/2019
2019	SP	BUAD3403	03M1	Business Finance	03/26/2019
2019	SP	BUAD3403	03W1	Business Finance	03/26/2019
2019	SP	BUAD3403	03W2	Business Finance	03/26/2019
2019	SP	BUAD3403	04M1	Business Finance	04/30/2019
2019	SP	BUAD3403	04W1	Business Finance	04/30/2019
2018	SU	BUAD4303	07W1	Human Resource Administration	07/10/2018
2018	FA	BUAD4303	08M1	Human Resource Administration	08/14/2018
2018	FA	BUAD4303	08W1	Human Resource Administration	08/14/2018
2018	FA	BUAD4303	09W1	Human Resource Administration	09/18/2018
2019	SP	BUAD4303	01M1	Human Resource Administration	01/15/2019
2019	SP	BUAD4303	01W1	Human Resource Administration	01/15/2019
2019	SP	BUAD4303	01W2	Human Resource Administration	01/15/2019
2019	SP	BUAD4303	04W1	Human Resource Administration	04/30/2019

MGT Class Starts 2018 - 2019

2018	SU	MGMT2103	07M1	Computer Based Information Systems	07/10/2018
2018	SU	MGMT2103	07W1	Computer Based Information Systems	07/10/2018
2018	FA	MGMT2103	09W1	Computer Based Information Systems	09/18/2018
2018	FA	MGMT2103	09W2	Computer Based Information Systems	09/18/2018
2018	FA	MGMT2103	11M1	Computer Based Information Systems	11/27/2018
2018	FA	MGMT2103	11W1	Computer Based Information Systems	11/27/2018
2018	FA	MGMT2103	11W2	Computer Based Information Systems	11/27/2018
2019	SP	MGMT2103	01M1	Business Software Applications	01/15/2019
2019	SP	MGMT2103	01W1	Business Software Applications	01/15/2019
2019	SP	MGMT2103	01W2	Business Software Applications	01/15/2019
2019	SP	MGMT2103	03W1	Business Software Applications	03/26/2019
2018	FA	MGMT2203	08W1	Goals, Priorities and Attitudes	08/14/2018
2019	SP	MGMT2203	01M1	Goals, Priorities and Attitudes	01/15/2019
2019	SP	MGMT2203	01W1	Goals, Priorities and Attitudes	01/15/2019
2019	SP	MGMT2203	04W1	Goals, Priorities and Attitudes	04/30/2019
2018	SU	MGMT2303	07W1	Management Principles	07/10/2018
2018	FA	MGMT2303	08W1	Management Principles	08/14/2018
2018	FA	MGMT2303	09W1	Management Principles	09/18/2018
2018	FA	MGMT2303	11W1	Management Principles	11/27/2018
2019	SP	MGMT2303	02W1	Management Principles	02/19/2019
2019	SP	MGMT2303	04W1	Management Principles	04/30/2019
2018	SU	MGMT2503	07W1	Professional Development Review	07/10/2018
2018	SU	MGMT2503	07W2	Professional Development Review	07/10/2018

MGT Class Starts 2018 - 2019

2018	FA	MGMT2503	08W1	Professional Development Review	08/14/2018
2018	FA	MGMT2503	08W2	Professional Development Review	08/14/2018
2018	SU	MGMT4103	07M1	Group and OrganizationalCommunications	07/10/2018
2018	SU	MGMT4103	07W1	Group and OrganizationalCommunications	07/10/2018
2018	FA	MGMT4103	10M1	Group and OrganizationalCommunications	10/23/2018
2018	FA	MGMT4103	10W1	Group and OrganizationalCommunications	10/23/2018
2018	FA	MGMT4103	10W2	Group and OrganizationalCommunications	10/23/2018
2019	SP	MGMT4103	01W1	Group and OrganizationalCommunications	01/15/2019
2019	SP	MGMT4103	03M1	Group and OrganizationalCommunications	03/26/2019
2019	SP	MGMT4103	03W1	Group and OrganizationalCommunications	03/26/2019
2019	SP	MGMT4103	03W2	Group and OrganizationalCommunications	03/26/2019
2018	FA	MGMT4203	09W1	Managing People: Groups andLeadership	09/18/2018
2018	FA	MGMT4203	11M1	Managing People: Groups andLeadership	11/27/2018
2018	FA	MGMT4203	11W1	Managing People: Groups andLeadership	11/27/2018
2019	SP	MGMT4203	04M1	Managing People: Groups andLeadership	04/30/2019
2019	SP	MGMT4203	04W1	Managing People: Groups andLeadership	04/30/2019
2018	SU	MGMT4303	07W1	Accounting for Managers	07/10/2018
2018	FA	MGMT4303	09M1	Accounting for Managers	09/18/2018
2018	FA	MGMT4303	09W1	Accounting for Managers	09/18/2018
2018	FA	MGMT4303	11W1	Accounting for Managers	11/27/2018
2019	SP	MGMT4303	02M1	Accounting for Managers	02/19/2019
2019	SP	MGMT4303	02W1	Accounting for Managers	02/19/2019
2018	SU	MGMT4433	07M1	Managing Change	07/10/2018
2018	SU	MGMT4433	07W1	Managing Change	07/10/2018
2018	FA	MGMT4433	10M1	Managing Change	10/23/2018

MGT Class Starts 2018 - 2019

2018	FA	MGMT4433	10W1	Managing Change	10/23/2018
2018	FA	MGMT4433	10W2	Managing Change	10/23/2018
2018	FA	MGMT4433	11W1	Managing Change	11/27/2018
2019	SP	MGMT4433	02M1	Managing Change	02/19/2019
2019	SP	MGMT4433	02W1	Managing Change	02/19/2019
2019	SP	MGMT4433	02W2	Managing Change	02/19/2019
2019	SP	MGMT4433	04M1	Managing Change	04/30/2019
2019	SP	MGMT4433	04W1	Managing Change	04/30/2019
2018	FA	MGMT4523	10W1	Case Studies in Management Ethics	10/23/2018
2018	FA	MGMT4703	08M1	Entrepreneurship	08/14/2018
2018	FA	MGMT4703	08W1	Entrepreneurship	08/14/2018
2018	FA	MGMT4703	11W1	Entrepreneurship	11/27/2018
2019	SP	MGMT4703	04W1	Entrepreneurship	04/30/2019

Management and Ethics, Program Review, Section 4

Program Curriculum Map with PO and SLO explanations

sLOs Management and Ethics BS			
Program Outcome 1.0	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.	**Student Learning Outcome 1.1**	Students will understand how Financial analysis is used as a strategic management tool
		Student Learning Outcome 1.2	Students will show a comprehension of basic Accounting Principles
		Student Learning Outcome 1.3	Students will demonstrate the ability to research and develop an informed marketing plan
Program Outcome 2.0	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.	**Student Learning Outcome 2.1**	Students will analyze case studies and make decisions on ethical outcomes to a variety of scenarios posed by the case studies.
		Student Learning Outcome 2.2	Students prove the ability to make ethical decisions while balancing the legal aspects of the business community.
		Student Learning Outcome 2.3	Students will demonstrate the effectiveness of Christian Ethics in managing the change required in the business community.
Program Outcome 3.0	Graduates will demonstrate the ability to work in groups and teams, utilizing interpersonal skills successfully in an organizational setting.	**Student Learning Outcome 3.1**	Students will coordinate, plan and develop a group presentation
		Student Learning Outcome 3.2	Students will present a group project
Program Outcome 4.0	Graduates will demonstrate the ability to effectively communicate business information using relevant technology and a variety of communication tools.	**Student Learning Outcome 4.1**	Students will demonstrate verbal and technical communication skills by creating and presenting a formal presentation
		Student Learning Outcome 4.2	Students will exhibit writing and critical thinking skills fundamental to success in the business community
Program Outcome 5.0	Graduates will exhibit the ability to analyze business problems and use critical thinking skills by developing, implementing, testing, and restructuring business models.	**Student Learning Outcome 5.1**	Students will develop, test, analyze and revise a business plan for Entrepreneurs.
		Student Learning Outcome 5.2	Students will exhibit the ability to analyze and react to changing situations to attain goals

Course	Name of Rubric(s) to load	Name of Assessment Column in D2L			
BUAD2503	BBA MGT Student 3.1 Rubric.xlsx BBA MGT Student 3.2 Rubric.xlsx	BBA MGT 3.1	BBA MGT 3.2	BBA MGT 4.1	BBA MGT 4.2
MGMT 2203	BBA MGT HCA Student 2.3 Rubric.xlsx BBA MGT HCA Student 4.2 Rubric.xlsx	MGT 2.3	MGT 4.2		
MGMT2303	BBA MGT HCA Student 2.1 Rubric.xlsx BBA MGT HCA Student 4.2 Rubric.xlsx BBA MGT HCA Student 5.2 Rubric.xlsx	MGT HCA 2.1	MGT HCA 4.2	MGT 5.2	
BUAD 4303	BBA MGT Student 2.2 Rubric.xlsx BBA MGT Student 2.3 Rubric.xlsx BBA MGT Student 4.1 Rubric.xlsx BBA MGT HCA Student 4.2 Rubric.xlsx	BBA MGT 2.2	BBA MGT 2.3	BBA MGT 4.1	BBA MGT 4.2
MGMT4103	BBA MGT HCA Student 3.1 Rubric.xlsx BBA MGT HCA Student 3.2 Rubric.xlsx BBA MGT Student 4.1 Rubric.xlsx BBA MGT Student 4.2 Rubric.xlsx	BBA MGT 3.1	BBA MGT 3.2	BBA MGT 4.1	BBA MGT 4.2
MGMT4203	MGT Student 3.1 Rubric.xlsx MGT Student 3.2 Rubric.xlsx	MGT 3.1	MGT 3.2		
MGMT4303	BBA MGT HCA Student 1.2 Rubric.xlsx	MGT HCA 1.1	MGT HCA 1.2		
MKTG 3103	BBA MGT Student 1.3.Rubric.xlsx BBA MGT Student 5.2 Rubric.xlsx	BBA 1.1 and MGT 1.3	BBA MGT 5.2		
MGMT4433	BBA MGT HCA Student 2.1 Rubric.xlsx BBA MGT Student 5.2 Rubric.xlsx BBA MGT Student 2.3 Rubric.xlsx	BBA MGT 2.1	BBA MGT 2.3	BBA MGT 5.2	
BUAD 3403	BBA MGT HCA Student 4.2 Rubric.xlsx MGT HCA Student 1.1 Rubric.xlsx	MGT HCA 1.1	BBA MGT HCA 2.2	BBA MGT HCA 4.2	
MGMT4523	BBA MGT HCA Student 2.1 Rubric.xlsx BBA MGT HCA Student 2.3 Rubric.xlsx	MGT 2.1	MGT 2.3	MGT 4.1	MGT 4.2
MGMT 4703	MGT Student 5.1 Rubric.xlsx	MGT 2.1	MGT 5.1		

Management and Ethics / BS Program Curriculum Map

Program Outcomes	SLOs	Business and Professional Communications BUAD 2503	Computer Based Information Systems MGMT 2103	Mangement Principles MGMT 2303	Business Finance BUAD 3403	Human Resource Administration BUAD 4303	Goals Priorities, and Attitudes MGMT 2203	Group & Organizational Communication MGMT 4103	Managing People Groups and Leadership MGMT 4203	Accounting for Managers MGMT 4303	Managing Change MGMT 4433	Case Studies in Managemen Ethics MGMT 4523	Entrepreneurship MGMT 4703	Principles of Marketing MKTG 3103
1 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.	1.1 1.2 1.3				1.1					1.1 1.2				1.3
2 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.	2.1 2.2 2.3			2.1		2.2 2.3					2.1 2.3	2.1 2.3	2.1	
3 Graduates will demonstrate the ability to work in groups and teams, utilizing interpersonal skills successfully in an organizational setting.	3.1 3.2	3.1 3.2						3.1 3.2	3.1 3.2					
4 Graduates will demonstrate the ability to effectively communicate business information using relevant technology and a variety of communication tools.	4.1 4.2			4.2	4.2	4.1 4.2	4.2	4.1 4.2				4.1 4.2		
5 Graduates will exhibit the ability to analyze business problems and use critical thinking skills by developing, implementing, testing, and restructuring business models.	5.1 5.2			5.2							5.2		5.1	5.2

1.1   Students will understand how marketing is used as a strategic management tool.
1.2   Students will show a comprehension of basic Accounting Principles.
1.3   Students will demonstrate knowledge of basic Micro and Macro Economic theories.

2.1   Students will analyze case studies and make decisions on ethical outcomes to a variety of scenarios posed by the case studies.
2.2   Students prove the ability to make ethical decisions while balancing the legal aspects of the business community.
2.3   Students will demonstrate the effectiveness of Christian Ethics in managing the change required in the business community.

3.1   Students will coordinate, plan and develop a group presentation.
3.2   Students will present a group project.

4.1   Students will demonstrate verbal and technical communication skills by creating and presenting a formal presentation.
4.2   Students will exhibit writing and critical thinking skills fundamental to success in the business community.

5.1   Students will develop, test, analyze and revise a business plan.
5.2   Students will exhibit the ability to analyze and react to changing situations to attain goals.

