Business Administration and Ethics, BBA

GENERAL STANDARDS
June 2022

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Table of Contents Business Administration, BBA Program Review - June 2022	Page

MID-AMERICA
CHRISTIAN UNIVERSITY

Standard 1: Mission

Overview Questions:

1. How does the program mission embrace student learning and development?
2. In what ways does the academic program mission complement the mission of the institution?
3. To what extent is the program mission used to guide practice?

Questions 1 and 2:

The **BBA Business Administration & Ethics Mission Statement** was developed in 2017 when the CAGS and CAS Business Schools merged into the School of Business Leadership.

> *Designed to prepare students to pursue a variety of positions in the field of business, the Business Administration and Ethics degree enhances students' understanding of business and features specific business dynamics and competencies that are critical to the success of any business or organization.*
> *(MACU Catalog, 2021-2022, p. 93)*

The BBA Business Administration & Ethics degree supports the **Mid-America Christian University Mission Statement**.

> *Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.*
> *(MACU Catalog 2021-22.; evangelnet.macu.edu/human_resources/Employee_Handbooks)*

Mid-America Christian University business students take a variety of courses in business, Bible, theology, communications, history, government, science, math, social science, and humanities. (MACU Catalog 2021-22, pp. 93-94). BBA students are exposed to the Wesleyan perspective in Bible and Theology classes as well as in practice.MACU CAS students attend chapel twice a week. The chapel services are available online to College of Adult & Graduates studies BBA students. The CAGS students may also attend in person.

Part of the practice is community service. MACU BBA students in the College of Arts & Sciences participate in 12 hours of community service per semester for six semesters. Community service has included volunteering at the Oklahoma City Community Food Bank and in local schools tutoring students as well as volunteer coaching. MACU BBA students create, collaborate, and innovate during community service and in class projects such as operating student businesses that donate the proceeds from the project to charity and collecting 550 sleeping bags for the homeless in Oklahoma–and in the process set a Guinness World Record.

Many MACU BBA students are from foreign countries outside the United States. A recent MACU BBA graduate from Germany is moving to Egypt to put business skills to use and to coach soccer. Other graduates are working in business. ministry, and education throughout the United States and the world. Because a large portion of MACU BBA students are involved in athletics, many put their business studies and athletic experience to work in entrepreneurial businesses where they coach or train athletes on a fee basis. Others have played professional sports in countries such as Estonia, Finland, Switzerland, Argentina, Portugal, and Brazil where they have served as "ambassadors" for MACU and have contributed to the local communities. One MACU business graduate who has extensive professional

basketball experience in numerous countries has started a basketball academy where he teaches the fundamentals of basketball. His motto is "Don't just work, do more". (The Mid-American, Fall 2021, p. 8) The MACU BBA graduate credits MACU School of Business Professor Dr. Steve Sloan with helping him become "a better man" and to "focus and concentrate" while playing basketball at MACU and finishing his degree. (The Mid-American)

Question 3: To what extent is the program mission used to guide practice?

The Program administrators use the program mission and the university mission to offer classes and experiences that are compatible with the mission. Faculty that support the program and university mission are evaluated and hired. (evangelnet.macu.edu/human_resources/Employee_Handbooks)

Christian concepts such as prayer and Biblical principles are included in course assignments and class discussions. CAS BBA students perform 12 hours of Community Service a semester for six semesters. (MACU Catalog) The Program administrators attend chapel and participate in other campus activities with students in order to collaborate and solve problems. (MACU Mission, Catalog)

1.1 Mission Statement
- Minimum requirement to meet substandard: A one sentence explaining why the program exists and how it supports the MACU Mission.
- Additional information about the substandard:
    - The mission statement references student learning, development, and success.
    - The program mission is consistent with the mission of the department, college, division, institution, and applicable professional standards.
    - The program mission is appropriate for the institution's students and other constituents.

1.2 Summary Statement
- Minimum requirement to meet substandard:
    - The School Chair will make a summary statement about the Program based on the data collected for the Program Review.
    - The statement should cover the program's past three years and what the Chair's vision for the program is for the next three years.
    - The statement should be no longer than two pages.

Suggested Evidence and Documentation:

1. MACU Catalog, 2021-2022, p. 93
2. MACU Catalog, 2021-22, p. 21
3. MACU Catalog 2021-22, pp. 93-94
4. The Mid-American, Fall 2021, p. 8
5. [Business Projects-Sleeping Bags-Guinness World Record videos](#)
6. [Business Projects-Sleeping Bags-Guinness World Record story in the Oklahoman](#)
7. [http://evangelnet.macu.edu/information_technology/files/MACU_Desktop_Wallpaper_Solid_19_inch.png](#)
8. [https://drive.google.com/file/d/16YfUzUWlVW_mdkH58htfpg9CaUNAF6c8/view](#)
9. [https://sigmabetadelta.org/](#)
10. [https://acbsp.org/](#)
11. Information available from the Registrar's office

12. evangelnet.macu.edu/human_resources/Employee_Handbooks_and_Policies/Faculty_Handbook_2020-2021_2021.pdf
    TABLE OF CONTENTS (macu.edu) Refers to the Faculty Handbook
13. 21-22-MACU-Catalog-22-01-10-14-37.pdf

Additional goals, values, and statements of purpose
Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)

The Mid-America Christian University Bachelor of Business Administration in Business Administration & Ethics mission statement is disseminated in the MACU Catalog, Program Overview infographic forms (https://drive.google.com/), Program forms, at recruitment open houses on campus and online, and Department of Admissions off-campus recruiting visits and events.

The Mid-America Christian University BBA in Business Administration & Ethics mission statement is in alignment with the University mission statement and the university vision statement "Mid-America Christian University is Preparing People to do Greater Things for God and His Kingdom." Dream Bigger. Do Greater." (MACU Catalog, p. 21). The MACU operational values of integrity, accountability, people, adaptability, and communication are important to the implementation of MACU BBA Business Administration and Ethics programs. (http://evangelnet.macu.edu)

Any additional professional standards aligned with program/service (e.g., standards promoted by academic program organizations)

The MACU BBA Business Administration & Ethics program is affiliated with the Sigma Beta Delta Business Honor Society (www.sigmabetadelta.org) which has numerous resources related to business and academic standards for its members. Dr. Steve Sloan, Program Director, CAGS BBA Business Administration & Ethics is a lifetime member. MACU BBA students have the opportunity to join the organization if certain membership criteria is met. The MACU School of Business Leadership which the BBA Business Administration & Ethics is part of will be pursuing specialized business school accreditation through the Accreditation Council for Business Schools and Programs (ACBSP) in the near future. (www.acbsp.org)

Institutional demographics, description of student population served, and information about community setting

The Mid-America Christian University BBA Business Administration & Ethics student population is diverse with various ethnic, racial, age , and religious groups represented. (Registrar's Office) All students did not answer questions related to diversity characteristics. Out of 118 CAS students the following numbers reflect how many students answered each category:

White	16
Hispanic	15
Black/African American	9
American Indian/Alaska Native	1
Asian	0
Non-resident Alien	15

Foreign   22

Entry Age: 18-26   Average Entry Age: 21

Male   84
Female   34

Religious Groups Represented: Baptist, Church of God, Catholic, Assembly of God, Pentecostal, Non-denominational, Church of Christ, Disciples of Christ, and Nazarene. Numerous students did not report their religious affiliations.

Countries Represented among CAS Students: United States of America, Germany, Chile, Jamaica, Brazil, Italy, Mexico, Portugal, France, The Netherlands, Spain, Panama, Paraguay, Uganda, Trinidad & Tobago, Argentina, Curacao, and Austria.

The Mid-America Christian University College of Arts & Sciences (CAS) BBA Business Administration & Ethics program is well represented by Whites, Hipanics, Black/ African Americans, Non-resident aliens, and Foregin students. The number of Asian and American Indian/Alaska native students has room for growth.

The age group for CAS BBA students (18-26; 21 AVG) is typical for undergraduate traditional academic programs. There appears to be an imbalance between the number of male (84) and female (34) students. The demographic characteristics of the CAS BBA program is highly influenced by the number of students that participate in intercollegiate athletics. One goal is to recruit more non-athletes to the program. As a whole, the MACU CAS BBA Business Administration & Ethics is quite diverse.

Out of 109 CAGS BBA students the following numbers reflect how many students answered each category:

White   35
Hispanic   15
Black/African American   10
Asian   1
American Indian/Alaska Native   7

Entry Age: 18-60   Average Entry Age: 36

Male   50
Female   59

The religious groups reported are the same as CAS with Methodist, Mormon, and Luthern added.

The demographics for the College of Adult & Graduate Studies BBA Business Administration & Ethics students is similar in some ways and different in others to the CAS students. The CAGS students had more American Indian/Alaska Natives than CAS. One striking difference is the number of male to female students. The number of CAS students was 84 males to 34 females. There are more females (59) to males (50) in CAGS. CAGS has very few, if any foreign students. This can be attributed to the fact that most of the foreign students in CAS are intercollegiate athletes. There are few, if any CAGS students involved in intercollegiate athletics.

As a whole, both the CAS and CAGS Business Administration & Ethics programs serve a diverse group of students. The programs are accomplishing the university's mission.

<u>Chair Summary</u>

Higher education is about more than simple career preparation–it is about preparation for life. Because of that, the goals that we have as business faculty members extend beyond just focusing on the impartation of knowledge and student mastery of course content. Our interactions should also provide encouragement and guidance for students to view their lives and careers as ones of service and ministry.

The relationships that faculty form with students through their classes and educational programs are meant to be deep and meaningful and not just merely a semester-long transactional experience between the teacher and student. By getting to know our students, we are better prepared to nurture, encourage, and help guide them to places where they will find meaning and value in their lives. This type of "mentorship" is difficult to find on campuses with huge classes and student bodies. It is something that makes our programs at MACU different from many others.

We also want our students to view their occupations and roles as ones of ministry. Through their work, our students will be able to interact and witness to all types of people in many different ways. Our workplaces are mission fields and business professionals have tremendous opportunities to demonstrate the love of Christ in all they do–with supervisors, coworkers, subordinates, suppliers, customers, and professionals in all types of support fields. As business professors at MACU, we want to prepare our students to become competent and excellent professionals in the workplace AND to shape them into caring and compassionate humans who view themselves as ministers in everything they do.

In the future, we need to continue being intentional about reinforcing these ideas with our full-time faculty and communicating these expectations with our part-time instructors. For those people who came through schools and academic programs where the integration of faith and academics were not the norm, an orientation and process of socialization might be needed. An "education enlightened by faith" is something that we should strive for in all of our dealings with students, colleagues, and the larger MACU community.