Management and Ethics, Program Review, Section 5

Three-year Program Assessment using POs and SLOs

		June-Dec 2016				
Program	PLO Number	Ones	Twos	Threes	Fours	# measured for each outcome
MGT	1	13	21	40	63	137
MGT	2	6	6	29	53	94
MGT	3	10	22	66	68	166
MGT	4	11	11	78	52	152
MGT	5	8	6	8	37	59

		Jan-May 2017				
Program	PLO Number	Ones	Twos	Threes	Fours	# measured for each outcome
MGT	1	5	21	37	44	107
MGT	2	14	10	34	114	172
MGT	3	6	12	55	94	167
MGT	4	13	14	46	92	165
MGT	5	4	9	13	30	56

		June-Dec 2017				
Program	PLO Number	Ones	Twos	Threes	Fours	# measured for each outcome
MGT	1	5	8	17	24	54
MGT	2	16	12	77	134	239
MGT	3	21	37	111	126	295
MGT	4	36	45	140	162	383
MGT	5	13	7	40	48	108

		Jan-May 2018				
Program	PLO Number	Ones	Twos	Threes	Fours	# measured for each outcome
MGT	1.1	3	4	17	36	60
MGT	1.2	1	1	5	2	9
MGT	1.3	2	0	6	16	24
MGT	2.1	3	1	23	55	82
MGT	2.2	5	3	24	26	58
MGT	2.3	5	1	21	67	94
MGT	3.1	15	10	32	64	121
MGT	3.2	13	9	47	59	128
MGT	4.1	8	8	30	42	88
MGT	4.2	19	22	79	106	226
MGT	5.1	1	1	17	37	56
MGT	5.2	3	1	27	26	57

		June-Dec 2018				
Program	PLO Number	Ones	Twos	Threes	Fours	# measured for each outcome
MGT	1.1	8	8	27	31	74
MGT	1.2	0	2	7	2	11
MGT	1.3	4	6	22	24	56
MGT	2.1	8	20	25	86	139
MGT	2.2	3	10	32	12	57
MGT	2.3	8	15	47	72	142
MGT	3.1	18	16	59	84	177
MGT	3.2	20	14	66	77	177
MGT	4.1	14	15	53	81	163
MGT	4.2	26	47	104	149	326
MGT	5.1	6	4	26	32	68
MGT	5.2	10	16	41	70	137
		Jan-March 2019				
Program	PLO Number	Ones	Twos	Threes	Fours	# measured for each outcome
MGT	1.1	0	3	3	6	12
MGT	1.2	0	0	0	0	0
MGT	1.3	0	0	0	0	0
MGT	2.1	1	4	8	7	20
MGT	2.2	1	4	15	27	47
MGT	2.3	1	16	20	24	61
MGT	3.1	6	2	18	17	43
MGT	3.2	6	2	21	15	44
MGT	4.1	6	5	27	25	63
MGT	4.2	4	12	32	56	104
MGT	5.1	0	1	0	2	3
MGT	5.2	1	3	7	6	17

Program Outcome: MGT 1					
Course	Student Outcome 1.1	Ones	Twos	Threes	Fours
Course	Student Outcome 1.2	Ones	Twos	Threes	Fours
Course	Student Outcome 1.3	Ones	Twos	Threes	Fours
Program Outcome: MGT 2					
Course	Student Outcome 2.1	Ones	Twos	Threes	Fours
Course	Student Outcome 2.2	Ones	Twos	Threes	Fours
BUAD 4303 01M1 19SP		1	2	6	6
BUAD 4303 01W1 19SP		0	0	0	18
BUAD 4303 01W2 19SP		0	2	9	3
Course	Student Outcome 2.3	Ones	Twos	Threes	Fours
BUAD 4303 01M1 19SP		1	2	6	6
BUAD 4303 01W1 19SP		0	0	0	18
BUAD 4303 01W2 19SP		0	0	14	0
Program Outcome: MGT 3					
Course	Student Outcome 3.1	Ones	Twos	Threes	Fours
MGMT 4103 01W1 19SP		1	2	9	3
Course	Student Outcome 3.2	Ones	Twos	Threes	Fours
MGMT 4103 01W1 19SP		1	2	12	1
Program Outcome: MGT 4					
Course	Student Outcome 4.1	Ones	Twos	Threes	Fours
BUAD 4303 01M1 19SP		1	2	6	6
BUAD 4303 01W1 19SP		0	0	0	18
BUAD 4303 01W2 19SP		3	2	9	0
MGMT 4103 01W1 19SP		2	1	12	1
Course	Student Outcome 4.2	Ones	Twos	Threes	Fours
BUAD 4303 01M1 19SP		1	2	6	6
BUAD 4303 01W1 19SP		0	0	0	18
BUAD 4303 01W2 19SP		0	2	7	5
MGMT 4103 01W1 19SP		0	4	8	4
MGMT 2203 01M1 19SP		0	0	1	6
MGMT 2203 01W1 19SP		0	0	3	7
Program Outcome: MGT 5					
Course	Student Outcome 5.1	Ones	Twos	Threes	Fours
Course	Student Outcome 5.2	Ones	Twos	Threes	Fours

Management and Ethics, Program Review, Section 6

Program Outcome Student Learning Outcome D3 Forms

D3 Data (Undergrad)		ONES	TWOS	THREES	FOURS	3+4%		Area for Improvement	Action Plan	Timeline	Actual Results	Evidence Files
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	43	38	85	179	77%	⬅	As evidenced by relatively low rubric scores on the SLO/PO assessment for Program Outcome 1, students feel that content in some courses is not relevant to their selected discipline, or that they are not learning how to situationally apply that knowledge.	1. Conduct review of curricula to update aging texts or outdated methodologies.			
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%			2. Survey of selected classes to confirm need for "real-life" input and obain suggestions for best formats			
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%			3. Solicit business Advisory Council for ideas to update curriculum with experiential learning opportunties.	Complete all by 6/31/1		Comparison of current SLO/PO data set to assessment 6/31/18
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%			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.			
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%						

Management and Ethics, Program Review, Section 7

End of Course D3 Forms

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 decrese 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 engagment, 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 signifcant changes in Program Director-level personnel, I am not confident that the Action Plan was completely executed, but attribute improvment 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 reivew 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 acheivement 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 3/31 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 beleive 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 reivew 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 acheivement 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						

Management and Ethics, Program Review, Section 8

End of Course Evidence

CAGS End-of-Course Evaluation Questionnaire
Prepared on 3/7/2019

Course: MGMT2303 01W1 ⊓ SP **Title:** Management Principles

Instructor: CRAIG DEAN **# of Respondents:** 4 **# Enrolled:** 15

1. The instructor was knowledgeable about material covered in the course.
2. The instructor provided assistance as needed.
3. The instructor's presence was strongly felt throughout the course.
4. Test questions were clearly written and covered appropriate material within the coursework.
5. Instructions and expectations for assignments were clear.
6. The instructor encouraged applied learning by demonstrating how course concepts connect to professional and/or personal life.
7. I received evaluation of assignments within 5 days of the assignment due date.
8. The instructor's grading and feedback were constructive, fair and helped me improve.
9. The assignments enhanced my learning in the course.
10. The course effectively integrated technology and Internet resources that contributed to learning.
11. The organization of the course was conducive to learning.
12. I was prepared to meet the level/requirements of this course.
13. Resources were available to me when I needed them in this course.
14. What are the strengths of the instructor?
15. How might the instructor be more effective?
16. What do you like best about this course?
17. What do you suggest to improve this course?

CAGS EOC Student Response to Questionnaire

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
1	4	3	2	3	3	2	3	3	3	3	3	3	3	See below	See below	See below	See below
2	3	4	4	5	4	4		4	4	4	4	4	4	See below	See below	See below	N/A
3	4	4	4	4	4	4	4	4	4	4	4	3	4	See below	N/A	N/A	N/A
4	4	4	4	4	4	3	4	4	4	4	4	4	4	See below	See below	See below	See below

Respondent 1 Q14: He knows business

Respondent 1 Q15:   Be mopre active in the discussion rooms and feedback on papers

Respondent 1 Q16:   Learned some new managment techniques to try in my current job

Respondent 1 Q17: None

Respondent 2 Q14: The instructor was so wonderful at encouraging us throughout the course. He was truly there to help us learn the material and succeed in the course.

Respondent 2 Q15:   I can't think of anything. He did a great job!

Respondent 2 Q16: I especially liked posting our answers/responses for everyone to see. There were many times on assignment 2 that I wished that they could have been posts for everyone to see so that I could see different perspectives. I really enjoyed being able to discuss with others throughout the class. I also really enjoyed assignment 1 because it truly helped me learn the terms from the book.

CAGS End-of-Course Evaluation Questionnaire

Prepared on: January 11, 2018

Course: BUAD4303 10W1 I8 FA

Title: HUMAN RESOURCE ADMIN

Instructor: TERESA SEAL

Respondents: 5

Enrolled: 14

Scoring: On a scale of 1-5, with 5 being the best possible score, rate the following questions:

1. The instructor was knowledgeable about material covered in the course.
2. The instructor provided assistance as needed.
3. The instructor's presence was strongly felt throughout the course.
4. Test questions were clearly written and covered appropriate material within the coursework.
5. Instructions and expectations for assignments were clear.
6. The instructor encouraged applied learning by demonstrating how course concepts connect to professional and/or personal life.
7. I received evaluation of assignments within 5 days of the assignment due date.
8. The instructor's grading and feedback were constructive, fair and helped me improve.
9. The assignments enhanced my learning in the course.
10. The course effectively integrated technology and Internet resources that contributed to learning.
11. The organization of the course was conducive to learning.
12. I was prepared to meet the level/requirements of this course.
13. Resources were available to me when I needed them in this course.
14. What are the strengths of the instructor?
15. How might the instructor be more effective?
16. What do you like best about this course?
17. What do you suggest to improve this course?

CAGS EOC Student Response to Questionnaire

Resp	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
1	3	3	3	4	3	3	3	3	3	3	3	3	3	See below	See below	See below	See below
2	4	4	4	4	4	4	4	4	4	4	4	4	4	See below	See below	See below	See below
3	4	4	4	4	4	4	4	4	4	4	4	4	4	See below	See below	See below	See below
4	3	3	3	5	4	3	4	4	4	3	4	4	4	See below	See below	See below	See below
5	4	4	4	4	4	3	3	4	4	4	4	4	4	See below	See below	See below	See below
6														See below	See below	See below	See below
7														See below	See below	See below	See below
8														See below	See below	See below	See below
9														See below	See below	See below	See below
10														See below	See below	See below	See below

Respondent 1 Q14

She was informative on her grading.

Respondent 1 Q15

N/A

Respondent 1 Q16

Not sure

Respondent 1 Q17

I think for the most part, the classes are pretty good so far. I do think that the instructors

Respondent 2 Q14

Prepared, helpful, kind, fair

Respondent 2 Q15

Keeping up the good work...

Respondent 2 Q16

The interaction with other classmates by discussion posts.

Respondent 2 Q17

I wouldn't change a thing.

CAGS End-of-Course Evaluation Questionnaire

Prepared on MAY 22, 2018

Course: MGMT4523 02W1 18SP   **Title:** Case Studies in Mgmt Ethics

Instructor: Michelle Mendenhall   **# of Respondents:** 2   **# Enrolled:** 5

Scoring: On a scale of 1-5, with 5 being the best possible score, rate the following questions:

1. The instructor was knowledgeable about material covered in the course.
2. The instructor provided assistance as needed.
3. The instructor's presence was strongly felt throughout the course.
4. Test questions were clearly written and covered appropriate material within the coursework.
5. Instructions and expectations for assignments were clear.
6. The instructor encouraged applied learning by demonstrating how course concepts connect to professional and/or personal life.
7. I received evaluation of assignments within 5 days of the assignment due date.
8. The instructor's grading and feedback were constructive, fair and helped me improve.
9. The assignments enhanced my learning in the course.
10. The course effectively integrated technology and Internet resources that contributed to learning.
11. The organization of the course was conducive to learning.
12. I was prepared to meet the level/requirements of this course.
13. Resources were available to me when I needed them in this course.
14. What are the strengths of the instructor?
15. How might the instructor be more effective?
16. What do you like best about this course?
17. What do you suggest to improve this course?

CAGS EOC Student Response to Questionnaire

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
1	4	4	4	3	3	3	3	3	3	4	4	4	4	see below	see below	see below	see below
2	4	4	4	0	4	3	2	4	4	4	4	4	4	see below	see below	see below	see below

Respondent 1 Q14: Very effective at getting the information to be retained.

Respondent 1 Q15: Keep going like she is

Respondent 1 Q16: It was a debate course who doesn't love to argue with a point

Respondent 1 Q17: This course was misleading in the factthat it is called "Case Studies in Management Ethics" and there was not anything dealing with ethics it was nothing but a debate class that is all there was for this course. So what was advertised was not what was done. And it starts with the book It is nothing in case studies but more along the lines of studying debates not management ethics case studies.

Respondent 2 Q14: n/a

Respondent 2 Q15: n/a

Respondent 2 Q16: n/a

Respondent 2 Q17: n/a

CAGS End-of-Course Evaluation Questionnaire

Prepared on 12/15/2017

Course: MGMT4203 06W1 17FA   **Title:** Managing People: Groups and Leadership

Instructor: PHILLIP SMITH   **# of Respondents:** 2   **# Enrolled:** 13

1. The instructor was knowledgeable about material covered in the course.
2. The instructor provided assistance as needed.
3. The instructor's presence was strongly felt throughout the course.
4. Test questions were clearly written and covered appropriate material within the coursework.
5. Instructions and expectations for assignments were clear.
6. The instructor encouraged applied learning by demonstrating how course concepts connect to professional and/or personal life.
7. I received evaluation of assignments within 5 days of the assignment due date.
8. The instructor's grading and feedback were constructive, fair and helped me improve.
9. The assignments enhanced my learning in the course.
10. The course effectively integrated technology and Internet resources that contributed to learning.
11. The organization of the course was conducive to learning.
12. I was prepared to meet the level/requirements of this course.
13. Resources were available to me when I needed them in this course.
14. What are the strengths of the instructor?
15. How might the instructor be more effective?
16. What do you like best about this course?
17. What do you suggest to improve this course?

CAGS EOC Student Response to Questionnaire

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
1	4	4	4	3	4	4	4	2	3	3	4	4	3	see below	see below	see below	see below
2	4	4	4	4	4	4	4	4	3	4	4	4	4	see below	see below	see below	see below

Respondent 1 Q14: actively involved in the discussions

Respondent 1 Q15: give more feedback on assignments

Respondent 1 Q16: the assignments were interesting without being too long

Respondent 1 Q17: N/A

Respondent 2 Q14: He made the assignments fit my busy life.

Respondent 2 Q15: Stay the way he is.

Respondent 2 Q16: It made me realize how to be a truly effective leader. Also made me realize how horrible my place of employment is.

Respondent 2 Q17: Leave it alone

Respondent 2 Q17: n/a

Respondent 3 Q14: He responded to me in a timely manner and always offered help.

Respondent 3 Q15: n/a

Respondent 3 Q16: n/a

Respondent 3 Q17: n/a

Respondent 4 Q14: Feedback

Respondent 4 Q15: A little more feedback might be good

Respondent 4 Q16: The online work and questions

Respondent 4 Q17: nothing

CAGS End-of-Course Evaluation Questionnaire

Prepared on 3/7/2019

Course: MGMT2203 09W1 *16 FA* **Title:** Goals, Priorities and Attitudes

Instructor: Shirley Roddy **# of Respondents:** 2 **# Enrolled:** 12

1. The instructor was knowledgeable about material covered in the course.

2. The instructor provided assistance as needed.

3. The instructor's presence was strongly felt throughout the course.

4. Test questions were clearly written and covered appropriate material within the coursework.

5. Instructions and expectations for assignments were clear.

6. The instructor encouraged applied learning by demonstrating how course concepts connect to professional and/or personal life.

7. I received evaluation of assignments within 5 days of the assignment due date.

8. The instructor's grading and feedback were constructive, fair and helped me improve.

9. The assignments enhanced my learning in the course.

10. The course effectively integrated technology and Internet resources that contributed to learning.

11. The organization of the course was conducive to learning.

12. I was prepared to meet the level/requirements of this course.

13. Resources were available to me when I needed them in this course.

14. What are the strengths of the instructor?

15. How might the instructor be more effective?

16. What do you like best about this course?

17. What do you suggest to improve this course?

CAGS EOC Student Response to Questionnaire

10/31/2016

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
1	3	3	4	5	3	4	4	4	3	4	3	3	4	See below	See below	See below	See below
2	4	4	4	5	4	4	4	4	4	4	4	4	4	See below	See below	See below	See below

Respondent 1 Q14: null

Respondent 1 Q15: null

Respondent 1 Q16: null

Respondent 1 Q17: null

Respondent 2 Q14: She is very encouraging, responsive, and had a great deal of positive things to share with us

Respondent 2 Q15: null

Respondent 2 Q16: null

Respondent 2 Q17: null

Respondent 3 Q14	N/A

Respondent 3 Q15	N/A

Respondent 3 Q16	N/A

Respondent 3 Q17	N/A

Respondent 4 Q14	N/A

Respondent 4 Q15	N/A

Respondent 4 Q16	N/A

Respondent 4 Q17	N/A

Respondent 5 Q14	She challenged me to really think about things...especially where the discusson queisons were concerned

Respondent 5 Q15	She was great.

Respondent 5 Q16	Everything! I learned so much and loved the class. I did not really want to take an online class but it was my only option. I actually really liked and learned a lot from the class

Respondent 5 Q17	The profesor graded in a timly manner and that helped! In the past it has taken a very long

Management and Ethics, Program Review, Section 9

Curriculum Reviews

School	Course #	Course Name	Last Date of Revision	Planned Revision
ASBS	BUAD 2503	Business and Professional Communication	1/26/2016	
ASBS	BUAD 3403	Business Finance	9/2/2014	
ASBS	BUAD 4303	Principles of Human Resource Administration	1/5/2016	
ASBS	MGMT 2103	Business Software Applications	9/1/2014	7/9/2019
ASBS	MGMT 2203	Goals Priorities, and Attitudes	2/9/2016	
ASBS	MGMT 2303	Management Principles	1/5/2016	
ASBS	MGMT 4103	Group and Organizational Communications	4/3/2018	
ASBS	MGMT 4203	Managing People: Groups	2/28/2017	
ASBS	MGMT 4303	Accounting for Managers	8/29/2017	
ASBS	MGMT 4433	Managing Change	8/9/2016	
ASBS	MGMT 4523	Case Studies in Management and Ethics	2/17/2015	
ASBS	MGMT 4703	Entrepreneurship	2/21/2017	
ASBS	MKTG 3103	Marketing Concepts and Applications	9/15/2014	
ASBS	MISE 3203	Telecomm/ Networking Architecture	3/20/2018	
ASBS	MISE 3603	IT Management	5/29/2018	
ASBS	MISE 4403	Project Planning and Implementation	1/13/2015	
ASBS	MISE 4603	Languages	4/4/2017	
ASBS	MISE 4643	Database Management	8/6/2018	
ASBS	MISE 4663	Business Intelligence/Data Analytics	8/14/2018	

Management and Ethics, Program Review, Section 10

Retention/Persistence Rates

Management and Ethics, BS -School of Business Leadership -CAGS
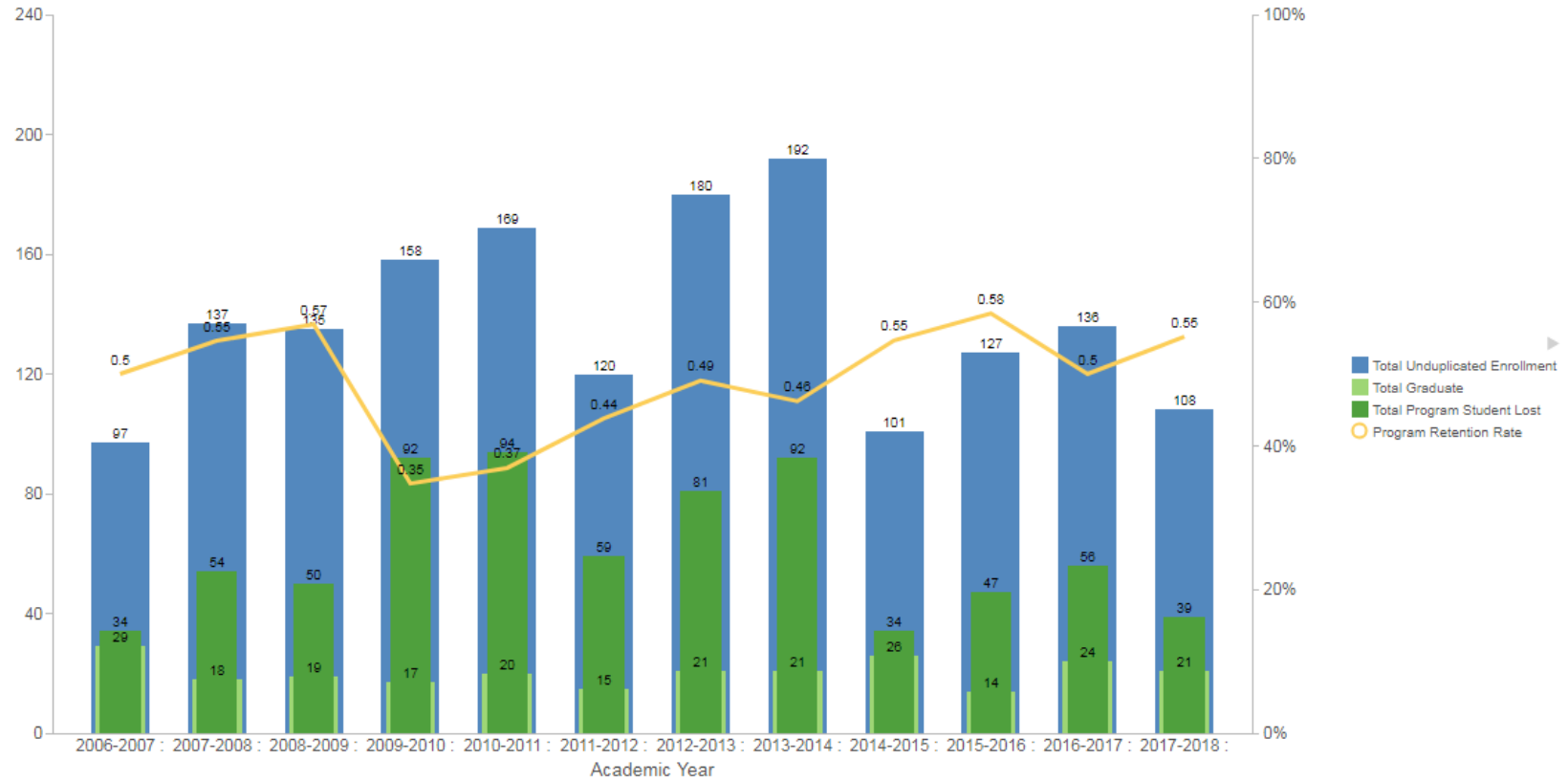
Chart shows Management & Ethics enrollment, students graduated, lost, and retention rates.

2016-17 enrollment 136, graduated 24, lost 32, and retention rate of 50%

2017-18 enrollment 108, graduated 21, lost 18, and retention rate of 55%

Retention data

2016-17

Unduplicated enrollment 2330

Overall retention rate 56.88%

CAGS retention   44%

CAGS undergraduate retention rate 49.27%

School of Business Leadership (Graduate and undergraduate) 54.63 retention rate

School of Business Leadership (Graduate and undergraduate) comprised 38% of the student population

2017-18

Unduplicated enrollment 2026

Overall retention rate   57.01%

CAGS retention   44%

CAGS undergraduate retention rate 49.85%

School of Business Leadership (Graduate and undergraduate)   58 % retention rate

School of Business Leadership (Graduate and undergraduate) comprised   42% of the student population

Management and Ethics students lost by year

2016-17 = enrollment 136

Retention rate 50%

  56 students lost 24 graduated

CAGS retention   44% undergrad 49%

2017-18 = enrollment 108

Retention rate 55%

  39 students lost 21 graduated

CAGS retention   44% undergrad 49%

Impact of Credit by Demonstrated Compentacy on Retention of Management and Ethics Students

year	# of students receiving CDC	Management & Ethics Students				
		# receive CDC	# still current	# Graduataed	# drop or withdraw	% retained
2019	67	36	35	1	0	100%
2018	108	47	16	29	2	96%
2017	136	66	24	33	9	87%

data retrieved 3/7/19

Management and Ethics, Program Review, Section 11

Instructor/Faculty Evaluations

Program Director Evaluation Rubric for Instructor Monitoring
Evaluation on 7 of the expectations in Instructor Agreement

Instructor:	Craig Dean
Course:	MGMT 2303
Section:	05W1 SP17
End Date:	6/12/2017

	Possible Points	Actual		Comments
	1	0	A Discussion comments posted on at least 3 days of the unit.	Discussion post should be made on 3 different days each week.
	1	1	B At least 1/2 of the posts 3 or more sentences.	Good length on discussion posts.
	1	1	c At least1/2 of the posts include a direct reference reading.	Good content and reference to couse materials/subject each week.
	1	0.75	D At least 1 post refers to a biblical concept or truth.	Biblical I content in good. Higher frequency is needed.
	2	0.25	E The number of posts are to be at least equal to 1/3 the number of students enrolled	This course should have had 5 to 6 posts by instructor for each discussion question. More responses and stronger presence by instructor needed.
	2	1.75	F Student's weekly assignments are to be graded and returned to students with comments within 5 days.	Week 4 many of the assignments were not graded in 5 days. Each week there were 1 or 2 students with no comments on graded assignments.
	2	1.75	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.	Grading feedback was always personal, encouraging, and professional. More instruction on papers is needed. A good way to do this is download the papers, add comments, and attach.
Total	10	6.5	Craig, you make good use of the "News" section to provide instruction to the class. Your feedback and thoughtful and always encouraging for students. You may benefit from some D2L training to assist with the discussion grading and the use of a rubric for grading papers. Please schedule a time we can meet together for training before your next class.	

1 point scale 0 = Not at all, .5 Partial, 1 Yes.
2 point scale 0 = Not at all, 1 Partial, 2 Yes.

NOTE: 7/17/17 met with Craig and provided instruction on using "Assess Topic" to grade discussions, importance of content and responses to discussions. Pclouse

Program Director Evaluation Rubric for Instructor Monitoring
Evaluation on 7 of the expectations in Instructor Agreement

Instructor:	Nathan Hall
Course:	BUAD 2503
Section:	W1 FA 2017
End Date:	11/6/2017

	Possible Points	Actual		Comments
	1	0	A Discussion comments posted on at least 3 days of the unit.	none
	1	0	B At least 1/2 of the posts 3 or more sentences.	none
	1	0	C At least1/2 of the posts include a direct reference reading.	none
	1	0	D At least 1 post refers to a biblical concept or truth.	none
	2	0	E The number of posts are to be at least equal to 1/3 the number of students enrolled	none
	2	0.5	F Student's weekly assignments are to be graded and returned to students with comments within 5 days.	Many assignments take over 10 days to grade.
	2	0.5	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.	Little to no feedback on graded work. Most of work has No personalization, no encouragement, a little instruction.
Total	10	1	Nathan, as your first course with us, this does not look good. As you can see from this evaluation we place very strong emphasis on the discussion process for the instructor to establish presence in the virtual classroom. There is little evidenc of you interacting with the students in this course. Please email me and let me now your plans to correct these issues if given another oppertunity to teach on-line at MACU. I would also be interested to know if the instructor training completed prior to teaching this course, failed to adequately prepare you for the course.	

1 point scale 0 = Not at all, .5 Partial, 1 Yes.
2 point scale 0 = Not at all, 1 Partial, 2 Yes.

Program Director Evaluation Rubric for Instructor Monitoring
Evaluation on 7 of the expectations in Instructor Agreement

Instructor:	Rehbein, Jon
Course:	MGMT 4103
Section:	01W1 SP18
End Date:	2/12/2018

	Possible Points	Actual		Comments
	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	1	C At least1/2 of the posts include a direct reference reading.	
	1	0.5	D At least 1 post refers to a biblical concept or truth.	
	2	2	E The number of posts are to be at least 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	0.5	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	7	Jon, good work on this course. I know it is a difficult one. Hope you find the revision (starting in July) much better.	

1 point scale 0 = Not at all, .5 Partial, 1 Yes.
2 point scale 0 = Not at all, 1 Partial, 2 Yes.

Program Director Evaluation Rubric for Instructor Monitoring
Evaluation on 7 of the expectations in Instructor Agreement

Instructor:	Sandoval, Lindsey Jo
Course:	MGMT 2303
Section:	08W1 18FA
End Date:	9/17/2018

	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	1	C At least1/2 of the posts include a direct reference reading.	Good use of text in discussions.
	1	1	D At least 1 post refers to a biblical concept or truth.	Good integration of biblical truths in discussion.
	2	2	E The number of posts are to be at least 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.	Constructive, encouraging, and timely - Great job!
Total	10	10	Lindsey, Excellent instruction on this course. I hope you are enjoying teaching. You are doing very well at it! Please let me know if you have any questions goinf forward.	

1 point scale 0 = Not at all, .5 Partial, 1 Yes.
2 point scale 0 = Not at all, 1 Partial, 2 Yes.

Program Director Evaluation Rubric for Instructor Monitoring Evaluation
on Expectations in the Instructor Agreement

Instructor:	Michelle Mendenhall		
Course:	MGMT4433	Scale:	0=not at all
Section:	11W1		.5=partial
Term:	2018 FALL		1=met expectations
End Date:	1/14/2019		

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	Met Expectation
	1b Participation register created by start date	1	1	Met Expectation
	1c Calendar developed for the course by start date	1	1	Met Expectation
	1d News item with office hours and means of contact posted	1	1	Met Expectation
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of	1	1	Met Expectation
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	Met Expectation
	2c Post weekly updates to the News Section of the course	1	1	Met Expectation
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	1	Met Expectation
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	1	Met Expectation
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	Met Expectation
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	Met Expectation
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5	1	0.5	partially met
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	Met Expectation
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts	1	1	Met Expectation
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	Met Expectation
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	Met Expectation
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for	1	1	Met Expectation
	5d As appropriate, feedback should point students to tutorial resources	1	1	Met Expectation
	TOTAL	18	17.5	

Additional Feedback from Program Director: Michelle, you do such a great job engaging and communicating with your students. Your discussions prompt further conversation and your grading feedback is instructive yet very encouraging. Don't forget to respond to 1/3 of the students in each discussion post as outlined in the expectations. The only other suggestion I have would be in regards to the weekly Newsfeed. You do a great job posting weekly and providing the content to be discussed, adding video lectures, outside resources, and personal experience can help the students feel engaged and provide a classroom feel. Excellent work!