Dr. Coleman Patterson, Chair, School of Business Leadership, CAS
Dr. Steve Sloan, Program Director, BBA Business Administration & Ethics, CAGS

MID-AMERICA CHRISTIAN UNIVERSITY

Standard 2: Program and Services

Overview Questions:

1. What are the goals and objectives of the academic program?

    The goals and objectives can be found in the MACU SBL 4DX strategic planning documents. (2021 4DX Notebook) The strategic objectives are part of a university wide strategic planning five year cycle.(2020-24)

Objective #1: CUSTOMER EXPERIENCE – We will create a "Remarkable" customer experience for our students and employees.

Objective #2: PRODUCT DIVERSIFICATION – We provide relevant degree programs, certificates, credentials, and job-related curricula that meet the emerging workplace knowledge and skills.

Objective #3: MARKET ACCELERATION – We will grow student enrollments by employing innovative and expanded market penetrations.

Objective #4: CUSTOMER RETENTION – We will employ data analytics to increase retention, persistence, and graduation rates.

Objective #5: RESOURCES – We create learning and work environments that are sustainable and dynamic.

Overview Question 1 Continued

 The university has adopted a strategic planning tool named 4DX. Goals in 4Dx are called WIGS (Wildly Important Goals) WIG 1: "By May 31, 2022, The School of Business Leadership (SBL) will support MACU Strategic Objectives (SO1 Customer Experience, SO2 Product Diversification, SO5 Resources) and increase student engagement from 62.26% to 68.5% as measured by the annual Student Satisfaction Inventory Question 17 "How connected do you feel to MACU?" by conducting an SBL Networking Forum in the Fall and Spring semesters." The Goal was 68.5% of students on SSI reporting that they were "Connected" or "Strongly Connected" to MACU on question 17 of the SSI, which would have been an increase of 6.24%. In fact, 74.42% responded in these categories, an improvement of 12.16%. (2021 4DX Notebook)

WIG 2: "By May 31, 2022, The School of Business Leadership (SBL) will support MACU Strategic Objectives (SO1 Customer Experience, SO2 Product Diversification, SO5 Resources) and increase student engagement from 62.26% to 68.5% as measured by the annual Student Satisfaction Inventory Question 17 "How connected do you feel to MACU?" by establishing a Business School Website where SBL Faculty Administrators may foster student engagement through posting and interacting over business concepts, trends, or insights." Since we were never able to achieve a functional microsite due to lack of resources to build it, it's clear that this activity did not contribute to the increase in student engagement we experienced. However, the exercise helped us to define the limitations of what we could do in this area without third-party support, and to redirect us to other methods for this year's WIGS.

2. To what extent does the academic program structure allow it to be effective?

> The CAGS structure has the courses written for five weeks for three hours of class time one night per week and out of class online discussion. The CAGS curriculum is designed for students that work full-time All of the course content can be found on the D2L course delivery platform. Faculty may record video and audio messages on D2L. Instructors do not have to prepare new lesson plans every time the course is taught. Students can do assignments and turn them into the D2L Drop Box. Courses are taught both on-ground and online.D2L is used for both methods of course delivery.

Overview Question 2 Continued

The CAS academic program structure follows a traditional 16 week format for traditional, full-time students that tend to be between the ages of 18-24. Classes usually meet on-ground for two 75 minute sessions or three 50 minute sessions per week. Instructors are allowed more flexibility to develop their own lesson plans that are in accordance with the student learning objectives on the syllabus.The CAGS and CAS BBA programs have the same courses with the same student learning objectives. Both programs have effectively served MACU students for many years.

3. What are the key programs, services, and resources offered by the academic program?

> Students have access to the Student Success Center. CAGS students have a Student Success representative assigned to them. They can contact the representative with questions about books and classes as well as inform the representative about personal issues or problems with an instructor or course. Both CAGS and CAS students have access to the writing center where they submit course assignments for proof reading. All MACU students can get assistance in creating resumes.
>
> The Student Success Center also has a career services department that assists students in developing job search skills. Job placement is available also. Students may receive counseling for personal issues through the university.
>
> The MACU library has numerous electronic, video, and print resources available to BBA

students. MACU BBA students have access to instructors during posted office hours and other times. The business honor society Sigma Beta Delta is available to qualified students.

4. How does the academic program contribute to the student experience?

CAS students are able to get "The university experience". Not only are they able to attend classes, they are able to participate in activities such as athletics, Bible Study, Chapel attendance, social interaction. Speakers from the business community enhance the classroom experience. Service projects at places like the Oklahoma City Food Bank, Feed the Children, Positive Horizons School for Homeless Children, and the sleeping bag contribute to the student experience.

CAGS students are able to fulfill dreams. Many started college and were not able to finish. Others never started at all due to life's obligations. The academic program allows them to complete college while working full-time. Others go back to school after retiring or working in a particular field. They want to develop new skills or improve on old ones. CAGS students are able to have the"university experience" even if they missed the traditional university experience.

2.1 Program and Services Goals
- Minimum requirement to meet substandard: The program's Wildly Important Goals (WIGs) for the past three years.
- Additional information about the substandard:
    - The program's Wildly Important Goals (WIGs) are written, aligned with the program's mission statement, and support institutional priorities and expectations of the program.
    - The program regularly develops, reviews, evaluates, and revises its WIGs.
    - The program communicates WIGs and progress toward achievement to appropriate constituents.

2.2 Program Design, Structure, and Framework
- Minimum requirement to meet substandard: The program has clearly stated, current, relevant, and documented policies and procedures
- Additional information about the substandard:
    - The program has clearly stated, current, relevant, and documented responsibilities and performance expectations for personnel, and organizational charts demonstrating clear channels of authority.
    - The program works in close consultation and collaboration with others with expertise and departments across the institution to meet the needs and interests of students.
    - The program is intentionally designed to incorporate research and theories on student learning, achieve predetermined student learning, and development outcomes.

2.3 Program Documentation

- <u>Minimum requirement to meet substandard</u>: Show the program's documentation to MACU's internal and external constituencies.
- Additional information about the substandard:
  - Insert a copy of the Program Sheet from the latest version of the Academic Catalog.
  - Provide evidence of the Program's curriculum reviews in the last three years.
  - Provide evidence of any MACU Faculty Senate decisions about the Program in the last three years.

Write a description of how the program is aligned with and structured to meet goals and provide services to students.}

The School of Business Leadership, which straddles both the College of Arts and Sciences and the College of Adult and Graduate Studies sides of campus, is uniquely organized to serve the students and faculty within each academic college.

The CAGS faculty are located in Kennedy Hall and surrounded with campus professionals who work to identify and assist with the special needs of adult, graduate, and online students. Admissions, advising, registration, and student services experts are all conveniently located near each other on the second floor of Kennedy. In addition, Kennedy Hall houses the classrooms for students in the evening classes and the computer lab and library are conveniently located in Kennedy Hall as well.

The term lengths and class formats in CAGS are designed to work well with the demands of adult and working students. The online and hybrid courses are designed to give students the flexibility to fit coursework in around their professional and family commitments. Course materials, advising, registration, times to connect with professors, and timing of assignments and projects are all designed by CAGS faculty to best meet the demands of our CAGS students.

On the CAS side, the offices of the two full-time faculty members are located in Fozard Hall and near the campus student-support professionals for the traditional, on-campus students. The cafeteria, student center, chapel, campus store, post office, offices for the CAS dean and faculty members, science labs, and about a dozen classrooms are "just down the hall" or in the same building as CAS faculty offices.

CAS classes are mostly offered in a traditional 16-week format with in-person classes. When scheduling requires, CAS students are sometimes placed into online and accelerated-term classes to meet their degree requirements. Among the CAS students, there is a large percentage of student athletes and international students who sometimes require special advising and scheduling of courses to fit with student visa requirements and athletic travel schedules. The business faculty who work with CAS students are able to know and advise CAS business students to keep them successfully moving through their business course curriculum.

Evidence and Documentation

1. List of program goals and objectives

   2019-20 SBL-CAS CAGS SPU Notebook(1) .xlsx
   https://drive.google.com/drive/folders/1w9RiD0iBpKBeoVZNIDtQbXcUy9EECZcT

    2020-21 4DX Notebook 6.1.20.xlsx

   2021-22 4DX Notebook SBL 5.12.22 (2).xlsx
   https://drive.google.com/drive/folders/1w9RiD0iBpKBeoVZNIDtQbXcUy9EECZcT

2. List of current collaboration across the institution

   Recruitment and admissions, registrar's office, media and communication, information technology, campus ministries, facilities management, accounting and finance, CAS and CAGS deans' offices, Vice president for Academic Affairs, assessment and institutional effectiveness , student affairs, alumni and advancement, athletics, student success, and the coaches, and colleagues in the different academic departments around campus all provide assistance to us in a variety of ways as we work together to fulfill our mission and goals.

3. 🟩 SBL Dashboard

4. 🟩 Program Analyses-School of Business Leadership

5. See number 1.

6. NA

7. Organization Chart

   📄 University_Structure_Jun_2020 (1) (1).pdf

8. Program Sheet
   21-22-MACU-Catalog-22-01-10-14-37.pdf pp. 93-94

9. Changes to MGMT 4413 Strategic Management have taken place. A new textbook is being used and a simulation that was more relevant to an operations management class was discontinued. In the future, the CAGS MGMT 4413 course needs to be re-written to be more in line with the CAS course.

10. There were extensive changes made to the courses during the last program review cycle. No Senate action has affected the BBA Business Administration & Ethics Program in the past three years.

Suggested Evidence and Documentation:

1. List of program goals and objectives
2. List of current collaborations across the institution
3. Map of program activities
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)
7. Organization Chart
8. Program Sheet
9. Curriculum Reviews
10. Senate Documents

Standard 3: Student Learning, Development, and Success

Overview Questions:
1. What are the most significant student learning, development, and success outcomes of the academic program?

Program Outcomes:

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.

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.

3. Graduates will demonstrate the ability to work in groups and teams, utilizing interpersonal skills successfully in an organizational setting.

4. Graduates will demonstrate the ability to effectively communicate business information using relevant technology and a variety of communication tools.

5. Graduates will exhibit the ability to analyze business problems and use critical thinking skills by developing, implementing, testing, and restructuring business models.

Student Learning Outcomes:

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.

Student Learning Outcomes Continued

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.
(🗐 SBL Dashboard)

2. What is the demonstrated impact of the academic program on student learning, development, success?

Based on the School of Business Leadership Chair's D-3 report, "**Most of the Program Directors are undertaking some form of curriculum changes to address deficits in particular learning areas, such as communication or team projects. There seems to be an emerging understanding that curriculum quality is paramount to remain competitive in the online environment, and I see that manifested in the growing number of learning resources that are being integrated in courses in all degrees, from content providers, to simulations, to modeling applications. Assisted by Curriculum Development, Program Directors are actively engaged in implementing best practices, with integrated rubric grading and instructor led assessment. there is a strong feeling that curriculum must reflect the qualities of interaction and engagement that students find in their other Internet experiences." (** 🗐 Program Analyses-School of Business Leadership)

Student Learning Outcomes 4.2, 5.1, and 5.2 were recently assessed. The majority of students achieved 3 or 4 for Student Outcome 4.2. The objective for Program Outcome 4 SLO 4.2 was met. The objective for Program Outcome 5 SLO 5.1 was accomplished. The majority of students achieved a 3 or 4 rating. Program Outcome 5, SLO 5.2 was met. The majority of students achieved a 3 or 4 rating. As a whole, BBA Business Administration & Ethics students tend to score on the 3 or 4 range. (🗐 Program Analyses-School of Business Leadership) **This may occur because most of the required courses are 3000 and 4000 upper level courses that are part of the students' major.**

MACU BBA Business Administration & Ethics graduates find success in a variety of occupations and fields. A recent sample of graduates includes the following areas of employment: Business and non-profit managers, marketing directors, accounting, human resource management, benefits coordinator, sales, operations management, school counselor, insurance claims, church administration, hospital administration, government contracts administrator, and financial advisors. (🗐 BBA - Class of 2019) Other MACU BBA Business Administration & Ethics graduates work in athletic management, insurance sales, pastoral ministry, law enforcement management, military management, professional sports, property rental management (One graduate owns 300 rental houses and has 50 employees) and other fields.

3.1 Program Curriculum Map
- <u>Minimum requirement to meet substandard</u>: Provide a copy of the program's <u>Curriculum Map</u>. The Curriculum Map shows what student learning outcomes (SLOs) or Operational Outcomes (OOs) could be measured in each course within the program to support the program's outcomes (POs).
- Additional information about the substandard: If a major change to the program's curriculum or POs occurred in the last three years, provide evidence and explanations of why those changes were made.

3.2 Assessment of Student Learning and Development
- <u>Minimum requirement to meet substandard</u>: The program uses evidence to create strategies for improving student learning, development, and success through Learning Reports.
- Additional information about the substandard:
  - The program has POs that guide what program graduates should know and/or do.
  - The program provides evidence of the extent to which SLOs are achieved, through measurement, ensuring POs are met.
  - The program aligns predetermined student learning and development outcomes with recognized models and institutional framework.

3.3 Program Contribution to Student Learning, Development, and Success
- <u>Minimum requirement to meet substandard</u>: Demonstrate how program graduates have used the degree in the past three years.
- Additional information about the substandard:
  - The program helps students and designated clients prepare for their careers and meaningful contributions to society.
  - Provide numbers, graduate feedback, and other quantifiable data.
  -

Suggested Evidence and Documentation:
1. Program student learning and development outcomes, and brief description of how they were developed

➕ SBL Dashboard

   The Program and student learning outcomes were developed in meetings between the BBA Business Administration and Ethics Program administrators (Steve Clouse and Steve Sloan) and the School of Business Leadership Leadership Chair, Scott McMurry.

2. Program student learning, development, and success outcomes and related assessment data

➕ Program Analyses-School of Business Leadership

https://sites.google.com/macu.edu/macu-d3-forms/home

3. List of current collaborations across the institution that facilitate student learning, development, and success

Foremost, the business programs at MACU have to keep in contact with each other. We are one school, but we are separated into two mostly-autonomous academic programs that reside in CAS and CAGS. Even though business faculty in the CAGS regularly teach in the CAS program, there is still a feeling of separation between the faculty–separation in physical proximity (spread across two different buildings) and through the structure of the university (e.g., CAS and CAGS hold their own faculty meetings). As a school, we hold monthly Zoom meetings among the business faculty to bring up and discuss common information and announcements. Business faculty from the different programs and departments visit the Introduction to Business classes during the school year to introduce themselves and their programs to our students.

Internally, we are dependent on a wide range of professionals and departments on campus. Recruitment and admissions, registrar's office, media and communication, information technology, campus ministries, facilities management, accounting and finance, CAS and CAGS deans' offices, Vice- President for Academic Affairs, assessment and institutional effectiveness, student affairs, alumni and advancement, athletics, student success, and the coaches, and colleagues in the different academic departments around campus all provide assistance to us in a variety of ways as we work together to fulfill our mission and goals.

The School of Business Leadership has an organized business advisory board made up of supporters and business professionals from around the OKC area. During the 2021-2022 school year, we hosted an in-person meeting and dinner for the advisory board where faculty and advisory board members got to know each other, share news and information about our programs and initiatives, and make connections for points of collaboration. In fact, two of the business advisory board members met in the Fall 2021 dinner meeting ended up as guest speakers in the Spring 2022 Introduction to Business class.

The Guinness World Record projects conducted through the Introduction to Business and Strategic Management classes also put us in touch with businesses, churches, and non-profit agencies across the OKC metropolitan area. As we continue these projects, we will continue to develop a wider network of external partners and connections.

4. Map of program activities and ways they connect to student learning, development, and success outcomes
   NA

✚ SBL Dashboard
5. Curriculum Map

   ✚ SBL Dashboard -CAS

   ✚ SBL Dashboard -CAGS
6. Student Learning Outcome Measurements

https://sites.google.com/macu.edu/macu-d3-forms/home

7. Student Learning Reports

   https://sites.google.com/macu.edu/macu-d3-forms/home

8. Information about Program Graduates

   ⊞ BBA - Class of 2019
   ⊠ Graduate Tracking - BBA - Class of 2020.xlsx
   ⊠ Graduate Tracking - BBA - Class of 2021.xlsx

Standard 4: Assessment

> **Overview Questions:**
> 1. What is the comprehensive assessment strategy for the academic program?
>
> The university wide assessment program can be found in the Assessment Manual.
> ([Assessment Manual_Oct 2017.pdf (macu.edu)](#)
>
> **Assessment of Academic Programs**

Assessment of the degree programs offered at Mid-America Christian University (MACU) begins with the University Outcomes. Assessment is an ongoing, continuous process in which every member of the University is a stakeholder. Ultimately, the evaluations of academic degree programs are accomplished by the University's School Chairs, who are responsible for the programs within their school and confirmed by Associate Deans.

Assessment Cycle

Institutional Effectiveness (IE) uses an assessment cycle for identifying, collecting, and preparing data that Chairs use to evaluate the programs within their schools. This evaluation cycle takes place: quarterly, at the end of each semester, annually, and every three years. The Mid-America Christian University Assessment Manual Institutional Effectiveness (IE) 7 10.11.2017 slight variations in the College of Arts and Sciences (CAS) and College of Adult and Graduate Studies (CAGS) are discussed below.

• Quarterly:
 o CAGS Chairs will evaluate the End of Course (EoC) survey results from students and document their evaluation on the appropriate form in their School's D3 folder.
 o Each CAGS Chair will ensure the faculty members that taught courses in his/her school receive the EoC survey results for the classes they taught.
• At the end of each semester:
 o All Chairs will assess an unspecified number of the Program Outcomes (POs) in their school. At a minimum, all of a program's outcomes are assessed every two years. POs are assessed using direct measurements of Student Learning Outcomes (SLOs).
 o CAS Chairs will evaluate the EoC survey results from students and document their evaluation on the appropriate form in their School's D3 folder.
 o Each CAS Chair will ensure the faculty members that taught courses in his/her school receive the EoC survey results for the classes they taught.
• Annually:
 o Associate Deans will evaluate the status of their colleges using consolidated, Chair evaluations in their College D3 Form.
 o Each School Chair is required to complete their assessments of student learning prior to the completion of their strategic planning workbooks.
• Every three years, a degree program will undergo a Program Review.
 o This review will be conducted by the Program Director, the Chair of the school in which the program is housed, the Associate Dean, and the VPAA.
 o This Program Review will use Chair assessments, along with any other pertinent material collected over the previous three years to make decisions about the future direction of the program.

o See Program Review on page 18 for more specific information.

IE assists Chairs with program assessment by:

• Providing framework for the Chairs to document monthly, quarterly, semester, and annual assessments of their programs;
• Assisting Associate Deans, Chairs, Program Directors, and other University leaders in understanding and completing the assessment cycle;
• Collecting and distributing EoC results to Chairs; and,
• Developing necessary tools to make program assessment as efficient as possible.

Data-Driven Decision (D3) Forms

An important tool used in the assessment cycle are the Data-Driven Decision (D3) Forms which document routine aggregation and evaluation of collected data related to each program. School Chairs begin the assessment process by evaluating collected data and documenting actionable plans on the D3 Forms. The D3 Forms are housed in each Chair's Assessment, Accreditation, Mid-America Christian University Assessment Manual Institutional Effectiveness (IE) 8 10.11.2017 and Institutional Research (AAIR) drive in a folder labeled School D3 Rubric. Inside the folder, are three D3 Forms:

1. End of Course (EoC) student evaluations
   a. CAGS Chairs complete quarterly to provide immediate feedback to instructors in the accelerated programs.
   b. CAS Chairs complete at the end of each fall and spring semester.
2. Program Outcome/Student Learning Outcomes (PO/SLO) CAGS and CAS Chairs complete at the end of each fall and spring semester.
3. Wildly Important Goals (WIGs) Lag Measures CAGS and CAS Chairs complete at the end of each Academic Year. Note – WIG Lead and Lag Measures are a University requirement for every department.

Each of the D3 Forms is a Microsoft Excel spreadsheet that contains the same column headings:

1. Report Date - the date the Chair reports or updates an Area of Focus
2. Areas of Focus - based on assessed evidence, this is the column a Chair will list out what aspect of the School needs to improve or be sustained.
3. Action Plan - in this column, the Chair provides a detailed plan of what the School will do to improve or sustain an Area of Focus; this plan includes what evidence will be needed and used to confirm/deny the Action Plan.
4. Timeline - when the Action Plan will be implemented.
5. Anticipated Results – the results the Chair anticipates because of the Action Plan.
6. Actual Results - once the Action Plan's Timeline concludes, provide evidence of Actual Results.
7. Evidence Files – substantiation to the Areas of Focus and Actual Results columns.