Management and Ethics, Program Review, Section 12

University Senate Documents Related to Program

Type of Proposal	Name/Agenda Item	School	Approval Date	Effective
New Certificate	Criminal Justice, Criminal Investigations Certificate	CAGS	8/23/2017	9/1/2017
New Certificate	Criminal Justice, Victims Advocacy Certificate	CAGS	8/23/2017	9/1/2017
Revised	Health Care Admin and MBA Health Care Admin	CAGS	8/23/2017	8/23/2017
Revised	School of Business Leadership CAS/CAGS Combined	CAGS	8/23/2017	8/23/2017
Sunset	Bible Theology and Specialized Ministry Degree programs	CAS	8/23/2017	8/23/2017
Revised	Psychology, B.S., Criminal Justice Concentration - prev CJ changes	CAS	8/23/2017	8/23/2017
Revised	Course Title and Description / POLS 1103 CAS/CAGS	CAS	9/27/2017	9/27/2017
Proposal to Develop	Ministry Leadership, B.S., Pastoral Care & Youth Ministry Concentration, Multidisciplinary Option	CAS	9/27/2017	9/27/2017
New Policy	Catalog Entry - Commencement Early Participation	Admin	9/27/2017	9/27/2017
New Policy	School of Business Leadership Instructional Guidelines	Admin	9/27/2017	9/27/2017
Proposal to Develop	MIS Concentration for the Management and Ethics B.S.	CAGS	10/25/2017	10/25/2017
Revised	Course Description, HIST 2203, American History II	CAGS	10/25/2017	10/25/2017
Revised	Course Name Change, Clinical Mental Health & Addictions Counseling Emphasis to Substance Abuse Counseling	CAGS	10/25/2017	10/25/2017
Revised	Course Description, HIST 2103, American History I	CAS	10/25/2017	10/25/2017
Revised	Course Description, HIST 1103, History of World Civ I	CAS	10/25/2017	10/25/2017
Revised	Course Description, HIST 1203, World Civ II	CAS	10/25/2017	10/25/2017
Proposal to Approve	Ministry Leadership, B.S., Pastoral Care & Youth Ministry Concentration, Multidisciplinary Option	CAS	10/25/2017	10/25/2017
Sunset	Business Administration & Ethics, BBA's Marketing Concentration	Admin	10/25/2017	10/1/2017
Sunset	M.S., Counseling, Pastoral & Spiritual Direction Emphasis	Admin	10/25/2017	10/25/2017
Policy	Academic Terminology Update	Admin	10/25/2017	10/25/2017
Revised	Change Course Names, MGMT2503, MGMT4103	CAGS	1/24/2018	1/24/2018
Proposal to Approve	MIS Concentration for the Management and Ethics B.S.	CAGS	1/24/2018	1/24/2018
Revised	Curriculum Revision, Business Administration & Ethics Degree, BBA Degree Program & Multidisciplinary Option	CAGS/CAS	1/24/2018	1/24/2018
Proposal to Develop	B.S., Digital Marketing for the School of Business Leadership	CAGS/CAS	1/24/2018	1/24/2018
Revised	Admissions Requirements for entry into the Master of Accountancy Program	CAGS	2/28/2018	2/28/2018
Proposal to Develop	M.Ed. Program (pending approval at CAS Faculty mtg)	CAGS/CAS	2/28/2018	2/28/2018
Revised	Accounting & Ethics, BBA Description and Required Business Courses	CAGS/CAS	2/28/2018	2/28/2018
New Policy	Catalog Entry - Non-Degree Certificate Residency Requirements	Admin	2/28/2018	2/28/2018
New Policy	Catalog Entry - Non-Degree Certificate Minimum Requirements	Admin	2/28/2018	2/28/2018
New Policy	Catalog Entry - Preliminary Enrollment Requirements	Admin	2/28/2018	2/28/2018
Sunset	M.S., Counseling, Applied Behavioral Science Emphasis	Admin	2/28/2018	2/28/2018
New Policy	Catalog: Commencement & Graduation Honors Clarification	Admin	4/25/2018	4/25/2018
Policy	CAGS Late Work Policy Revision	Admin	4/25/2018	4/25/2018
Sunset	B.S., Music Business Degree	Admin	4/25/2018	4/25/2018
Revised	C.P.A. Accounting Emphasis and Common Core for M.B.A.	CAGS	5/23/2018	5/23/2018
Degree Update/Change	M.Min., Reduce Degree Hours, Convert Courses to 7 Week Format, 18 Credit Hour Degree Core, Emphasis in Leadership, Emphasis in Pastoral & Crisis Care	CAGS	5/23/2018	6/1/2018
Degree Update/Change	B.S., School of Math & Science, Biology, add 5 new courses, BIOL1013, BIOL4901, BIOL4314, CHEM2205, CHEM3104; Change BIOL3304 to BIOL3305; Add a Pre-Req BIOL1314	CAS	5/23/2018	5/23/2018
Degree Update/Change	B.S./B.A., School of Music, Reduce Music Theory & Aural Skills Credit Hours	CAS	5/23/2018	8/1/2018
Proposal to Approve	M.Ed., Curriculum and Instruction	CAGS/CAS	5/23/2018	Pending
Proposal to Approve	B.S., Digital Marketing for the School of Business Leadership	CAGS/CAS	5/23/2018	9/1/2018
Proposal to Approve	B.S., Digital Marketing for the School of Business Leadership	CAGS/CAS	5/23/2018	9/1/2018
Revised	Revision to the University Senate Process: "Develop a New Program Proposal" will be eliminated	Admin	6/27/2018	6/27/2018
Revised	Transcript Fees Update	Admin	6/27/2018	6/27/2018
Revised	Catalog Entry: Academic Probation, Academic Success Contract, and Academic Periods of Enrollment Update	Admin	6/27/2018	6/27/2018
Revised	Name of the Practicum/Internship Courses- MS in Counseling -to be easily identifiable on student transcripts for state licensing purposes.	CAGS	7/25/2018	7/25/2018
Revised	Name and description of current Medical Terminology Course to better reflect expanded content	CAGS	7/25/2018	7/25/2018
Policy Update	Admissions Policy Update	Admin	7/25/2018	7/25/2018
New Policy	ASPC - GRE Equivalency	Admin/CAG	7/25/2018	7/25/2018

Type of Proposal	Name/Agenda Item	School	Approval Date	Effective
Revised	Change Course Prefix for MGMT 2503 to UNIV 2503	CAGS	8/22/2018	8/22/2018
Policy	Withdrawal Policy Update	ADMIN	8/22/2018	8/22/2018
Program Outcomes New	Criminal Justice and Ethics - Program Outcomes	CAGS	9/26/2018	9/26/2018
Revised	Change of Name and Course Description GEOG 2503	CAS	9/26/2018	1/8/2019
Revised	Change of Name and Course Description GEOG 2603	CAGS/CA	9/26/2018	1/8/2019
Revised	Consolidating Practicum Internship Courses ASPC	CAGS	10/24/2018	11/1/2018
New Certificate	Approval for New Program Certificate in Educational Leadership	CAGS	10/24/2018	2/1/2019
Revised	Course Name Changes - School of Business Leadership	CAGS	11/28/2018	12/1/2018
Revised	Change Course Prefix - from BUAD 4203 to PMIN 4233 Nonprofit and American Church Law	CAS	11/28/2018	1/1/2019
Degree Update/Change	School of Music, B.S. added two new concentrations: Music Ministry or Recording Arts / update to the number of required credit hours in the Elementary/Secondary Vocal Music and Applied Music Courses in the Elementary/Secondary Vocal Music Education, B.A. from 133 to 134 total	CAS	11/28/2018	8/1/2019
Policy	Copyright Use Policy	Admin	11/28/2018	11/28/2018
Policy	Intellectual Property Policy	Admin	11/28/2018	11/28/2018
Degree Update/Change	Replace EDUC 3203 with EDUC 3233 Probability and Statistics for Teachers	CAS	12/10/2018	9/3/2019
Degree Update/Change	Removal of Concept of Physics, addition of General Physics I and II. Course Number Changes to Organic Chem I and II and Organic Laboratory addition	CAS	12/10/2018	12/14/2018
Sunset	Master of Ministry Sunset and Teach Out - Adult School of Christian Ministries	Admin	1/17/2019	1/17/2019
Revised	Convert COMM 3843 to PMIN 4223	CAGS	2/27/2019	8/13/2019
Revised	Approval to create new course - UNIV 0173 College Foundations	CAGS	2/27/2019	3/1/2019
Degree Update/Change	Update courses in the ML Core and Emphases; create ML 5273 and ML 6023	CAGS	2/27/2019	3/1/2019
Proposal to Develop	Ministry Leadership Emphasis in the MA Leadership Degree	CAGS	2/27/2019	3/1/2019
New Policy	University Catalog Updates - Sunset Master of Ministry Program	Admin	2/27/2019	3/15/2019
New Policy	University Catalog Updates - Changed Academic Success Contract to "Plan"; and made it optional and made it optional instead of required for students on probation	Admin	2/27/2019	3/15/2019
New Policy	University Catalog Updates - Updated Student Employment section to include Free Application for Federal Aid (FAFSA) information for work-study; and updated locationm where students apply (Student Success Center)	Admin	2/27/2019	3/15/2019
New Policy	University Catalog Updates - Updated Concurrent enrollment admissions criteria to match OK State Regents requirement - must have a 20 ACT OR 3.0 unweighted gpa	Admin	2/27/2019	3/15/2019

Management and Ethics, Program Review, Section 13

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

School of Business Leadership Advisory Board

School of Business Leadership Advisory Board meets with SBL faculty and Program Directors quarterly. Collaboration between Advisory Board and faculty has resulted in several projects. Two of the projects are a survey (attached), and case study project. The Case Study project created several cases for course use based on real events presented by Advisory Board members. A case is included here along with several of the meeting PowerPoint presentations. The PowerPoint presentations are used in place of an agenda.

School of Business Leadership
Advisory Board Members
As of January 1, 2019

Bill Turner	Valir
Mark Warner	Retired Entrepreneur
Robert Barcum	CEO EBS-Partners
Rodney Chew	State Farm Insurance
Mark Rubino	Jasco
Sam Minick	Minick Materials
Phillip Smith	Insurica
Steve Foskin	Cross First Bank
Terry Holden	Retired Brahms
Ross Hill	Bank2
Ron Whitton	Dent Smart
Teresa Seal	Veterans Research & Education Foundation
Owen Sevier	Retired MACU

Advisory Board survey of coursework importance

Tab	Course Description	Weighted Score (0.0-3.0)
Question 3	(BUAD 2503) Business and Professional Communications (BBA & MGT) Principles of effective communication, including letters, reports and other business writing.	2.9
Question 12	(MGMT 4103) Organizational Communication (BBA & MGT) Introduction to concepts of effective oral and written communication, including working in teams.	2.8
Question 13	(MGMT 4203) Managing People: Groups and Leadership (MGT) This module provides insight into group formation and process, their power and influence in organizations and varying styles of leadership.	2.8
Question 10	(MGMT 2303) Management Principles (MGT) A study of the basic functions of managers; changing cultures in the workplace, organization structure, and similarities and differences of leadership.	2.6
Question 18	(MGMT 4413) Strategic Management (BBA) The class uses simulation software and students run a clothing manufacturing factory. It is a Capstone course for the BBA.	2.5
Question 15	(MGMT 4433) Managing Change (BBA & MGT) This course explores various change theories and available options for designing, implementing and managing change.	2.4
Question 9	(MGMT 2103) Computer Based Information Systems (BBA & MGT) Introduces the basic features of Microsoft Office, Windows basics, and file management. Develops familiarity with Word, Excel, and PowerPoint.	2.4
Question 6	(BUAD 4303) Human Resource Administration (BBA & MGT) Human relations and employment law. The class looks at case studies to illustrate correct interview processes.	2.3
Question 17	(MGMT 4703) Entrepreneurship (MGT) This course will explore the options available and means by which an entrepreneurial venture may be created and will help to develop and understanding of all functional areas of a small business as they relate to managing operations. Emphasis will be placed on the importance of the business plan and how to develop one.	2.3
Question 16	(MGMT 4523) Case Studies in Management Ethics (MGT) Reading, discussion, and development of papers pertaining to relevant case studies involving personal and organizational ethical issues and problems to actual situations.	2.3
Question 1	(BUAD 2103) Accounting I (BBA) Fundamental Accounting Principles	2.2
Question 8	(ECON 2403) Microeconomics (BBA) Basic Microeconomics covering supply/demand and resource allocation.	2.2
Question 19	(MGMT 3103) Principles of Marketing (BBA & MGT) Introduction to the marketing of goods and services. Includes pricing, distributional options, and marketing research.	2.1
Question 11	(MGMT 3213) Applied Business Management (BBA) Introduction to principles of management. Non-profits and basic management skills are addressed in this course.	2.1
Question 14	(MGMT 4303) Accounting for Managers (MGT) The acquisition, analysis, and reporting of financial information with special attention to the planning and control responsibilities of practicing managers; emphasis on interpreting financial information for effective decision-making.	2.0
Question 4	(BUAD 3403) Business Finance (BBA & MGT) Introduction to tools used for financial analysis, including investment and dividend decisions.	1.8
Question 2	(BUAD 2203) Accounting II (BBA) Accounting systems, concepts, and principles. Statement analysis	1.8
Question 5	(BUAD 4103) Legal Environment of Business (BBA) Law and the legal system and introduction to federal regulatory agencies which impact business decisions.	1.7
Question 7	(ECON 2303) Macroeconomics (BBA) Basic Macroeconomics covering government policies, monetary systems, and taxes.	1.6

NEW MEMBER UPDATE

- Dr. Steve Sloan now manages the Master of Leadership program!

- Please welcome our new Program Director for Health Care Management, Dr. Kelly Riesenmy

- Lives in Joplin, MO

- PhD Organizational Leadership, MA Psychology

- Developed public health programs for VA Med Center

- Over 20 years independent research, executive coaching, publishing

RECAP OF BUSINESS SCHOOL DEVELOPMENTS
REASSESSMENT OF CORE BUSINESS CURRICULUM FOR 21ST CENTURY

- **Traditional Micro- and Macroeconomics courses collapsed into 3-hour economics survey**

RECAP OF BUSINESS SCHOOL DEVELOPMENTS
NEW DIGITAL MARKETING DEGREE

- Includes data analysis, social media marketing, search engine optimization and marketing, pay per click, mobile ads, marketing automation and CRM

- Building degree to include *certifications* in Google Analytics, FB, Instagram, Google AdWords, Bing Ads

RECAP OF BUSINESS SCHOOL DEVELOPMENTS
DIGITAL BADGING AND CERTIFICATIONS

- CPA and SHRM prep already in place

- IB certification to be part of new Data Analysis course in BBA & MGMT MIS concentration

- Pre-requisites for graduate accounting entry (minimum 12 hours) now packaged as the "Core Accounting Certification".
  - Undergrad students can get financial aid
  - Certificate can be listed with education on resume and transcript
  - Makes accounting prerequisites easier for companies to support with educational/training funds

RECAP OF BUSINESS SCHOOL DEVELOPMENTS
CROSS-DISCIPLINARY COURSEWORK

- Recognizes need for Ministry and Counseling students to have better business preparation

- MBA/MC/MM students work together over common topics

RECAP OF BUSINESS SCHOOL DEVELOPMENTS
COMPETENCY-BASED COURSEWORK

- Plan to structure graduate ACCN prerequisites as competency-based units that can be completed at the student's pace, with minimal instructor monitoring

- Prior learning credit as a defining characteristic of our institution

https://www.macu.edu/life-experience/

RECAP OF BUSINESS SCHOOL DEVELOPMENTS
EMBEDDED SOCIAL MEDIA

- MBA orientation course requires building a LinkedIn profile and joining the MAC MBA Community at www.linkedin.com/ https://www.linkedin.com/groups/13561353

- Offers persistent connection to business community

- Brings current business issues into the classroom

RESULTS OF *MANAGING CHANGE* SURVEY
"Is college what you expected when you were in high school?"
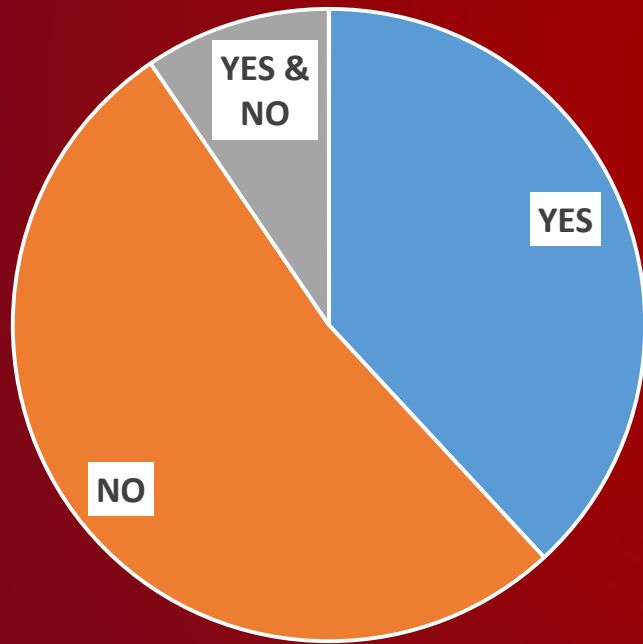
"Teachers are more willing to help you out."
"It is much more laid back."
"[I can't] study what I want to."
"It is a lot more independent than I imagined."
"It was what I expected coming to America. Opportunities literally are all over."
"…feels more like high school than my high school."
"I do not know why I expected more."

RESULTS OF *MANAGING CHANGE* SURVEY
"Do you like college more or less than high school?"
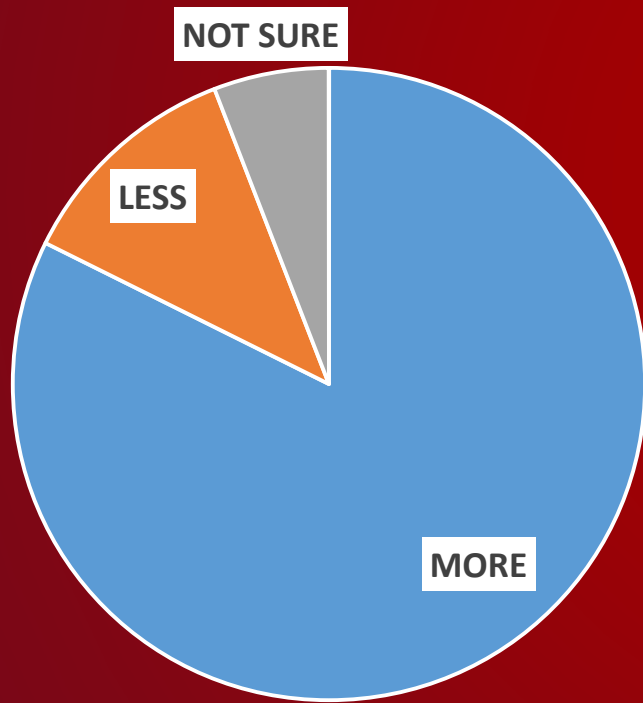
"High school was funnier."
"Added stress"
"You can be independent."
"More breaks"
"High school is way too easy. They want you to graduate so you are not their problem anymore."
"I feel more challenged"
"More free time"
"I like being treated like an adult"
"I can make my own choices"
"I can go home after class"

RESULTS OF *MANAGING CHANGE* SURVEY
"What frustrates you most about the college learning process?"

"I feel like we should do hands-on instead of PAPERS!"
"Having to take classes in my sophomore/freshman year that do not pertain to my major."
"Group activities. If my grade is affected by someone else, that is not fair."
"Coddling students who are not trying."
"Early classes. Having to take classes I don't need for my degree."
"Busy work! I hate that half the work is nothing more than a grade."
"Taking mandatory Bible classes."
"The college learning process to me is to show up for attendance and then go home and teach myself."
"Little easy tests. I can get a good grade but forget everything the minute the test is over."
"Way too much theory and not enough practical classes."
"The general studies you have to take again after doing it in high school."
"We don't learn the material to really learn it. We do it for the grade."
"Lectures."
"Teachers."

RESULTS OF *MANAGING CHANGE* SURVEY
"In what kind of activities do you feel you are learning the most?"

REAL LIFE

HANDS-ON

QUIZZES

INTERACTIVE

SIMULATORS

TEACHER

COMPUTER

VISUAL

BIBLE

ELECTIVES

NOTES

DEBATE

CASE STUDIES
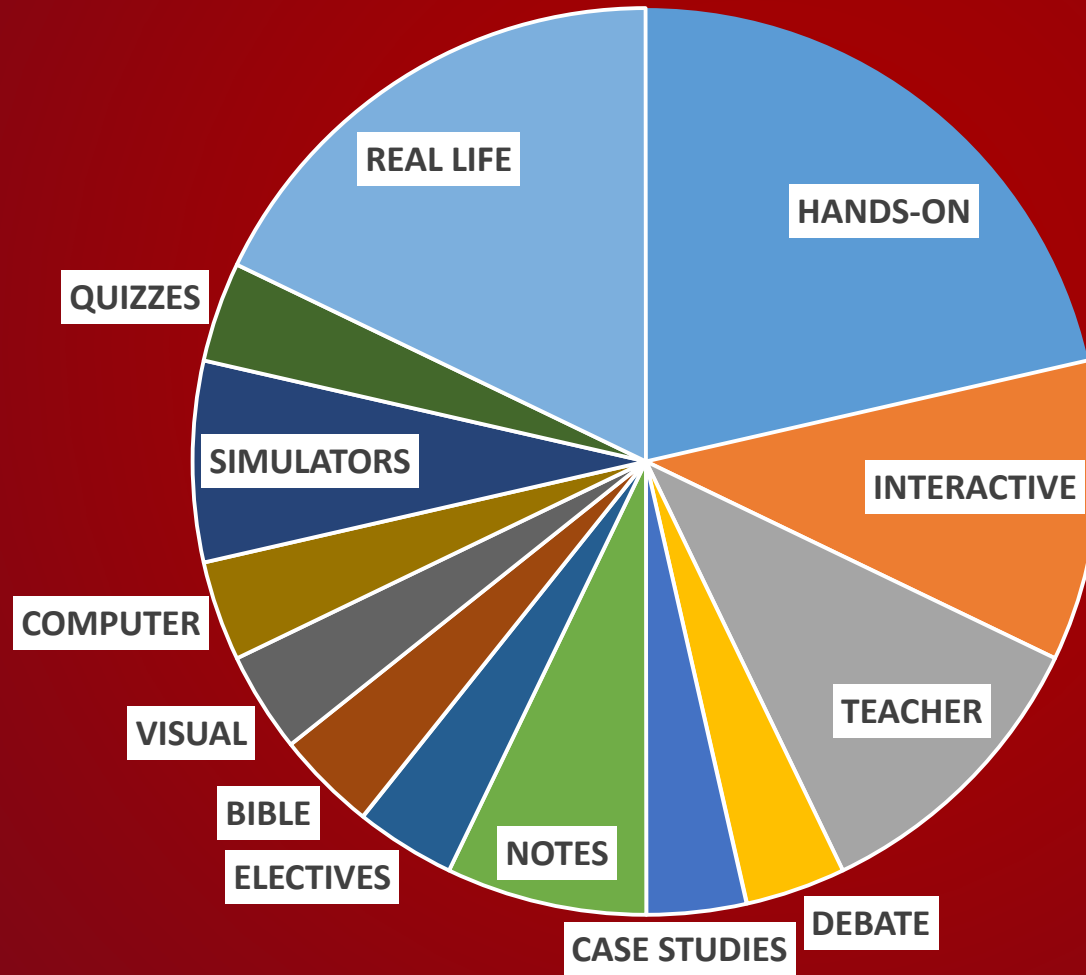
RESULTS OF *MANAGING CHANGE* SURVEY
"If you had the power, what would you change about higher education today?"

"More affordable"
"Only lecture and tests without any homework."
"Learn in the classroom and in the actual workplace."
"Give students more real-life work."
"Start classes after 9AM. Or maybe10."
"Only classes that apply to your major"
"A lot of hands-on, visual teaching"
"Group kids that learn the same way together"
"Evaluate students by their progress [not by tests]"
"Games that make you discuss the topic."
"[Practical applications like] taxes and paperwork involved in starting a business"
"Enhance the level of education in high school so that the transition is easier."
"More practical"
"Force students to be highly interactive"
"Students will learn how to fix problems that they might find in the workplace"
"Teach our students how to work."

OPEN DISCUSSION
WE NEED YOUR HELP (AGAIN)!

How can we…

…do a better job of "teaching our students how to work"?

…give students more "real-life work"?

…create "high levels of interaction"?

…help students "learn in the classroom and in the workplace"?

…be more "hands-on"?
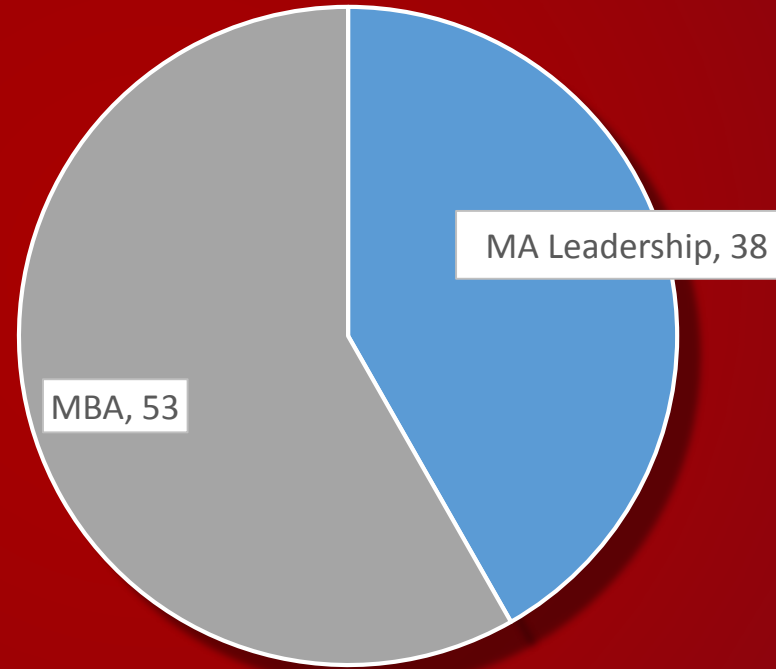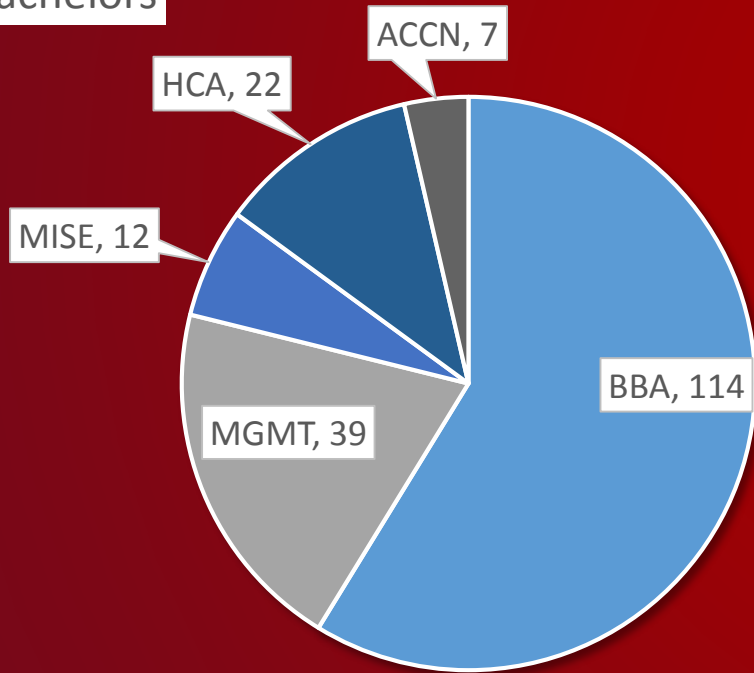
OUR NEXT MEETING WILL BE IN SEPTEMBER!

- WAYS TO STAY IN TOUCH

  - Attend Commencement

  - Recommend Advisory Council Candidates

  - Forward your Ideas for Program Improvement

kelly.riesenmy   (HCM)
patty.clouse   (MGMT)
vicki.splawn   (ACCN)
steve.clouse   (BBA)
steve.sloan   (ML)
scott.mcmurry   (MBA/MKTG)

@macu.edu

ADULT SCHOOL OF BUSINESS SCIENCE
ADVISORY COUNCIL
SEPTEMBER 18, 2018

MACU MBA STRENGTHS

- **Consistent Format**

- **Professional Curriculum Design**

- **Qualified Professors**

MBA RENEWAL PROJECT
EMBEDDED CERTIFICATION

Demonstrates Mastery of Competencies

Attests to Discreet Skill Sets

Forty Percent Higher Wages

Prebil, M., & McCarthy, M.A. (2018, September). Building better degrees using industry certifications. *New America.* Retrieved from https://www.newamerica.org/education-policy/reports/building-better-degrees-using-industry-certifications/key-findings-from-lumina-foundations-survey/.

DEGREE + CERTIFICATION ADDS VALUE

Earn degree while acquiring nationally recognized credential

Better align curricula with industry standards

Strengthens MACU partnerships in the industry by preparing practitioners

National Healthcareer Association®

nha

Elise Gyabeng

has successfully completed the requirements set forth
by the NHA as a Certified Billing and Coding Specialist

Douglas Viehland, CAE
Executive Director-Certifications

Certification #G7T4Y4B2

Eff. Date 11/12/2016
Exp. Date 11/12/2018

Please Note: All certifications are required to maintain CE Credits
This certificate should only be used in conjunction with a validated NHA ID Card when used as proof of Certification.

FREQUENTLY ASKED QUESTION

- Enrollment & Advising FAQ: ***Do you offer a certificate in Coding & Billing***

- Student email:

    *"Hi. I don't know how possible it would be... but I thought that it would be extremely helpful for those who have completed the Medical Terminology for Managers training course to have **some sort of certification so that we could put it on a resume or application**. I realize that it is not the same as a regular medical terminology course... but I lost my job back in February and have had an extremely difficult time finding steady work that I could do while I am in school. I feel like it would be a nice addition to be able to put on my resume that I send out to employers. Do you know if there is any way this would be possible?"*

CERTIFICATES EMBEDDED IN COURSES

Fundamental of Medical Practice Management (HC3213)

- Certified Medical Administrative Assistant

Health Information Management Systems (HC4303)

- Certified Electronic Health Records Specialist

NATIONAL HEALTHCAREERS ASSOCIATION (NHA)

Advantages to using a certification program:

- It is nationally recognized.
- The HCM curriculum prepares students with the KSAs to successfully set for the exam. NHA provides study materials that can be embedded into D2L for students to study for the exam.
- NHA will train proctors to administer the exam on site at MACU as part of the partnership (no additional charge). However, NHA has 500 testing sites around the country for student outside of Oklahoma City.