Chairs fill out the D3 Forms in accordance with the timeline listed above (quarterly, semester, or annually).

D3 Form spreadsheets are labeled by AY to allow for Chairs to consolidate information annually.

Steps in Program Assessment using D3 Forms:

1. Each Chair's AAIR drive folder contains collected data (direct and indirect measurements) on Program Outcomes (PO), End of Course evaluations (EoC), and Wildly Important Goals (WIGs).
2. Chairs use collected data to evaluate aspects of their programs and capture those evaluations on D3 Forms in the School D3 Folder.
3. IE consolidates Chair assessments into College D3 Forms, one each for CAGS and CAS.
4. Associate Deans use the collected assessments in the College D3 Forms (and any other quantifiable data) to evaluate the schools in their colleges, annually.
5. IE consolidates Associate Dean evaluations into a University D3 Form.
6. Associate Deans and the VPAA use the University D3 Form (which includes any other quantifiable data) during the program's three-year review. Mid-America Christian University Assessment Manual Institutional Effectiveness (IE) 9 10.11.2017

Collected assessment data - comes from a variety of sources but at minimum, the following data used to evaluate programs will be housed in each Chair's AAIR-drive folder:

• Direct measurements - occur when a faculty member directly examines or observes student knowledge or skills of a Student Learning Outcome (SLO). As content experts and mediators of learning, the faculty member's evaluation of course SLOs is the basis for all assessment activity. Each school collects these evaluations using appropriate collection methods approved by the Chair.
• Indirect measurements - are the evaluation of student learning that ascertain the opinion or self-report of the extent of value of learning experiences. Indirect assessment data includes the University-generated and collected EoC data results IE provides to each Chair's EoC folder.
• Other measurable data - Each school is encouraged to develop measurements outside of PO SLO and EoC that assist the Chair in triangulating program evaluations. Examples of other measurements can be found in the Program Review section.

2. What are priorities for assessment of the academic program and how are those developed?

Priorities are to develop assessment tools for all classes that fall in line with the Program Objectives and the Student Learning Objectives. Grading Rubrics and surveys of student performance are the most common assessment tools used. The following courses fall under the BBA Business Administration & Ethics assessments responsibilities:

BUAD 1103 Introduction to Business	Coleman Patterson CAS
BUAD 3404 Business Finance	Coleman Patterson CAS/Steve Sloan CAGS
BUAD 4103 Legal Environment of Business	Coleman Patterson CAS/Steve Sloan CAGS
ECON 2503 Survey of Economics	Coleman Patterson CAS/Steve Sloan CAGS
MGMT 2103 Bus. Software Applications	Coleman Patterson CAS/Steve Sloan CAGS
MGMT 4413 Strategic Management	Steve Sloan CAGS
MGMT 4413 Managing Change	Steve Sloan CAGS
MGMT 4703 Entrepreneurship	Steve Sloan CAGS

Other courses in the program are assessed by Program administrators with assessment responsibility for those courses. Courses in the MISE Program which were being assessed by Steve Sloan have been moved to Scott McMurry since he is the Cybersecurity Program administrators.

3. How are tangible, measurable learning, development, success, and program outcomes determined to ensure achievement of mission and goals?
Program Outcomes and Student Learning Outcomes were developed in a series of meetings between the members of the School of Business Leadership Program administrators and Chairs. Program objectives were developed with the idea of what skills did he want MACU School of Business Leadership graduates to have. Student Learning Outcomes were developed by looking at the courses in the programs and developing Student Learning Outcomes that are consistent with the Program Outcomes, yet measure student learning in courses In a particular program.

4. How does the academic program use assessment results to inform improvement? What changes, adjustments, or improvements have been made as a result of assessment activities?
If students are consistently falling below the number 3 meets expectations standard when assignments are graded with a rubric, efforts are made to change the assignment or spend more time explaining how to do the assignment. In ECON 2503 Survey of Economics in the CAGS delivery system, rubrics for discussions and essays have been imbedded in the D2L software where instructors use the rubrics in grading and assessment. Changes were made to MGMT 2103 Business Software Applications as a result of EOC complaints that the software being used was incompatible with Apple Computer software. A new book and publisher were added to the course which allows students to complete assignments on different computer operating systems. During the next assessment cycle, new rubrics need to be developed in all the courses under the BBA Business Administration & Ethics Program administrators.

5. How does the academic program share assessment results with relevant constituencies?
Assessment results are shared with Academic Deans and School of Business Leadership personnel in what is known as a D-3 report. (The Assessment reports can be found in the Evangelnet. EvangelNet :: Academics (macu.edu)

6. How does the academic program support ongoing development of assessment competencies for personnel?

Assessment training is ongoing. The Office of Institutional Effectiveness provides regular assessment training in faculty meetings, scheduled training sessions, and its Dine & Data program where assessment information is disseminated during lunch meetings. Assessment is highly emphasized throughout the university and there has been a lot of effort by the Vice-President for Academic Affairs Office to improve assessment training and practice.

4.1 Establishing a Culture of Assessment
- <u>Minimum requirement to meet substandard</u>: Display assessment plans that work towards the achievement of the program's mission, goals, outcomes, and objectives.
- Additional information about the substandard: Display the past three years of evidence for:
    - Faculty evaluations
    - WIGs
    - End of Course (EoC) results
    - Course Reports
    - Retention Reports

4.2 Assessment Plan and Process
- <u>Minimum requirement to meet substandard</u>: Show how the program reviews, interprets, and monitors changes based on findings of assessment from multiple measures of data collection.
- Additional information about the substandard:
    - The program identifies goals, outcomes, and objectives to guide its work.
    - The program engages students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.3 Reporting Results and Implementing Improvement
- <u>Minimum requirement to meet substandard</u>: The program uses evidence from assessment activities to inform decision-making and planning for continuous improvement.
- Additional information about the substandard:
    - The program uses assessment results to demonstrate learning, development, effectiveness and continuous improvement.
    - The program informs constituents of assessment results and how data have been used for continuous improvement.

Suggested Evidence and Documentation:

1. Academic program goals, key indicators, outcomes, and related assessment data

    ⊞ SBL Dashboard   ⊞ Program Analyses-School of Business Leadership
    https://sites.google.com/macu.edu/macu-d3-forms/home
    (Assessment Manual_Oct 2017.pdf (macu.edu)

2. Assessment data related to student learning, development, and success outcomes
    ⊞ Program Analyses-School of Business Leadership
    https://sites.google.com/macu.edu/macu-d3-forms/home

3. Assessment plans and annual reports
    ⊞ Program Analyses-School of Business Leadership
    https://sites.google.com/macu.edu/macu-d3-forms/home

4. Minutes of meetings at which assessment activities and results are discussed

    📄 1-08-2018 CAGS Faculty Minutes -not approved.pdf
    📄 2-05-2018 CAGS Faculty Minutes -not approved.pdf
    📄 4-02-2018 CAGS Faculty Minutes -not approved (1).pdf
    📄 5-07-2018 CAGS Faculty Minutes -not approved (1).docx
    7-09-2019 CAGS Faculty Minutes -not approved (1).pdf
    📄 8-06-2019 CAGS Faculty Minutes -not approved (1).pdf
    📄 10-01-2019 CAGS Faculty Minutes - not approved.pdf
    📄 11-05-2019 CAGS Faculty Minutes - not approved.pdf
    📄 03.03.2020 CAGS Faculty Minutes - not approved.docx
    04.07.2020 CAGS Faculty Minutes - not approved.docx
    📄 05.05.2020 CAGS Faculty Minutes - not approved.docx
    📄 07.07.2020 CAGS Faculty Minutes - not approved.docx
    https://drive.google.com/drive/folders/1w9RiD0iBpKBeoVZNIDtQbXcUy9EECZcT
    📄 09.01.2020 CAGS Faculty Minutes - not approved.docx
    📄 02.02.2021 CAGS Faculty Minutes - not approved.docx
    📄 03.02.2021 CAGS Faculty Minutes - not approved.docx
    📄 07.06.2021 CAGS Faculty Minutes - not approved.docx
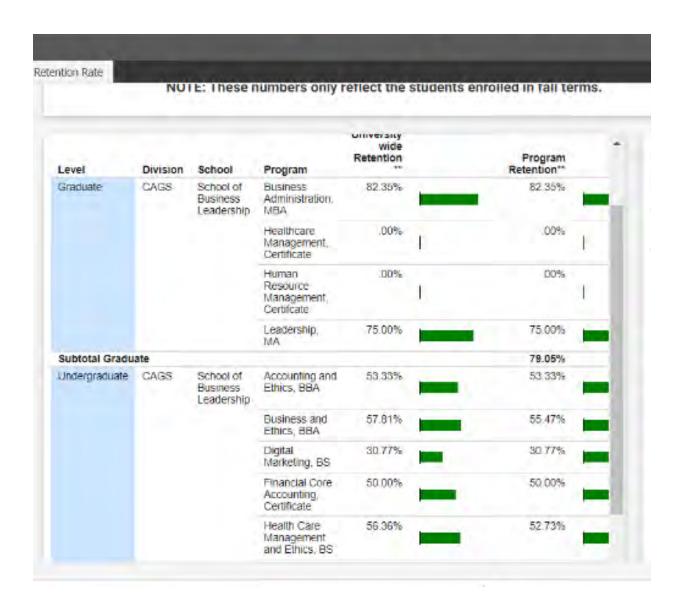   📄 12.07.2021 CAGS Faculty Minutes - not approved.docx

5. Professional development activities to improve assessment competence

    See number 4 above.

6. Wildly Important Goals (WIGs)

    ⊠ 2019-20 SBL-CAS CAGS SPU Notebook (1).xlsx
    ⊠ 2020-21 4DX Notebook 6.1.20 (3).xlsx
    ⊠ 2021-22 4DX Notebook SBL 5.12.22 (2).xlsx

7. End of Course Assessment Results

    ✝ Program Analyses-School of Business Leadership
    https://sites.google.com/macu.edu/macu-d3-forms/home

8. Instructor/Faculty Evaluations

    ✝ Program Analyses-School of Business Leadership

9. Course Reports

✝ Program Analyses-School of Business Leadership
    https://sites.google.com/macu.edu/macu-d3-forms/home

10. Retention Reports

    ✝ Program Analyses-School of Business Leadership
    https://sites.google.com/macu.edu/macu-d3-forms/home

Retention Rate

NOTE: These numbers only reflect the students enrolled in fall terms.