NHA COSTS AND IMPLEMENTATION

- Test prep package per certificate **$69.00/students**

  Package includes: study guide, practice exam, and remediation

- Exam package per student/per exam **$117.00**

- Total package **$186.00/student**

- Total package price for 2 certificates (e.g., CMAA & CEHRS) **$372.00**

MBA RENEWAL PROJECT
LIVE BUSINESS TWITTER & RSS FEEDS

MBA RENEWAL PROJECT
CONVERT SOME WRITTEN ASSIGNMENTS TO ORAL PRESENTATIONS

MBA RENEWAL PROJECT
PROFESSIONAL PORTFOLIO

Artifact	Category
MGMT5113 Video Resume	Video Presentation
ACCN5443 CMA Prep	Certification Prep Completion
CMA Certification	Professional Certification
MGMT5233	Team Boardroom Sales Presentation
MGMT5323 MGMT5113	GiANT Communicator Badge
FINC5333	Stock Portfolio and Value Projection
MGMT6213	CAPSIM Simulation Results
ECON5223	Case Study – Ethical Financial Reporting

MBA RENEWAL PROJECT
NEW APPROACH TO CASE STUDIES

TRADITIONAL METHOD

- **Critique & Diagnose**

- **Complete Fact Set**

- **One Preferred Outcome**

- **Real-Life Outcome Unknown or Known in Advance**
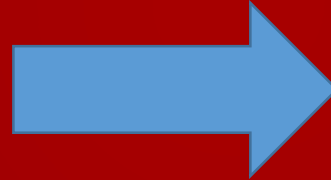
NEW METHOD

- **Analyze & Prescribe**

- **Incomplete Fact Set**

- **Multiple Possible Outcomes**

- **Real-Life Outcome Revealed**

MBA RENEWAL PROJECT
OPEN DISCUSSION – CASE STUDY IDEAS

1. PICK TABLE TOPIC (CAN DO MORE THAN ONE IF TIME PERMITS)

2. FACULTY MEMBER WILL SERVE AS SCRIBE AND FACILITATOR

3. DEVELOP A FACT SET (REAL OR ALMOST-REAL SITUATION – FICTIONAL NAMES PLACES, COMPANIES)

4. DESCRIBE EVENTS THAT CREATED PROBLEM

5. DESCRIBE MANAGEMENT ACTIONS TO RESOLVE PROBLEM

6. DESCRIBE OUTCOMES AND CONSEQUENCES

MBA RENEWAL PROJECT
OPEN DISCUSSION – CASE STUDY TOPICS
(YOUR OWN TOPICS WELCOME)

1. INAPPROPPRIATE PERSONAL RELATIONSHIPS IN THE WORKPLACE
2. ETHICAL/LEGAL ISSUES IN FINANCIAL REPORTING
3. MARKETING/ADVERTISING CHALLENGES
4. CUSTOMER/CLIENT RELATIONSHIPS
5. MATTERS AFFECTING PUBLICITY OR REPUTATION
6. CONFLICTS BETWEEN LEADERSHIP/OWNERSHIP AND MANAGEMENT – VISION/OPERATION/LEGACY
7. REGULATORY/GOVERNMENTAL AFFECTS ON BUSINESS
8. FAMILY BUSINESS ISSUES – ACCOUNTABILITY/SUCCESSORSHIP
9. TECHNOLOGY – IMPLEMENTATION/COST-BENEFIT
10. CHANGE MANGEMENT – COMPETITION/ECONOMY/MARKET
11. SALES AND SALES MANAGEMENT
12. COMPENSATION

OUR NEXT MEETING WILL BE IN DECEMBER!

- **WAYS TO STAY IN TOUCH**

  - **Recommend Advisory Council Candidates**

  - **Forward your Ideas for Case Studies and Program Improvement**

kelly.riesenmy   (HCM)
patty.clouse   (MGMT)
vicki.splawn   (ACCN)
steve.clouse   (BBA)
steve.sloan   (ML)
scott.mcmurry   (MBA/MKTG)

@macu.edu

What went wrong at "Favorite Foods"?

1. Favorite Foods had found listeria a year earlier in its Nashville plant but failed to solve the problem.
2. People were actually getting sick as much as a year earlier.
3. Family Foods simply didn't disclose the problems to consumers or the F.D.A.
4. When originally informed of suspected problems, they took only limited action; procedures known as "recal creep".
5. Citing pending litigation, the owners of Favorite Foods declined interviews. This extended to the point of allowing the F.D.A. to publish the recall instead of becoming involved and being proactive. (A company can agree to intiate a recall and even have some negotiated input into what the recall releases are and what the media information contains.)
6. Although there was suspicion (and investigation) that the problem went beyond the plant in Nashville (included their other two plants also), Favorite Foods continued to produce, sell and deliver products from the other plants.
7. When the company first learned of the listeria infection and links to its products on April 30, they began retrieving products made in the Nashville plant but made no public announcement that tainted products were in the market.
8. When the mandated recall was announced on April 31, the company announced the removal of a "limited number of products" were being removed but indicated that no other plants or products were involved.
9. Later (May 5) the CDC (Center for Disease Control) announced that it had linked listeria cases from Favorite Foods ice creams & yogurt in all three plants. The F.D.A. "forced" a recall of ALL "Family Food" products until the scope of the contamination was determined.
10. "Favorite Foods" provided only limited communication in all instances of F.D.A. actions. This led to closer scrutiny of the problems by the media and the market as a whole. Many questions were left unanswered until....
11. The FDA communicated to the media that Favorite Foods was aware of the problem as early as November of 2030 but had assured the agency that proper steps had been taked and that internal inspections and quality control procedures would remedy the issues and prevent future failures. The FDA admitted that followup agency inspections had not focused on the original bacterial problems believing the Favorite Foods was "on top of the issue" and had worked to solve the problem.
12. "Family Foods" resumed production and distribution, on a limited product basis, in April 2032 (almost a year later. Additional investment partners were secured and new "lines of distribution" had to be established. Some retailers and institutions refused (and made public notice) that they would not care or offer for sale products produced or distributed by the "Family Foods" company.

All Ice Cream and Yogurt

"Favorite Foods" Products Recalled
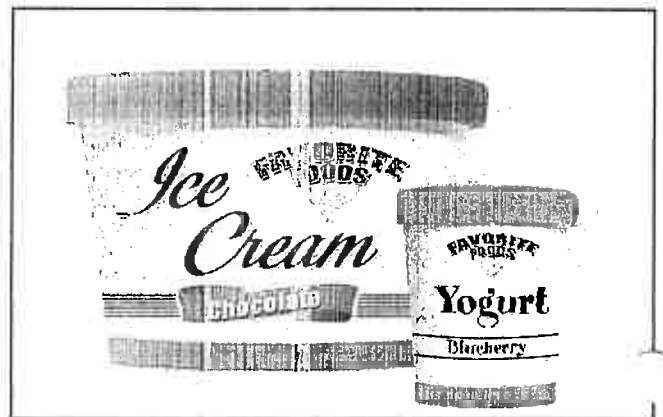
80 sick, Investigation Ongoing

DP April 31, 2031. Officials with the United States Food and Drug Administration announced Wednesday that all Ice Cream and Yogurt produced by the "Favorite Foods" company in their Nashville plant is being removed from grocerey stores shelves effectively immediately regardless of the "sell by" date on the packages. The date on those products will be preceded by the letters NTFF

The F.D.A. reports that over 50 people have been reported ill and admitted to hospitals in Tennessee with an apparent food born illness after consuming the "Favorite Foods" products.

The F.D.A. noted that recalls of this nature are inacted to protect the consuming public, investigate consumer and medical claims and reports, and secure any products to prevent risk to the public.

People who have purchased any of the "Favorite Foods" ice cream or yogurt products are urged to return them to the establishment from which they were purchased. Production at the Louisville, KY and Morgantown, WVA are not part of this recall. Those codes are LKFF and MWVFF.

The "Favorite Foods" company is a well known family owned company that processes and produces over 20 fresh and frozen food products. "Favorite Foods" products are sold in retail grocery and convenience stores in Tennessee, Kentucky and West Virginia. Ron Smart, President and Ima Smart, V.P. of Marketing said they are simply following the directives of the federal agency and that he is fully confident that this issue is isolated and only involves the Nashville plant. Ron Smart declined to comment further or offer any information regarding the procedures implemented for this recall. He also declined comment on the status of twoother plants. located in Kentucky and West Virginia.

All Flavors and lines of both Ice Cream and Frozen Yogurt have been realled

The F.D.A. included in their report that this is still an ongoing investigation. Plant records and bacteria testing documents are being gathered and examined. Any further action taken will be announced by the US F.D.A. through their Kansas City offices.

Customer questions and concerns should be directed to the US F.D.A., 91134 Candy Cane Lane, Kansas City, KS 90099, phone 899-431-6464. The Family Foods company has not set up a response procedure as of the date of this recall and notification.

Favorite Foods Crisis Outline/Timeline

Who is "Favorite Foods"?

"Favorite Foods" is a manufacturer/processor/producer of a variety of refrigerated and frozen foods; most noted for their "Favorite Flavors" Premium Ice Cream products and "Your Favorites" low fat and fat free fresh yogurt.

Issue description:

The F.D.A has discovered a form of Listeria monocytogenes in several of the products and flavors of their ice creams and fresh yogurt. That discovery was made following reported illnesses whose common thread was the consumption of these particular "Favorite Foods" products.

Time line:

1. **April 31, 2031** the F.D.A. notifies the owners of "Favorite Foods", Ima and Ralph Smart, that the Listeria bacteria has been discovered in their products. The discovery is a result of an investigation triggered by the report by several Tennessee and Kentucky hospitals of over 50 people hospitalized who exhibited similar symptoms which indicated a potentially life threatening illness that could result from particular food consumption. A recall of product was issued by the F.D.A. See "The Mountain Monocle" news store.

2. **March 1, 2031** "Favorite Foods" workers discover, during a routine inspection of plant equipment and product sampling, unusual bacteria containment. The discovery was reported to the Quality Control Director.

3. **May 5, 2031** F.D.A. believe it has evidence that "Family Foods" knew of problems as early as March 1 and order ALL "Family Food" products removed from all retail outlets pending findings of further investigation.

3. **May 7, 2031,** after a morning discussion of the news stories about "Family Foods" recalled retail products, Good Souls Hospital in Nashville notes in their morning patient intake and issues meeting that six people were admitted over the weekend with symptoms that appear to be same type of food poisoning. Two of the patients have been moved to I.C.U. Stomach cultures from all six patients have been sent to the lab. The Resident in charge of patient admission is instructed to meet with the lab techs and

1

d. The Director of the F.D.A in Washington will be notified by email and letter of the discovery, issues of consumer concern, and the actions taken by the District to "alert and protect" the consuming population.

e. The Scientific Investigation team will continue to monitor and update any developments with current patients and any additional patients or concerns.

6. **May 12, 2031** the owners of "Favorite Foods" receive a phone call and subsequent email (registered letter followed April 29) notifying them of the findings of the Scientific Investigative team of the F.D.A. and the immediate actions required to comply with an "Emergency Product Recall" of all of their Ice Cream and Yogurt products. They were informed that the District Field Director, Ron Hammer, would arrive at their location within the next 3 hours. They were made aware of the procedures that Mr. Hammer would follow and require. The were also reminded of the criminal and civil actions that were at issue with the violations and the "Call to Comply with the Recall of Products." It was explained that the following email would contain all of the contact information that they would need to get clarification of any question or issue.

The owners of "Favorite Foods" responded that they would need time to bring their attorneys into this matter. Where upon they were given the contact information for the attorneys in Washington, D.C. that were assigned to this case. Their attorney(s) were to contact them for accreditation. However, the timeline presented in the letter was to followed and complied with regardless of whomever the company desired to have involved.

6. At the completion of the phone call, all three Directors sat back from their phones and began discussing, among themselves, what was coming next. While they all were veterans of many product recalls and consumer health issues, they each knew that this one was probably going to be contentious and without doubt would play out on the national scene. The Directors suspected that the company had not been forthright with any answers today and probably knew there was a problem before the F.D.A. was aware of anything.

3

**ADULT SCHOOL OF BUSINESS SCIENCE
ADVISORY COUNCIL
DECEMBER 11, 2018**

NEW ADVISORY COUNCIL MEMBER!

Dr. Pedro Martinez

- **OKC Public School Assistant Principal, US Grant**

- **Lt. Colonel, US Army Reserve**

- **Experience teaching in ML (Spanish/English) Program for MACU**

MBA RENEWAL PROJECT
LIVE BUSINESS TWITTER & RSS FEEDS

Do you have a source of information you turn to daily in your business life? Let us know! It may be something that could become part of our Live Feed in the MBA.

MBA RENEWAL PROJECT
NEW APPROACH TO CASE STUDIES

TRADITIONAL METHOD

- **Critique & Diagnose**

- **Complete Fact Set**

- **One Preferred Outcome**

- **Real-Life Outcome Unknown or Known in Advance**

NEW METHOD

- **Analyze & Prescribe**

- **Incomplete Fact Set**

- **Multiple Possible Outcomes**

- **Real-Life Outcome Revealed**

We're working with case information you gave us last time, and are in various stages of write-up. If you think of an excellent example for a case study, please continue to share!

ALIGNING OUTCOMES
MAKING EDUCATION RELEVANT

ALIGNING OUTCOMES
BREAK-OUT SESSION – ENTRY LEVEL JOB REQUIREMENTS

1. Think of a job title or employment area for which you have hired or evaluated applicants, and enter this information at top.

2. Review the proposed job requirements and identify the top ten that would be used in your hiring process. If a top ten factor is missing, write it in. You may use the blanks to offer additional detail if necessary, e.g. which certification or test.

3. In the blanks at the right, explain how the top ten characteristics are assessed in your process – interview, test, trial employment, etc.

4. IN GROUPS: Compare requirements. Are there any requirements that are common to all job descriptions? Which requirements have the overall highest importance?

ALIGNING OUTCOMES
BREAK-OUT SESSION – ENTRY LEVEL JOB REQUIREMENTS

MBA PORTFOLIO

Artifact	Category
MGMT5113 Video Resume	Video Presentation
ACCN5443 CMA Prep	Certification Prep Completion
CMA Certification	Professional Certification
MGMT5233	Team Boardroom Sales Presentation
MGMT5323 MGMT5113	GiANT Communicator Badge
FINC5333	Stock Portfolio and Value Projection
MGMT6213	CAPSIM Simulation Results
ECON5223	Case Study – Ethical Financial Reporting

5. For which of the requirements, if any, would educational artifacts be reviewed and accepted by your organization as evidence of accomplishment? (place an X by those that apply)

OUR NEXT MEETING WILL BE IN MARCH!

- WAYS TO STAY IN TOUCH

  - Recommend Advisory Council Candidates

  - Share RSS or Twitter Links You Use in Daily Business

  - Forward your Ideas for Case Studies and Program Improvement

kelly.riesenmy   (HCM)
patty.clouse   (MGMT)
vicki.splawn   (ACCN)
steve.clouse   (BBA)
steve.sloan   (ML)
scott.mcmurry   (MBA/MKTG)

@macu.edu

Management and Ethics, Program Review, Section 14

Professional Development of Faculty Documentation

Professional Development

2016 - 2017

date	title	source	delivery/location
6/22/2016	Customer Service	MACU	F2F
8/24/2016	Engage Students and Encourage Learning	SNU	Web
9/13/2016	Feedback in Discussions and Grading	MACU	Web
10/5/2016	Critical Thinking in my Course	SNU	Web
10/13/2016	ITT Tech and the need for Closing Institution Completion Pathways	CAEL	Web
10/3-10/30/16	Online Instructor training (4 weeks)	SNU	Web
10/19/2016	How can Course Design Help Prevent Online Cheating?	SNU	Web
11/4/2016	SMART Board and Swivel Tutorial training	SNU	F2F/Bethany
11/8-11/11/16	CAEL Conference - Chicago	CAEL	F2F/Chicago
2/13/2017	What Do Adjunct Faculty Need to be Successful in the Online Classroom?	SNU	Web
2/20/2017	How do I Create and Implement Micro-lectures?	SNU	Web
3/23/2017	How Can Grading Policy Options Influence Student Learning?	SNU	Web
4/13/2017	Lifelong learning through Alternative Credentials	Inside Higher Ed	Web
5/19/2017	Customer Service/Communication styles (Giant)	MACU	F2F

2017 - 2018

date	title	source	delivery/location
7/18/2017	The Open Educational resources Moment	Inside Higher Ed	webinar
8/17/2017	Develop and Implement an Effective Credit for Prior Learning Program	CAEL	Webinar
8/29/2017	Teaching Today's Students	Inside Higher Ed	Webinar
9/7/2017	New Directions in Online Education	Inside Higher Ed	Webinar
10/17/2017	Adaptive Learning, Transformational Education & Next-Generation Assessment	Inside Higher Ed	Webinar
10/25/2017	Student Learning and Course Materials	Inside Higher Ed	Webinar
4/17/2018	Knowing & Serving Millennials as Adult Learners	CAHEA	webinar
5/17-18/2018	4DX Leadership development	MACU	F2F

Professional Development

2018 - 2019

date	title	source	delivery/location
6/12/2018	Challenges and Strategies in Student Recruitment	Inside Higher Ed	webinar
8/23/2018	Advancing Aims of Equity through Assessment	CAEL	Webinar
9/6/2018	M-Core Leadership Training	MACU	F2F
12/6/2018	M-Core Leadership Training	MACU	F2F
3/5/2019	High-Impact Practices for Student Success	Inside Higher Ed	Webinar

Management and Ethics, Program Review, Section 15

Strategic Plans and Budgets Related to Program (WIG Notebook)

Evaluation of SPU Progress
(Using Goal as the Measure)

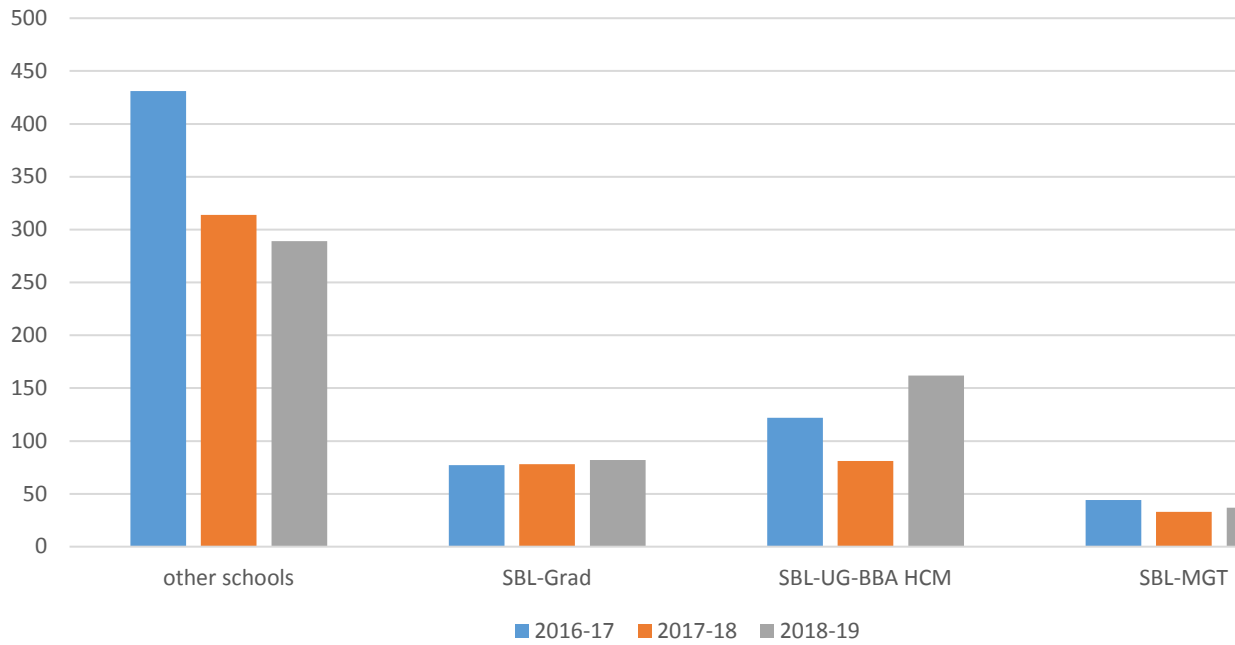| Objective No.	Department/School Goals	Resources Used	Summary of Evaluation Results	How were results used to make improvements?	Percentage Achieved
1.0 Conduct quarterly Advisory Council meetings	Gain a better understanding of relevant workplace skills, and build strategic relationships with the business community, by maintaining an Advisory Council with a minimum of 10 regular members. Preferably the Board will include at least one alumnus, and a diverse representation of individuals from various business sectors.	AC Council Members SBL Faculty Admins SBL Chair Café meal and use of meeting rooms	Conducted 3 of 4 meetings on shedule; 1 meeting cancelled due to weather event combined with widespread flu.	AC input to assignments and curriculum development	75%
2.0 Develop Dashboard Reporting for ASBS	Enhance the ability of ASBS administrators to manage programs intelligently by developing on-demand (or regularly produced) reporting that provides important metrics for Business School management at Program Director level. Important identified metrics are: Retention, Persistence, Graduation Rates, Courses/Instructors with Highest Failure Rates (D/F), Average Class Size, Revenue to Cost, and Running Enrollment numbers - all by school, degree program, or instructor.	IT development	Constructed a real-time enrollment report with IT In discusssion with DEE, helped develop specs for portal reporting Due to widespread demand and focus on retention, IT developed a spectrum of reporting indepently that satisfies our objective	Retention analysis, early identifcation of student population changes, comparison of student population in programs for budgeting, scheduling and Instructor provison	100%
3.0 Create professional development opportunities and tracking for full-time ASBS Faculty and Administrators	Increase the knowledgeability and professionalism of MACU faculty administrators by engaging in professional development opportunities, and tracking them for easy inclusion in performance reviews, or as proof of compliance to certifying agencies.	PD MGMT	Patty Clouse researches inexpensive or free opportunities for ongoing education with Inside ED and others, notifies and schedules faculty	Faculty is still able to learn about deveopments in higher ed on a minimum or non-existent professional development budget	100%
4.0 Develop integrated rubrics for instructor-led assessment	Ensure full HLC reporting compliance by increasing the ease, accuracy and documentation of assessment process, and by providing an easily administered way for instructors to perform assessment as part of regular grading	CO-CHAIR BUSINESS	All undergrad programs now contain embedded adjunct-led evaluation of student learning outcomes.	Instructor-led assessment provides more accurate information for data-driven decisions and course improvement	100%
5.0 Implement the Master of Accounting program	To provide additional educational opportunities to students, and growth opportunities for the university, execute implementation of the program to achieve program self-sustainability by third cohort start, as projected. (Assuming final approval of MAS from HLC.)	CHAIR BUSINESS PD ACCOUNTING SUPPORT STAFF	HLC approved MSA degree program.	When students are able to enroll in this program, it will provide an alternate route to academic acheivement and CPA prep for those who already have an MBA.	100%
6.0 Achieve and maintain conformance with MACU Instructor Credentialing and Faculty-to-Program Ratio Policies	Improve the overall quality and depth of our instructor corps by refining our hiring procedures and monitoring quality more closely.	CHAIR BUSINESS ALL PDS SUPPORT STAFF	Ongoing improvement in hiring, vetting and review processes to ensure compliance with MACU policy and HLC guidelines.	Currently, there are no policy exeptions actively teaching in graduate or undergraduate colleges in SBL.	100%
7.0 Infuse Giant Worldwide curriculum into ASBS degree programs	Complete task of introducing GiANT learning materials in every ASBS degree program, as a distinctive feature of MACU education.	CHAIR ALL PDS COURSE WRITERS CURRICULUM DESIGN STAFF	Approximately 20 courses in grad and undergrad contain GiANT interpersonal training components	Inclusion of GiANT concepts provides a common core of language to introduce interpersonal development, which is a skill set that other stakeholders values in education.	100%
8.0 Provide global learning opportunities through the Masters of Leadership in Spanish program	Introduce an integrated international component to ASBS programs, to enhance both the appeal of the program to a wider range of prospective students, and all students' appreciation of global business culture and practices.	CHAIR PD MLS DEAN	Completed Transformational Leadership Emphasis in ML Spanish Program	The MLT program provides a valid pathway for bi-vocational pators in Spanish-speaking countries to achieve a business degree	100%
9.0 Acquire student worker to perform defined tasks in ASBS, under supervision of Coordinator.	A student worker, shared by both Business and Ministries, can create greater capacity for the Coordinator for higher-order tasks at a low cost, increase the consistency of execution on regular and well-defined tasks, and delay the expense of hiring additional full-time Coordinators.	CO-CHAIR BUSINESS COORDINATOR	Student worker was aquired Spring 18	Student woker was able to relieve work load for staff by taking on administrative task	100%
10.0 Accomplish unification	Become change leaders for MACU by developing and executing a	CO-CHAIR	Both schools now use the same Program	Unified management of CAS and CAGS	100%
11.0 Add "Leadership" to school name.	Our school name should reflect the fact that we offer a leadership degree, and be consistent with the possibility of a Chair with a Leadership doctorate.	CHAIR	Name changed from School of Business to School of Business Leadership	Addition of the name "leadership" aligns with ML degree	100%

Mid-America Christian University
2019-2020 Proposed Budget

		Projected Expenses for 2019							Projected Expenses for 2020					
		June	July	August	September	October	November	December	January	February	March	April	May	YR TOTAL
Monthly Expense Totals >		$ 7,231	$ 14,302	$ 14,302	$ 14,302	$ 14,802	$ 14,302	$ 14,302	$ 14,802	$ 14,302	$ 14,302	$ 14,302	$ 7,231	$ 158,482
% of Total Departmental Budget >		4.6%	9.0%	9.0%	9.0%	9.3%	9.0%	9.0%	9.3%	9.0%	9.0%	9.0%	4.6%	
Dept.	540													

count Co	Account Name and Detail Description	June	July	August	September	October	November	December	January	February	March	April	May	YR TOTAL	
80460	**Professional Development**	$ -	$ -	$ -	$ -	$ 500	$ -	$ -	$ 500	$ -	$ -	$ -	$ -	$ 1,000	0.6%
80460	CAEL Certification for additional Prof Dev instructor $500 x 2					$ 500			$ 500						
80460	Various opportunities within the $950 PD allowance														
80460															
80510	**Travel & Entertainment Expense**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80510															
80510															
80550	**Hospitality**	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 360	0.2%
80550	Portion of anticipated costs for AC meetings, ad spec, printing, or incidental exp associated with recruting or retention activities, SBD reception. Costs shared equally in all active degree since all programs potentially benefit.	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30	$ 30		
80550															
80650	**Professional Dues**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80650	Dues 2017-18 = $0.00 - No anticipated expense														
80650															
80700	**Instructional Supplies**	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 1,440	0.9%
80700	IS exp 2017-18 = $1418	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120		
80700															
80710	**Copier Supplies**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80710	Copier Supplies default to 470/MBA - no budget														
80710															
80720	**Office Supplies**	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 60	0.0%
80720	No OS exp 2017-18 - minimal budget to cover extraordinary	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5		
80720															
80730	**Commercial Printing**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80730															
80740	**Postage**	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 60	0.0%
80740	Actual YTD Postage 2016-17 $7.20 - minimal budget to cover extraordinary expense	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5		
80740															
81040	**Assessments**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81040	2017-18 exp = $0.00														
81040															
81080	**Rent**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81080	2017-18 exp = $0.00														
81080															
81430	**Bad Debt Expense**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81430	2017-18 exp = $0.00														
81430															
80210	**Salaries - Adjunct**	$ 7,071	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 7,071	$ 155,562	98.2%
80210	2017-18 exp $253679/249 adj starts = $1018/class (2443 students; class median 9.0). Can't be calculated per degree due to crossover classes. Assume 10% growth in students to 2687 at 10 per class = 269 class starts.	$ 7,071	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 14,142	$ 7,071		
80210	Assume fewer low-census classes brings average pay to $1100.Total 2018-19 expense about 269x1100 = $295900, or about 16.6% increase. Budget projection by month = 2017-18 expense as baseline +16.6% /11 (May & June 50%)														

| 80210 | NOTE: MGMT adjuct salaries are way out of line - I suspect that all crossover classes between MGMT, BBA, MISE and MKTG are being charged to MGMT | | | | | | | | | | | |

Management and Ethics, Program Review, Section 16

Program Graduates (Numbers, Graduate Feedback, and other data)

Graduation Data 2016 - 2019

	2016-17	2017-18	2018-19
other schools	431	314	289
SBL-Grad	77	78	82
SBL-UG-BBA HCM	122	81	162
SBL-MGT	44	33	37
Total Graduating	674	506	570

Management and Ethics Students/Graduates Comments

"Though I have been attending different colleges off and on since I graduated high school, it wasn't until I started attending MACU that I developed a plan. My major is in Management and Ethics, and once I complete my degree, it will further assist me in reaching my career goal as Division Chief. Through the courses that I have taken at MACU, I have learned how to be a better leader, and the human relations side of the job. I have taken what I have learned, and applied it to my current position. This is strengthened my relationship with my employees, and has made our office a more cohesive place for us all. The level of respect has grown for us all."

Barrett Hall (10/4/17) Management and Ethics May 2018 graduate

"There is no way that I could have finished my degree without your support, answering my questions and being so patient with me. I appreciate all that you do and the support you give to others. May God richly bless you!!!"

Chenae Lippard 1/14/19 Management and Ethics Jan 2019 graduate

"I wanted to send you an email to let you know how much I enjoyed this class. The 2 books we used were absolutely great. I would come home from work, tired and worn out, and start reading ALL IN and in no time i was fired up and enjoying my school time. The same was true with 5 Gears. During this course, I realized how BLESSED I am to be attending college and have a lot if not all of the lessons centered around Christ. I began thanking God for MACU, the instructors, staff and this class as well. I actually shared this with my wife this morning before I left for work. I told her of all the places in the US for me to end up finishing my college degree, the Lord led me here. I honestly feel that way. I think you did a great job, how you are able to reply to the posts so quickly and have papers graded is amazing to me, kudos to you, and THANK YOU for your dedication. I also really enjoyed reading the discussions and comments in this class, they really made me consider many spiritual things in my life. I had a great time. Thank you again."

Thomas Hartman 6/12/17 Management and Ethics current student (expected grad Sept 2019)

"I am currently employed with Love's Travel Stops as a Divisional Talent Manager, working in the company's corporate office in OKC. Love's is a fabulous place to work, and I am incorporating information learned in my courses on a regular basis, putting into practice in the workplace."
Lance Witherow, 2/16/19 Management and Ethics current student (expected grad Oct 2019)

Mid-America Christian University host a local Chapter of **Sigma Beta Delta**, international honor society in business, management and administration for our business students. For those students who qualify, and chose to join, an annual induction ceremony is held prior to commencement each year.

School of Business Leadership membership in Sigma Beta Delta has increased over the past 3 years.

Membership by year

2016	Graduate = 9	Undergraduate = 9	Total = 18	(3 MGT students)
2017	Graduate = 27	Undergraduate = 33	Total = 60	(8 MGT students)
2018	Graduate = 24	Undergraduate = 10	Total = 34	(6 MGT students)

The Sigma Bets Delta miss is "to encourage and recognize scholarship and achievement among students of business, management and administrations, and to encourage and promote personal and professional improvement and a life distinguished by honorable service to mankind" (Sigmabetadelta.org). The honor society is an important opportunity to encourage and recognize our business students for academic achievement.

Management and Ethics, Program Review, Section 17

Recruitment Efforts for future students

ADULT SCHOOL OF BUSINESS LEADERSHIP

Management and Ethics Emphasis

Management and Ethics

This degree emphasis is designed to develop students' knowledge, analytical and communication skills. The B.S. in Management and Ethics program prepares graduates to lead employees in a variety of organizations so they may address future challenges, as well as interpret and convey financial information.