Level	Division	School	Program	University wide Retention **		Program Retention**	
Graduate	CAGS	School of Business Leadership	Business Administration, MBA	82.35%	▬▬▬	82.35%	▬
			Healthcare Management, Certificate	.00%	|	.00%	|
			Human Resource Management, Certificate	.00%	|	.00%	|
			Leadership, MA	75.00%	▬▬	75.00%	▬
Subtotal Graduate						**79.05%**	
Undergraduate	CAGS	School of Business Leadership	Accounting and Ethics, BBA	53.33%	▬▬	53.33%	▬
			Business and Ethics, BBA	57.81%	▬▬	55.47%	▬
			Digital Marketing, BS	30.77%	▬	30.77%	▬
			Financial Core Accounting, Certificate	50.00%	▬▬	50.00%	▬
			Health Care Management and Ethics, BS	56.36%	▬▬	52.73%	▬

MID-AMERICA CHRISTIAN UNIVERSITY

Standard 5: Access, Diversity, and Inclusion

Overview Questions:

1. How does the academic program ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?

   The MACU BBA Business Administration & Ethics CAGS and CAS programs comply with the University compliance standards found in the MACU Catalog pages 11-12. These policies include:

   Mid-America Christian University Catalog 2021-2022 11 January 1, 2022

Civil Rights Act of 1964 (title VI, Section 601)

This institution of higher education complies with the Civil Rights Act of 1964 (Title VI, Section 601). The Act provides that "no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Inquiries concerning the University's obligations under this Act may be addressed to President Phil Greenwald in care of the Mid-America Christian University. Any student or applicant who believes that this University has failed to comply with this Act may file a written complaint with the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Non-Discrimination Policy

This University admits students of any race, color, disability, gender, religion, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. We do not discriminate on the basis of race, color, and national or ethnic origin in administration of our educational policies, admissions policies, scholarship and loan programs, and other university administrative programs. This policy meets the requirements of the Internal Revenue Service's Revenue Procedure 75-70, dated March 1976. Please direct any inquiries regarding the non-discrimination policies to the Title IX Coordinator, 3500 S.W. 119th Street, Oklahoma City, Oklahoma 73170, 405- 691-3800.

Rehabilitation Act of 1973

The University does not discriminate on the basis of handicap in the recruitment and admission of qualified students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. Please direct any inquiries regarding University compliance with Section 504 of the Rehabilitation Act of 1973 to the Title IX Coordinator, 3500 S.W. 119th Street, Oklahoma City, Oklahoma 73170, 405-691-3800. Title IX, Higher Education Amendments of 1972, Amended by Public Law 93-568 This institution complies with the regulations established to effectuate Title IX of the Higher Education Amendments of 1972, as amended by Public Law 93-568. We adhere to the letter and spirit of the law with a policy of nondiscrimination on the basis of sex. This policy applies to our educational program and activities and extends to employment, to admissions, and to recruitment of both students and employees. Inquiries concerning the application of Title IX and the regulations pertaining to it may be referred to President Phil Greenwald in care of Mid-America Christian University, or to the Office of Civil Rights, Department of Health, Education and Welfare, Washington D. C.

The Program administrators for CAGS and CAS have many years of experience working with diverse student populations and faculty. MACU faculty are given access to training about promoting a respectful workplace including Title IX and Sexual Harrassment issues. (EvangelNet :: Human Resources (macu.edu) The CAGS Program administrators works closely with personnel from the Student Success Department in dealing with student issues regarding academics, conflict with instructors, and personal issues that can affect the student's feelings of inclusiveness. The CAGS and CAS faculties include instructors from diverse backgrounds including white, black/African-American, hispanic, American Indian, and Asian ethnic groups. There is a good mixture of male and female instructors. The diverse faculty contributes to the constituents experience of a welcoming, accessible, and inclusive environment that is equitable and free from harassment.

2. How does the academic program identify barriers to and advocate for access, diversity, and inclusion?

The Program administrators are aware of who the program students are and in many instances, how they got to MACU. In the CAS BBA program, a large percentage of the students are involved in intercollegiate athletics. Mens and womens soccer tend to be the most diverse. The soccer teams have a large number of Latino students from countries such as Brazil, Argentina, Costa Rica, Mexico, Spain, Paraguay, and Latino players from within the United States. European countries are represented well from places such as England, France, Spain, The Netherlands, and Germany. African-American, African-Caribbean, and African-European players have been part of the teams as well as Anglo/White Americans.

The men's and women's basketball teams have included a large number of African-Americans and Latinos from South American countries and the US as well as other American groups

Women's volleyball has included players from Brazil, Germany, and Bulgaria as well as African-Americans, Latinos, and Anglo/White Americans.

Baseball has included Hispanic players from Cuba, Puerto Rico, Guatemala, El Salvador, Mexico, and a large number of players from the Dominican Republic. African-American and Anglo/White players have been part of the baseball teams also.

Women's softball tends to be composed of Americans. Represented groups have included American Indians, African-Americans, Hispanc, and Anglo/White players.

The breakdown of the athletic teams says a lot about the diversity of the BBA Program in CAS. A large number of the athletes are BBA Business Administration & Ethics majors. In recent years one way to diversify the CAS BBA Program even more is the creation of the MACU E-Gaming Team. E-Gaming students tend to be Americans from various ethnic groups.

In the CAGS BBA Program, one area where a diverse group of students is recruited is the military. MACU has a Student Veterans Advisor that works with current active military personnel and veterans. The recruitment of people with military experience provides a more diverse group of students including diverse ethnic groups, religions, work experience, and gender diversity.

The CAGS BBA Program has students from employers that provide tuition assistance such as JASCO which pays full tuition for its employees to attend MACU. The participation of students from various workplaces contributes to the diversity of the campus. Although their employers may not provide tuition assistance, a large number of the CAGS BBA students work full-time. The inclusion of full-time workers in the degree program provides cultural, ethnic, and gender diversity. In CAGS, there are more female than male students. (MACU Registrar's Office)

CAGS faculty include instructors from various professions and groups. Professions include law, accounting, education, television reporters, warehousing, military, ministry, small business owners, human resource managers, insurance, computers, sales, and other professions that provide a wide list of diverse candidates.

In both CAGS and CAS, the BBA Business Administration & Ethics Program administrators, Faculty, and students work together to identify barriers to and advocate for access, diversity, and inclusion?

3. How does the academic program address imbalances in participation among selected populations of students?

The academic program addresses imbalances in participation by looking at under represented groups. Although the BBA Program is very diverse, two groups in both GAGS and CAS are underrepresented. The two groups are Asians and the physically disabled. There are numerous students that claim to have learning disabilities that are identified in the Student Success office in confidential files. Faculty are only notified of a student's learning disability if the student has an accommodations request on file and the student is in the faculty member's class. There is an effort to recruit more non-athletes into the BBA Program and Concentration areas such as digital marketing, communications, data analytics, healthcare management, and cybersecurity. The BBA Program administrators hope the recruitment of more non athletes will increase participation among Asians and physically disabled students. In CAGS, recruitment to the concentration areas is important to recruit more underrepresented students.

Recruitment efforts to recruit diverse student populations include:

The Admissions Department has intentionally hired a diverse Admissions Team
Recruited students at the Latino Empowerment Youth Conference
Recruited students at the Asian Empowerment Youth Conference
Admissions personnel participated in the Martin Luther King Jr. Day Parade and advertised MACU at the parade

Table set up during specific recruitment events in urban school districts
Group tours for specific demographics
Bilingual Campus Tours (Spanish/English)
Community College partnerships to recruit transfer students
Admissions personnel attended Community College Graduation Fair
(MACU Admissions Department)

4. How does the academic program address imbalances in staffing patterns among selected populations of program personnel?

It is important to understand that it is imperative to comply with federal and state statutes in relation to hiring faculty. The BBA Business Administration & Ethics CAGS and CAS Programs at MACU does not hire faculty for their race, color, gender, national origin, or disability. Faculty are hired for their qualifications. In a recent analysis of MACU faculty diversity characteristics from the MACU School of Business Leadership Dashboard, the following was found:

12 white faculty
12 black faculty
2 Asian
2 hispanic
11 female
17 male

SBL Dashboard

The list does not include all faculty but does give a good picture of faculty diversity. Observation and knowledge about individual faculty members by the Program administrators was used in a similar method used when filling out EEO 1 Reports for business. There is a good diversity balance. Faculty are primarily recruited through the MACU website, word of mouth, MACU School of Business Leadership Advisory Council, and prospective faculty contact to the university. Many faculty members are not recruited, they come to the university seeking a position. If imbalances are perceived, the BBA Program administrators and other faculty seek diverse candidates through personal contacts, recommendations, retirees from fields such as the military or business management where diverse populations are strong.

5. How does the academic program ensure cultural competence of its personnel to foster inclusion in the program?

It is important for all BBA Business Administration & Ethics employees to read the Statements of Compliance and the included statutes in both the Faculty Handbook and MACU Catalog. (MACU Catalog; MACU Faculty Handbook) Cultural competence issues can be discussed at the Annual Faculty Gathering that the College of Adult & Graduate Studies conducts to provide faculty development. (MACU Faculty Gathering) Faculty participate in a "Celebration of Culture Day"sponsored by the School of /Teacher Education every semester. Most of the MACU BBA faculty have worked in diverse cultural environments and understand cultural issues. It is important to understand there is often a fine line between cultural competence and cultural stereotyping. Is one being culturally competent or culturally prejudiced is often only

understood by knowing about trends in language, expectations, and customs. The Celebration of Culture Day is a good way to learn cultural competence.

5.1 Inclusive Educational and Work Environments.

- <u>Minimum requirement to meet substandard</u>: Provide evidence of the program's goal of inclusiveness to all MACU constituencies.
- Additional information about the substandard:
    - The program creates and maintains educational and work environments that are welcoming, accessible, inclusive, and free from bias or harassment.
    - The program does not discriminate on the basis of race, color, national origin, sex, disability, age, or veteran status; or any other basis included in codes, laws, and institutional policies.

5.2 Implementing Aspects of Access, Diversity, and Inclusion

- <u>Minimum requirement to meet substandard</u>: Provide evidence of the program's inclusiveness to all MACU constituencies.
- Additional information about the substandard:
    - The program provides equitable access to facilities and resources for all constituents.
    - The program addresses the characteristics and needs of diverse constituents when establishing and implementing services, policies, procedures, and practices.
    - The program responds to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.
    - Personnel within the program promote respect for commonalities and differences among people within their historical and cultural contexts.

Evidence and Documentation:

1. https://catalog.macu.edu/21-22-MACU-Catalog-22-01-10-14-37.pdf macu catalog 2021-2022 pages 11-12
2. EvangelNet :: Human Resources (macu.edu)
3. 21-22-MACU-Catalog-22-01-10-14-37.pdf pages 46-47.
4. MACU Registrar's Office
5. MACU Student Success Office
6. SBL Dashboard
7. MACU Website: https://www.macu.edu/
8. evangelnet.macu.edu/human_resources/Employee_Handbooks_and_Policies/Faculty_Handbook_2020-2021_2021.pdf
9. MACU Admissions Department
10. MACU College of Adult & Graduate Studies Annual Faculty Gathering
11. MACU Celebration of Culture Day

Standard 6: Leadership, Management, and Supervision

Overview Questions:

1. To what extent are academic program leader(s) viewed as and held responsible for advancing the departmental mission?

   The BBA Business Administration & Ethics Program administrators are extremely important for advancing the departmental mission. The Program administrators take part in strategic planning with the rest of the School of Business Leadership in monthly meetings and end of the year strategic planning days. (SPU Strategic Planning Notebooks) Both Program administrators submit any needed changes in the programs such as course additions, titles, requirements, etc to be approved by the Faculty and the University Senate. The Program administrators ad work with the Academic Deans and Registrar's Office to set up course schedules. The Directors work with students in enrolling in classes.

   The Program administrators work with the Academic Deans and Program Coordinators in choosing faculty that fit the mission of the university. Both Program administrators teach classes in the BBA program and assist students with academic and personal issues. Dr. Patterson has been instrumental in getting students involved in projects that serve the community by raising money to buy 550 sleeping bags for the homeless in Oklahoma City. (Business Projects-Sleeping Bags)

   The Program administrators fill out a Faculty Performance Review yearly where a self-evaluation is completed as evaluations by School of Business Leadership Chair, the School Deans, and the Vice-President for Academic Affairs. (Evangelnet:: Academics) The Program administrators for the BBA Business Administration & Ethics Degree Program are extremely important in advancing the program mission and are constantly held accountable for it .

2. What opportunities and barriers are present for academic program leader(s) as they seek to fulfill the academic program mission?

   There are numerous opportunities present for the program leaders to fulfill the academic program mission. The School of Business Leadership will seek to get specialized business school accreditation through the Accreditation Council for Business Schools and Programs (https://acbsp.org/) Specialized accreditation may have an influence on whether a student will attend MACU or not, especially in the CAGS area. There are expanded opportunities for students to participate in service projects and jobs including internships. (MACU Career Services) There are new courses that may be developed. Current courses such as Strategic Management can be upgraded in CAGS.

   Barriers to the fulfillment of the academic mission include the lack of non-athlete

students in the CAS BBA. More non-intercollegiate athletes need to be recruited to the CAS program. It is difficult to get qualified instructors with 18 graduate hours in economics to teach Survey of Economics to CAS students in the daytime. Business Finance is another course that is difficult to find adjunct instructors with 18 graduate hours in finance.

3. How do academic program leaders advance the organization?

The CAGS Program administrators takes part in numerous Open Houses both in person and virtually where prospective students meet with the Admissions staff and Program administrators. Prospective students are able to meet Program administrators and ask questions about the Program. The CAS Program Director develops creative projects for students to participate in and contacts the local media and organizations such as The Guinness World Records to publicize events.(www.guinnessworldrecords.com/) This gives MACU positive publicity to the general public. Both Program administrators meet quarterly with the MACU School of Business Leadership Advisory Council which is made up of local business leaders in the Oklahoma City area.
(MACU SBL Dashboard https://docs.google.com/spreadsheets) Information about recent business trends and business needs are discussed. Advisory Council members support the university with financial and recruiting resources. Both Program administrators are accessible to students and work well with other faculty and staff on the MACU campus. The School of Business Leadership BBA Business Administration & Ethics Program is one of the largest degree programs at MACU. (MACU Registrar's Office) The leadership of the program contributes to the reason the program is large.

4. How do academic program leaders encourage collaboration across the institution?

Both the CAGS and CAS Program administrators participate in monthly faculty meetings with faculty from all of the other academic disciplines at MACU. Both Program administrators serve on committees with other faculty and staff including Student Affairs, Student Success, Admissions, Maintenance, and Athletics. The Program Directors attend chapel regularly with faculty, staff, and students. During the summer months, the Program administrators participate in a weekly trivia game at lunch with faculty and members of the MACU staff. This is a tremendous way to collaborate with other members of the university community. The School of Business Leadership including the BBA Program administrators has collaborated with other academic departments to develop an interdisciplinary studies program where students can combine coursework from different academic departments as part of their majors. (MACU Catalog, pp. 105-109) This has allowed the various academic departments at MACU to collaborate and the students more degree opportunities in areas they are interested in.

5. How are academic program leaders accountable for their performance?

The Program administrators are accountable to students though End of the Course Evaluations EOC (MACU Assessment) where students rate the instructors performance and make comments. The Program administrators are accountable to the School of Business Leadership Chair, the CAGS Dean, and the Vice-President for Academic Affairs. Yearly Faculty Performance Reviews are conducted and the Program administrators receive feedback from the officials mentioned. (EvangelNet :: Academics macu.edu)

6. How have academic program leaders empowered personnel and engaged stakeholders?

The Program administrators have included faculty in designing course material in both CAGS and CAS courses. CAS instructors are allowed the freedom to develop their own lesson plans as long as they cover the Student Learning Objectives in the course syllabus. Both Program administrators engage stakeholders during the SBL Advisory Council meetings by talking to Advisory Council members about their businesses , experiences, and suggestions. The CAGS Program administrator frequently attends new student orientation sessions and meets new students that are starting the BBA Business Administration & Ethics Program. Dr. Sloan frequently engages alumni at local arts festivals, malls, parks, restaurants and athletic events. Dr. Sloan was recently mentioned in the MACU alumni publication The Mid-American by a BBA alumnus that credits Dr. Sloan with helping the alum with getting his education. (The Mid-American Fall 2021, p. 8)

6.1 Leadership and Supervision
- Minimum requirement to meet substandard: Display how the program's director incorporates data and information in decision-making.
- Additional information about the substandard:
    - The program's leaders provide management and supervision, lead strategic planning and program advancement; incorporate sustainable practices in the design of programs, services, and facilities; advocate for representation in strategic planning processes at departmental, divisional, and institutional levels.
    - Program supervisors incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel.
    - The program's supervisors consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel.
    - The program's supervisors work with personnel to develop plans for scholarship, leadership, and service to the profession and institution.

6.2 Strategic Planning
- Minimum requirement to meet substandard: Provide the strategic plans for the past three years.
- Additional information about the substandard:
    - Strategic planning processes support ongoing assessment activities that improve student learning, development, and success.

- Strategic planning processes develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities.
- Strategic planning processes result in a vision and mission that drive short- and long-term planning.

Suggested Evidence and Documentation:
1. [Strategic Planning Workbook 19-20](#)
2. [Strategic Planning Workbook 20-21](#)
3. [Strategic Planning Workbook 21-22](#)
4. [Business Projects-Sleeping Bags-Guinness World Record videos](#)
5. [Business Projects-Sleeping Bags-Guinness World Record story in the Oklahoman](#)
6. [EvangelNet :: Academics (macu.edu)](#)
7. evangelnet.macu.edu/human_resources/Employee_Handbooks_and_Policies/Faculty_ Handbook_2020-2021_2021.pdf
8. https://acbsp.org/
9. MACU Student Success Career Services
10. https://www.guinnessworldrecords.com/
11. [https://docs.google.com/spreadsheets/d/1U43KtAEXwv09K1BDhl_40yn0H-u6oPbae8CI H7WFDi0/edit#gid=1362681509](https://docs.google.com/spreadsheets/d/1U43KtAEXwv09K1BDhl_40yn0H-u6oPbae8CIH7WFDi0/edit#gid=1362681509) SBL Dashboard
12. MACU Catalog pp. 105-109.
13. [EvangelNet :: Academics (macu.edu)](#)
14. [Steve Sloan Vitae 2022](#)
15. The Mid-American Fall 2021, p. 8
16. Steve Sloan's Professional Development is found on his Vitae
17. [Coleman Patterson Vitae 2022](#)
18. [Coleman Patterson Professional Development](#)

Standard 7: Human Resources

Overview Questions:

1. In what ways are personnel qualifications examined, performance evaluated, and recognition provided for exemplary performance?

   Personal qualifications are examined after the prospective employee fills out an application. For administrative and support staff, "Applicants must complete and return an official employment application to the Human Resources Department. Applicants are requested to provide sufficient information to enable MACU to make a fair appraisal of the applicant's education, experience, and qualifications." (Employee Handbook p. 14) "Employees are selected on the basis of ability, experience, training, and character as it relates to the essential functions of the position. The minimum age of an employee is 18 years of age. However, the University may employ those persons under 18 years of age if the parent of the individual signs a minor's release, which will be provided by the University." (Employee Handbook, p. 14)

   Student employees are hired in a similar fashion. "It will be the students responsible to apply for any on campus position directly to the department/supervisor and set up an interview. Students must complete a MACU student application along with a resume when applying for the position. Supervisors will interview all students for positions and will notify the student of their employment status. Positions will be posted on the my.macu.edu portal for students." (MACU Student Employment Handbook, p. 6)

   Administrative and support staff are evaluated with the use of various forms listed in the Suggested Evidence and Documentation section at http://evangelnet.macu.edu/human_resources/ . The primary form used is the MACU Moments Form. The MACU Moments Form and the evaluation process are explained in the MACU Moments PowerPoint 2021 and the MACU Moments Guide 2021.

   Student employees are evaluated with the Student Employee Performance Appraisal Form. (Student Employee Performance Evaluation) The student fills out the form then goes over with the reviewer which is usually the student's supervisor the students strengths, weaknesses, and plans for improvement.

2. How are professional development efforts designed, how do they support achievement of the academic program mission, and how do they prepare and educate staff on relevant information?

   Professional development is provided by different departments of the university depending on the topic. The Human Resource Department has created training regarding Sexual Harrassment, Title IX, and the Family Educational Rights and Privacy Act. (FERPA) (http://evangelnet.macu.edu/human_resources/) The training has been provided in person and online. Both regular employees and student employees learn about how to

have a respectful workplace and to protect student privacy of their educational records.

The School of Business Leadership Program administrators attend professional development sessions monthly with the CAGS and CAS faculty. Topics may be related but not limited to institutional effectiveness and assessment, curriculum development, updates on new library resources, new university policies, and use of new computer software to name a few. Training promotes the academic mission by improving the skills and knowledge of MACU employees used to achieve the BBA Business Administration & Ethics mission along with the university mission.