Communication	Analytical/ Critical Thinking	Management and Leadership	
Business Communication	Goals, Priorities, and Attitudes	Management principles	
Computer Based Information Systems	Business Finance	Managing People: Groups and Leadership	
Group and Organizational Communication	Accounting for Managers	Human Resources	
Marketing	Managing Change	Entrepreneurship	
		Case Studies in Management and Ethics	

Manager Duties

Managers typically do the following:

Supervise personnel

Set goals and deadlines for their department

Develop, manage, and monitor people and records

Recommend changes to improve operations,

Oversee department budgets

Participate in hiring process,

Ensure compliance with government regulations

Summary

Quick Facts: Administrative Managers	
2017 Median Pay	$94,020 per year $45.20 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2016	281,700
Job Outlook, 2016-26	10% (Faster than average)
Employment Change, 2016-26	28,500

U.S. Bureau of Labor Statistics | Office of Occupational Statistics and Employment Projections, PSB Suite 2135, 2 Massachusetts Avenue, NE Washington, DC 20212-0001www.bls.gov/ooh | Telephone: 1-202-691-5700 | Contact OOH

CAREERS IN MANAGEMENT
LEADING PEOPLE IN BUSINESS

- Human Resources
- Healthcare and Social Assistance
- Finance and Insurance
- Educational services; State, local, and private
- Local Government

A bachelor's degree in Management and Ethics offers an advantage because employers recognize the degree represents that the candidate has knowledge in business and the people skills needed for management.

COURSES AVAILABLE ONLINE AND ONGROUND

Management Emphasis

Courses

Bachelor of Science

- Introduction to Management
- Business Communications
- Computer Based Information Systems
- Goals Priorities, & Attitudes
- Human Resource Management
- Managing people: Groups & Leadership
- Group & Organizational Communication
- Case Studies in Management Ethics
- Marketing
- Accounting for Managers
- Business Finance
- Managing Change
- Entrepreneurship

Program Director
Patty Clouse
Assistant Professor
(405)692-3145
Patty.Clouse@macu.edu

Presentation Notes for Enrollment Training on the Management and Ethics program

The School of Business Leadership has 4 undergraduate programs:

- Accounting and Ethics, B.B.A. Program Director Vicki Splawn
- Bachelor of Business Administration (BBA) Program Director Steve Clouse
- Health Care Administration and Ethics, B.S. (HCA) Program Director Dr. Kelly Riesenmy
- Management and Ethics, B.S. (MGT) Program Director Patty Clouse

Self-Intro: 25 years higher ed, started in Master of Management as support staff. Bachelor is Leadership, Master Management, and PhD course work in Business Leadership. My area of expertise is the people side of business management.

Common questions is: "What is the difference between the BBA and the Management degree?

Both are solid business degrees.

- They have 7 courses (21 credit hours) in common.
- Electives – BBA 28 credits, MGT 34 credits
- Required prior courses – BBA 15 credits (5 courses), MGT 9 credits (3 courses)
- Testing options – BBA 27 credits (9 courses), MGT 15 credits (5 courses)

The BBA is analytical in focus, while the Management is focused on people skills.

The **Management and Ethics** program provides students with the tools to move into a **management position**, or if currently in management, to **move up the ladder**. This program emphasizes the skill set needed for managers working in the 'people' side of business.

Through this program, students will gain

- **communication** tools to improve effectiveness managing people in teams, as well as
- Professional **presentations**.
- **Human resource** knowledge, including employment law will present a solid foundation for leadership and managing change. You will learn to understand and
- make **data driven decisions** based on information in financial statements as well as
- research and develop a **marketing plan**.
- **Ethical decisions**, based on a Christian world view are woven throughout every course.
- All of these concepts are then put into place through development of a **business plan** in the capstone course on Entrepreneurship.

Management and Ethics, Program Review, Section 18

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

The data provided here is from the Bureau of Labor Statistics government web site. This data shows the job growth 2016 to 2026 is projected to be in service based industries. These are services provide for and by people. The Management and Ethics degree is designed to equip our student to manage people. This degree is a good fit for the growing job markets projected in the future.

The School of Business Leadership is expanding the offering of the Management and Ethics degree to the traditional students at MACU. This will allow them another business option to equip them for current and future job opportunities.

Occupational projections and worker characteristics

Other available formats: (XLSX)

Table 1.7 Occupational projections, 2016–26, and worker characteristics, 2016

(Numbers in thousands)

2016 National Employment Matrix title and code		Occupation type	Employment		Employment Change, 2016–26		Percent self employed, 2016	Occupational openings, 2016–26 annual average	Median annual wage, 2017(1)	Typical education needed for entry	Work experience in a related occupation	Typical on-the-job training needed to attain competency in the occupation
			2016	2026	Number	Percent						
Total, all occupations	00-0000	Summary	156,063.80	167,582.30	11,518.60	7.4	6.1	18,742.00	$37,690	—	—	—
Management occupations	11-0000	Summary	9,533.10	10,340.40	807.3	8.5	19.8	841.5	$102,590	—	—	—
Top executives	11-1000	Summary	2,627.50	2,824.50	197	7.5	3.2	235	$103,120	—	—	—
Chief executives	11-1011	Line item	308.9	296.8	-12.1	-3.9	22.8	20	$183,270	Bachelor's degree	5 years or more	None
General and operations managers	11-1021	Line item	2,263.10	2,468.30	205.2	9.1	0.6	210.7	$100,410	Bachelor's degree	5 years or more	None
Legislators	11-1031	Line item	55.5	59.4	3.9	7.1	—	4.4	$25,630	Bachelor's degree	Less than 5 years	None
Advertising, marketing, promotions, public relations, and sales managers	Nov-00	Summary	708.6	768.9	60.3	8.5	3.3	67.9	$123,100	—	—	—
Advertising and promotions managers	Nov-11	Line item	31.3	33	1.7	5.5	5.2	3.4	$106,130	Bachelor's degree	Less than 5 years	None
Marketing and sales managers	Nov-20	Summary	603.8	654.8	51	8.4	3.6	57.6	$125,290	—	—	—
Marketing managers	Nov-21	Line item	218.3	240.4	22.1	10.1	3.5	21.3	$132,230	Bachelor's degree	5 years or more	None
Sales managers	Nov-22	Line item	385.5	414.4	28.9	7.5	3.6	36.3	$121,060	Bachelor's degree	Less than 5 years	None
Public relations and fundraising managers	Nov-31	Line item	73.5	81.1	7.7	10.4	—	6.9	$111,280	Bachelor's degree	5 years or more	None
Operations specialties managers	Nov-00	Summary	1,776.10	1,985.00	208.9	11.8	1.4	160.4	$115,700	—	—	—
Administrative services managers	Nov-11	Line item	281.7	310.2	28.5	10.1	0.2	26.2	$94,020	Bachelor's degree	Less than 5 years	None
Computer and information systems managers	Nov-21	Line item	367.6	411.8	44.2	12	0.8	32.5	$139,220	Bachelor's degree	5 years or more	None
Financial managers	Nov-31	Line item	580.4	689	108.6	18.7	2.6	56.9	$125,080	Bachelor's degree	5 years or more	None
Industrial production managers	Nov-51	Line item	170.6	169.7	-0.9	-0.5	1.4	11.6	$100,580	Bachelor's degree	5 years or more	None
Purchasing managers	Nov-61	Line item	73.9	77.9	4	5.5	1.3	6.3	$115,760	Bachelor's degree	5 years or more	None
Transportation, storage, and distribution managers	Nov-71	Line item	115.5	123.3	7.8	6.7	1.1	9.7	$92,460	High school diploma or equivalent	5 years or more	None
Compensation and benefits managers	Nov-11	Line item	15.8	16.6	0.8	5	—	1.2	$119,120	Bachelor's degree	5 years or more	None

Human resources managers	Nov-21	Line item	136.1	148.4	12.3	9.1	1.5	12.4	$110,120	Bachelor's degree	5 years or more	None
Training and development managers	Nov-31	Line item	34.5	38.1	3.6	10.3	—	3.5	$108,250	Bachelor's degree	5 years or more	None
Other management occupations	Nov-00	Summary	4,421.00	4,762.00	341	7.7	39.7	378.3	$88,720	—	—	—
Farmers, ranchers, and other agricultural managers	Nov-13	Line item	1,028.70	1,020.70	-8	-0.8	72.5	74.3	$69,620	High school diploma or equivalent	5 years or more	None
Construction managers	Nov-21	Line item	403.8	448.6	44.8	11.1	37.8	33.2	$91,370	Bachelor's degree	None	Moderate-term on-the-job training
Education administrators	Nov-30	Summary	531.6	580.4	48.8	9.2	2	45.8	$88,890	—	—	—
Education administrators, preschool and childcare center/program	Nov-31	Line item	61.8	68.5	6.7	10.8	4.6	5.5	$46,890	Bachelor's degree	Less than 5 years	None
Education administrators, elementary and secondary school	Nov-32	Line item	251.3	271.1	19.8	7.9	0.9	21.2	$94,390	Master's degree	5 years or more	None
Education administrators, postsecondary	Nov-33	Line item	180.1	198.3	18.2	10.1	2.5	15.7	$92,360	Master's degree	Less than 5 years	None
Education administrators, all other	Nov-39	Line item	38.4	42.5	4.1	10.6	3	3.4	$81,630	Bachelor's degree	Less than 5 years	None
Architectural and engineering managers	Nov-41	Line item	180.1	190	9.9	5.5	—	13.6	$137,720	Bachelor's degree	5 years or more	None
Food service managers	Nov-51	Line item	308.7	336.4	27.6	9	34	36.8	$52,030	High school diploma or equivalent	Less than 5 years	None
Funeral service managers	Nov-61	Line item	25.7	27.5	1.8	6.8	66.6	2	$78,040	Associate's degree	Less than 5 years	None
Gaming managers	Nov-71	Line item	4.5	4.6	0.1	2.5	3	0.5	$72,930	High school diploma or equivalent	Less than 5 years	None
Lodging managers	Nov-81	Line item	47.8	49.7	1.9	4	24.3	5	$51,800	High school diploma or equivalent	Less than 5 years	None
Medical and health services managers	Nov-11	Line item	352.2	424.3	72.1	20.5	2.6	36.7	$98,350	Bachelor's degree	Less than 5 years	None
Natural sciences managers	Nov-21	Line item	56.7	62.3	5.6	9.9	—	5.2	$118,970	Bachelor's degree	5 years or more	None
Postmasters and mail superintendents	Nov-31	Line item	14.2	11.2	-3	-20.9	—	0.6	$74,840	High school diploma or equivalent	Less than 5 years	Moderate-term on-the-job training
Property, real estate, and community association managers	Nov-41	Line item	317.3	349.9	32.6	10.3	41.6	28.3	$58,670	High school diploma or equivalent	Less than 5 years	None
Social and community service managers	Nov-51	Line item	147.3	173.8	26.5	18	5.8	16.3	$64,100	Bachelor's degree	Less than 5 years	None
Emergency management directors	Nov-61	Line item	10.1	10.9	0.8	7.7	—	0.9	$72,760	Bachelor's degree	5 years or more	None

https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm

Management and Ethics, Program Review, Section 17

SWOT Analysis of Program and Review Summary

Management and Ethics (MGT)
SWOT Analysis

Strengths (Internal)	Weaknesses (Internal)
S.1 Census of Students S.2 Faculty S.3 Strong SBL Chair and team support S.4 Incorporation of GiANT in Curriculum S.5 Flexible and willing to make changes S.6 Support student academic success – Honor society S.7 Availability to utilize prior learning	W.1 Training of Adjuncts W.2 Communication - within department and inter-department

Opportunities (External)	Threats (External)
O.1 Potential for expansion with unique program O.2 Develop corporate relationships O.3 Continued expectation for Bachelor and Master degree in business industry	T.1 Competition for traditional and adult students T.2 Accreditation requirements – HLC T.3 Prospective students questioning the ROI of education T.4 External funding options for students

Strengths:

- **S.1 Census of Students**, a major strength is in the number of MGT students, allowing the majority of scheduled classes to make, providing a consistent revenue stream.
- **S.2 Faculty,** we have a strong mix of faculty from both an Academic and Experiential background. This allows us to give students a broad perspective of Business in their classes.
- **S.3 Strong SBL Chair and team support,** SBL Chair and Faculty regularly have department meetings to work together in meeting the assigned tasks for each Program Director.
- **S.4 GiANT in Curriculum,** several courses use the GiANT material in discussion questions or assignments. This pulls more leadership skills into the classroom
- **S.5 Flexible and willing to make changes,** one of the biggest advantages of the MGT as well as the School of Business as a whole, is our willingness to reach out and try new ideas. We are not as entrenched in the past as some of the other schools.
- **S.6 Support student academic success – Honor society,** Business students' academic achievement is encouraged and recognized by hosting a local chapter of the Sigma Beta Delta honor society.
- **S.7 Availability to utilize prior learning,** students' opportunity to save time and money by submitting prior learning for evaluation for college credit.

Weaknesses:

- **W.1 Training of Adjuncts,** an area that I know is part of our strategic plan, but still is a weakness is the consistency of high-level training of our adjuncts. We have so many starts a year; it is challenging to keep our adjuncts updated.
- **W.2 Communication – within department and inter-department**

Opportunities:

- **O.1 Potential for expansion:** The potential for increased student enrollment is very attainable for the Management and Ethics program. We need to promote the uniqueness of our programs in comparison to our competition.
- **O.2 Develop corporate relationships,** this is easier said than done, but even one or two more relationships could increase the census very rapidly.
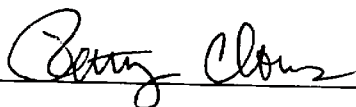- **O.34 Continued expectation for Bachelor and Master Degrees in business industry**.

Threats:

- **T.1 Competition,** is becoming more intense every day. All one has to do is listen to the radio ads on the network stations. We have to be very careful to guard against complacency.
- **T.2 Changing accreditation requirements for PLA-HLC,** no explanation needed
- **T.3 Prospective students questioning the ROI of education,** is even more of a problem as the economy picks back up. The Oil industry, as well as several other industries, pay high enough salaries that there are not a lot of monetary benefits to a degree.
- **T.4 External funding options for students,** Pell, student loans, etc failing to meet the cost of education.

Program Review Evaluation
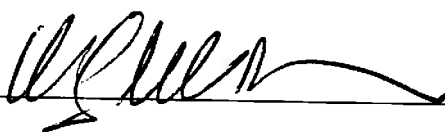Management and Ethics, spring 2019

The Reviewers agree with the S.W.O.T analysis found in Section 19 of this Program Review.

Program Director: Patty Clouse

Signature _____   date signed __3/28/2019__
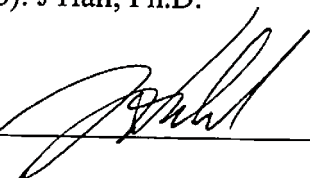
School of Business Leadership Chair: Scott McMurry

Signature _____   date signed __3/28/19__

Director of Institutional Effectiveness, Ray Dillman

Signature _____   date signed __3.28.2019__

Dean (CAGS): J Hall, Ph.D.

Signature _____   date signed __3/28/19__

Vice-President of Academic Affairs, Dr. Sharon Lease

Signature _____   date signed __4.1.19__