3. How has the staffing model been developed to ensure successful academic program operations?

The CAS and CAGS BBA programs use a combination of full-time instructors and adjunct instructors. The Program administrators teach a minimum of 18-24 hours per year. Both Program administrators have decades of teaching experience. Full-time instructors in other SBL programs are utilized also. Adjunct instructors bring a wealth of work experience in the business field. Adjunct instructors include small business owners, federal and state government managers, business managers, military officers and non-commissioned officers, church administrators, and attorneys to name a few. The School of Business Leadership Program Coordinator does an excellent job of performing the administrative duties of the school and the programs involved. Student workers are utilized to provide assistance to the Program Coordinator and instructors as needed. Faculty, full-time employees, and Student Employees all contribute to the smooth operation and success of the largest academic school and program at MACU.

4. How does the academic program engage graduate interns and assistants, student employees, and volunteers?

MACU is not a doctoral granting institution and does not have the traditional "graduate assistants" that teach classes and work for instructors. The MACU School of Business Leadership and the BBA Business Administration & Ethics Program does utilize student employees to assist the Program Coordinator and instructors with administrative duties. The MACU School of Business Leadership Advisory Council is composed of volunteer business leaders that periodically meet with the members of the SBL faculty and staff. The Advisory Council members update the SBL members on business trends and what they are looking for in a MACU School of Business Leadership graduate. Advisory Council members have participated with SBL personnel in developing case studies for courses. They are an important part of the MACU volunteer group.

7.1 Staffing and Support
- Minimum requirement to meet substandard: Show evidence of the program having the personnel necessary to achieve its mission and goals.
- Additional information about the substandard:
    - The program identifies and hires the qualified level of staffing necessary to achieve its mission and goals.

- The program's professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate combination of educational credentials and related work experience.
- The program's personnel receive training, including specific training on policies, procedures, and laws related to the programs and services they support, when hired and professional development throughout their employment.

7.2 Employment Practices

- Minimum requirement to meet substandard: The program's leaders maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel and ensure personnel have written position descriptions.
- Additional information about the substandard:
  - The program's leaders implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce.
  - Personnel have written performance goals, objectives, and outcomes for each performance cycle and are used to plan, review, and evaluate work and performance.

7.3 Paraprofessional Personnel / Student Workers

- Minimum requirement to meet substandard: If program uses paraprofessional personnel and/or student workers, show documentation of performance reviews.
- Additional information about the substandard:
  - Paraprofessionals working in the program are carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.
  - The program's leaders accommodate the dual roles paraprofessionals may have as both student and employee.
  - The program's leaders offer flexible scheduling options as needed by the student employee.

Suggested Evidence and Documentation:

1. Operating policy and procedure manuals/statements for program and institution
   Employee Handbook - Revised July 2021.docx (macu.edu)
   Faculty Handbook 2020-2021

2. Organizational chart(s)
   University Structure

3. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates.

   Student Employment Handbook
   http://evangelnet.macu.edu/human_resources/tudent Job Description Template
   Student Employee Performance Evaluation
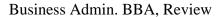   Student Worker Warning Notice
   http://evangelnet.macu.edu/human_resources/
   Job Performance Agreement Individual Development Plan
   http://evangelnet.macu.edu/human_resources/
   90 Day Introductory Period Evaluation
   http://evangelnet.macu.edu/human_resources/

Employee Guidance Form
[EvangelNet :: Human Resources (macu.edu)](macu.edu)
MACU Moments Form
[EvangelNet :: Human Resources (macu.edu)](macu.edu)
MACU Moments 2021 PowerPoint
[EvangelNet :: Human Resources (macu.edu)](macu.edu)
MACU Moments Guide 2021
[EvangelNet :: Human Resources (macu.edu)](macu.edu)

Standard 8: Collaboration and Communication

Overview Questions:

1. With which relevant individuals, campus offices, and external agencies must the academic program maintain effective relationships? Why are these relationships important, and how are they mutually beneficial?

   Foremost, the business programs at MACU have to keep in contact with each other. We are one school, but we are separated into two mostly-autonomous academic programs that reside in CAS and CAGS. Even though business faculty in the CAGS regularly teach in the CAS program, there is still a feeling of separation between the faculty–separation in physical proximity (spread across two different buildings) and through the structure of the university (e.g., CAS and CAGS hold their own faculty meetings). As a school, we hold monthly Zoom meetings among the business faculty to bring up and discuss common information and announcements. Business faculty from the different programs and departments visit the Introduction to Business classes during the school year to introduce themselves and their programs to our students.

   Internally, we are dependent on a wide range of professionals and departments on campus. Recruitment and admissions, registrar's office, media and communication, information technology, campus ministries, facilities management, accounting and finance, CAS and CAGS deans' offices, Vice- President for Academic Affairs, assessment and institutional effectiveness, student affairs, alumni and advancement, athletics, student success, and the coaches, and colleagues in the different academic departments around campus all provide assistance to us in a variety of ways as we work together to fulfill our mission and goals.

   The School of Business Leadership has an organized business advisory board made up of supporters and business professionals from around the OKC area. During the 2021-2022 school year, we hosted an in-person meeting and dinner for the advisory board where faculty and advisory board members got to know each other, share news and information about our programs and initiatives, and make connections for points of collaboration. In fact, two of the business advisory board members who met in the Fall 2021 dinner meeting ended up as guest speakers in the Spring 2022 Introduction to Business class.

   The Guinness World Record projects conducted through the Introduction to Business and Strategic Management classes also put us in touch with businesses, churches, and non-profit agencies across the OKC metropolitan area. As we continue these projects, we will continue to develop a wider network of external partners and connections.

2. How does the academic program maintain effective relationships with program constituents?

   As already mentioned, the full-time SBL faculty meets regularly to discuss issues and information pertinent to our programs. Some of the information discussed among the SBL faculty requires additional dissemination to various campus

constituencies–including students, other departments on campus, and adjunct faculty. We communicate to our constituencies through email, Zoom and face-to-face meetings, and campus announcements/memos. We communicate to our students through our classes, using D2L announcements, and email.

3. How does the academic program assess the effectiveness of its relations with individuals, campus offices, and external agencies?

   For the most part, we are looking for smooth and effective work and coordination with other departments on campus. Whether it be making reservations with the facilities and dining areas for an advisory board dinner, or having vans available to off-campus trips, or getting instructional technology set up properly in classrooms, or getting reimbursed for expenses, we gauge the effectiveness of our communication and coordination with departments around campus by how well necessary things get done. MACU has a great team of professionals filling the spectrum of jobs and responsibilities of the institution. When problems and needs arise, we solve them by drawing upon the assistance and expertise of professionals from around campus. The effectiveness of our relations with others from around campus and off campus are gauged by the effectiveness of work together.

   One thing that we do want to improve in the days ahead is the use of our business advisory board. We want to continue finding ways to tap into their enthusiasm, experience, connections, and willingness to help our programs grow and remain relevant. The participation of business advisory board members in meetings and events this past year was lower than what we hoped for. We will continue to evaluate and develop strategies for greater participation and involvement of advisory board members.

   One of the exciting things that we are working on in our school is an exploration of specialized business school accreditation for our programs. In particular, we have begun the process of pursuing ACBSP accreditation. This initiative came out of the Strategic Planning meetings in May 2022 and it promises to enhance the prestige, quality, and reputation of our programs. As we move forward through the steps to full accreditation, we will be measured and assessed against a set of standards that are defined and established in our academic field. We will have to meet the guidelines and standards expected by a well-respected external agency to gain and maintain accreditation.

8.1 Collaboration

- <u>Minimum requirement to meet substandard</u>: Show evidence of collaboration with other MACU programs/departments to improve student experience.

  One way that we do this is through our Introduction to Business classes. The middle-third of the semester is affectionately known as the "Parade of Majors." During those five weeks, students are exposed to professors, professionals, and program directors from the different academic areas related to our business programs. In addition to the regular business disciplines (e.g., accounting, management, marketing, finance), we also invite others to introduce students to programs in data analytics, sport and recreation

management, management information systems and computer science, health care management, communication, and opportunities available with a law degree. Students are told/reminded that we, as MACU faculty members, are here to help them find their paths in life–and if their paths lead away from a business major, it is okay. We have had several students realize interests in data analytics as a major and switched their programs away from business. That is okay.

Another example occurred in the Spring 2022 semester. Students in Dr. Patterson's Group and Organizational Communication were studying "counseling" communication (as opposed to "coaching" communication). Dr. DeSecottier, an expert on counseling communication and techniques, was gracious enough to lead Dr. Patterson's class one day to introduce students to those topics while Dr. Patterson taught students in Dr. D's Social Psychology course about the history and advent of the field of Organizational Behavior (which draws on Social Psychology)--they traded courses for a day to benefit both classes of students.

Feelers have already been sent out among several CAS faculty members about the possibility of a Civil Rights Movement travel course in the near future. That exceptional learning experience works best with faculty and students from different academic areas. We are hoping to collaborate with others to offer this opportunity soon.

- Additional information about the substandard:

  - The program's personnel collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

    Of all the faculty and programs on campus, the business faculty should be most aware of the need to work and consult with others in the institution while we pursue organizational goals together. We are acutely aware that organizations, including MACU, are systems and that all members are necessary and important in the institution successfully doing what it exists to do. Also, we realize that organizations work best when responsibilities are divided into jobs with members who effectively perform their duties in relation to every other position in the organization. In other words, we fully recognize that we are part of a larger team that is all working together for a common purpose (described in the mission and vision statements).

    MACU is full of genuinely nice and helpful people. Normally, calls for assistance from others around campus are quickly and readily met. Those in administrative positions are generally helpful and encouraging and provide assistance to the extent that they can while operating within larger organizational constraints.

    As ones who study and understand systems, we also recognize that we must be generous and helpful to others around campus. Being greedy, stealing students for our majors, speaking poorly of other people and departments on campus, and/or being anything less than caring and helpful to others isn't what we are about. So yes, we strive to collaborate and consult with others on campus to

move the institution forward–and we can do that while being champions of our own programs.

- The program collaborates to meet the needs of students and other constituents, and disseminates information about programs and services.

  Once again, the Parade of Majors in the Introduction to Business class is an excellent example of this. Faculty from all the SBL programs plus the related concentrations give their time to come to class and meet with the students.

- The program refers students and other constituents to appropriate resources when assistance is needed beyond the program's scope.

  Yes, we do. Faculty members use D2L to communicate with students about grades, attendance, and standing in class. When students are having problems with course matters, we send care reports to the appropriate people on campus to help the students. For those students needing special accommodations for tests, assignments, and class participation, we do our best to create optimal opportunities for students to learn.

  If/when students approach or mention to us issues that would trigger Title IX interventions, we have been trained to seek the appropriate help from our campus professionals. If issues of mental health or family/personal problems become known, we are sensitive enough to ask for guidance and help from those on campus who are experts in those areas. One of the benefits of working at a small and caring institution where everyone seems to know each other is that we can quickly find the appropriate help for people.

8.2 Communication
- <u>Minimum requirement to meet substandard</u>: Show evidence of the program communication to attract students.

  An effort that was begun in the 2021-2022 school year (developed by students in the Business and Professional Communication class) was the development of social media accounts for the School of Business Leadership on Facebook (https://www.facebook.com/MACUSBL)and Instagram (https://www.instagram.com/macu_business/). These accounts will be managed and regularly updated starting in the Fall 2022 semester.

  In addition, we plan to use the Introduction to Business and Strategic Management classes to continue the Guinness World Record projects. The sleeping bag project from 2021-2022 generated interest in The Oklahoman and on local television news. One of the many benefits of these projects is their ability to attract students and institutional supporters and to help position MACU as an interesting and different choice for students.

- Additional information about the substandard:

  - Provide evidence from the past three years of what the School or Program has done to attract future students in outreach and promotional activities.

    The SBL faculty are available and willing to help with recruitment activities for the university. Whether that includes having potential students attend and sit-in on classes during campus visits, meeting with groups of students, interrupting campus tours to tout the benefits of MACU, meeting individually with prospective students and their parents, and creating interesting stories for admissions and recruitment members to tell to prospective students and families, SBL faculty members are ready and willing to help promote the university and to recommend the institution to interested others. CAGS SBL faculty regularly attend campus open houses and information events (in-person and online) to promote and recruit students.

    One creative way of promoting the university and enticing potential students to choose MACU for their higher education involved the Guinness World Record project in Spring 2022. The world record event was done in coordination with a MACU visit day. Prospective students were included in the world record event and left with memories that they will carry with them through life (see the picture below).

  - The program's promotional and descriptive information is accurate and free of deception and misrepresentation.

    One of the most visible and available sources of information for prospective students and their families is the MACU website. The School of Business

Leadership section of the MACU website presents general information about programs, degrees, and course requirements for both the traditional, on-campus programs and the adult and on-line programs. As already mentioned, we will make greater use of the MACU SBL Facebook and Instagram pages over the coming year to promote the programs and opportunities offered through our school. Posts will include information about programs and degrees, courses, and learning opportunities. The accounts will also feature stories about students, faculty, alumni, and institutional supporters.

Coleman Patterson, Chair of the CAS School of Business Leadership, will oversee the social media posts in the coming year. In his previous position before coming to MACU, he oversaw the social media accounts for his academic program. As an example of the types of things featured and promoted through that program, you are invited to take a look here.

- The program has and follows procedures and guidelines consistent with institutional policy for dissemination of relevant information in a timely manner to all constituents.

The School of Business Leadership will always strive to present accurate and timely information to internal and external constituencies that reflects positively on the university and its stakeholders. If there is ever any doubt as to the appropriateness of information that is being considered for dissemination, additional guidance and input will be gathered from the relevant MACU parties.

Suggested Evidence and Documentation:
1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)

   📄 BBA Business Administration 5.13.pdf

2. List and description of relationships with internal and external partners (Advisory Council Meetings, members)

School of Business Leadership - Business Advisory Board 2021-2022	
Jeremy Carter	The Carter Law Firm
Jamie Ward	Assension CPA

Ashley Gotcher	Walgreens, Corp
Bill Turner	Sunshine Care Partners
Mark Warner	Retired
Robert Barcum	EBS-Partners
Michael Rubino	Jasco
Sam Minick	Minick Materials
Phillip Smith	Insurica
Terry Holden	Retired
Ross Hill	Bank2
Ron Whitton	Dent Smart
Teresa Seal	
Owen Sevier	Retired
Pedro Martinez	
John Cox	Jasco
Harold Drain	The Law Office of H.G. Drain LLC
Kimberly Fletcher, DO	Integris Hospital
Charnay Hightower	Self Employed

Cathleen Garrison, MBA, SPHR, SHRM-SCP	Centurion, Flagstaff, AZ
Chris Conant	Monmouth Holdings Kingdom Investments
Pat Gordon	Consultant
Phil Greenwald	St. Luke's United Methodist Church
Matthew Worchester	Chickasaw Nation

Standard 9: Ethics, Law, and Policy

Overview Questions:

1. What is the academic program's strategy for managing student and personnel confidentiality and privacy issues?

Information is stored electronically in password protected software. In order to access university computers such as classroom computers there is a university wide password. Individual computers using Onelogin including classroom computers have an individual password and a new security code that is changed daily.

Faculty and Staff undergo FERPA training periodically. TABLE OF CONTENTS (macu.edu (MACU Faculty Handbook) FERPA protects students' records confidentiality and privacy by giving students the option to allow parents or others to have access to their enrollment and academic records or not. A waiver must be signed by the student to give access to the records identifying who can have access. Faculty have access to the waiver on the MACU Portal which is password protected.

2. How are ethical dilemmas and conflicts of interest identified and addressed?

Ethical dilemmas and conflicts of interest are identified by personal reports to School of Business Leadership administrators and are addressed confidentially. Fortunately, there have not been major problems with ethical dilemmas or conflicts of interest in the School of Business Leadership the past three years. Procedures for dealing with ethical issues may be found in the Faculty Handbook. TABLE OF CONTENTS (macu.edu)

There is a Conflicts of Interest Disclosure form that is submitted to the Human Resource Department if an employee has a conflict of interest with the person's position at MACU. (evangelnet.macu.edu/human_resources/)

3. How are ethics incorporated into the daily management and decision-making processes of the academic program?

Ethics begin with the people in the organization. The faculty and staff of the School of Business Leadership have a strong sense of ethics, integrity, and personal responsibility. Faculty and staff follow basic standards of ethics along with a strong commitment to Christian principles. The University core values that can be found in the Faculty Handbook on page 1 contribute to the school personnel's understanding and commitment to Christian principles. TABLE OF CONTENTS (macu.edu)

4. What are the crucial legal, policy, and governance issues faced by the academic program, and how are they addressed?

> Crucial legal, policy, and governance issues are addressed in the Faculty Handbook and University Academic Catalog. (MACU Catalog). Legal issues include compliance with the Title VI, Section 601 of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, or national origin. (MACU Catalog, p. 11) Mid-America also has a Non-Discrimination Policy in which " admits students of any race, color, disability, gender, religion, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. " (MACU Catalog, p. 11)

> Disability issues are covered under the Rehabilitation /Act of 1973. (MACU Catalog, p.11) Gender discrimination is coverd under Title IX of the Higher Education Amendments of 1972 while the Family Educational Rights and Privacy Act (FERPA) and the Student-Right-To-Know Act includes student privacy and graduation rate issues. (MACU Catalog, p. 11)

> Campus security along with having a drug/alcohol free campus are important policies at MACU. (MACU Catalog, p. 12). Academic Appeals and the Academic Integrity Policies can be found in the Evangelnet and in the University Catalog. (EvangelNet :: Academics (macu.edu); MACU Catalog. pp. 71-72)

> University governance is found in the Faculty Handbook, page 18.

College Structure

The academic programs of the University are organized into two colleges, each of which have schools which are those academic disciplinary units grouped homogeneously to effect the integration and coordination of the curricula and programs. The two colleges are the College of Adult and Graduate Studies and the College of Arts and Sciences.

College Governance

College faculty members participate with the Dean in the governance of their respective college. The Dean organizes the faculty as a committee of the whole, or as necessary, into standing or ad hoc committees. The faculty members are actively involved in the academic and student affairs of each school. Faculty members of their respective College determine appropriate new curriculum and programmatic requirements and changes with final approval occurring by the joint committee of the University Senate. (TABLE OF CONTENTS macu.edu, p.18)

Legal issues are addressed in a variety of ways. Under Title VI, Section 601 of the Civil Rights Act of 1963, "Inquiries concerning the University's obligations under this Act may be addressed to President Phil Greenwald in care of the MidAmerica Christian University. Any student or applicant who believes that this University has failed to comply with this Act may file a written complaint with the office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. Non-Discrimination Police." (TABLE OF CONTENTS macu.edu, pp. 7-8)

Other Federal laws have a similar process to the Civil Rights Act of 1964. Complaints may be filed with the Federal agency that executes the requirements of the laws. MACU has a Title IX committee with faculty and staff members that ensure the university is compliant with Title IV and are trained to investigate Title IV complaints. The University Non-Discrimination Policy is addressed in this manner-"The following person has been designated to handle inquiries regarding the non-discrimination policies: Morgan Thompson, Dean of Student Success, Mid-America Christian University, 3500 S.W. 119th Street, Oklahoma City, Oklahoma 73170." (TABLE OF CONTENTS macu.edu, pp. 7)

The faculty and staff grievance process is found in the Employee Handbook, pp. 50-52 and the Faculty Handbook pp. 36-38. Faculty due process is addressed in the Faculty Handbook on pp. 39-40.

5. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns? How are personnel informed about internal and external governance systems?

It starts with faculty and employee orientation. Faculty and Employee Handbooks that have the rules and the processes are introduced. Advice for legal, policy, and governance systems involves the faculty or staff employee's supervisor. If there is an issue with the supervisor that has not been resolved, the school or department Vice-President might get involved. The faculty have a Faculty Affairs Committee that assist faculty with the issues aslo. (MACU Faculty Handbook, pp. 26-27) The Human Resource Department is another resource.

The Employee and Faculty Handbooks have information about internal and external governance systems. Faculty and staff employees are expected to read the handbooks when they go through new employee orientation.

9.1 Ethical Statements and Practice
- <u>Minimum requirement to meet substandard</u>: Show evidence of the program using and applying ethical statements.
- Additional information about the substandard:
    - The program reviews and adopts appropriate standards of ethical practice including those of applicable professional associations.
    - The program has clearly defined and documented ethical statements addressing conflicts of interest, or appearance thereof, by personnel in the performance of their work, and management of institutional funds, operations, or tasks that have legal implications.
    - The program reviews internal policies and procedures at least every three years. The creation and revision of policies and procedures are informed by available evidence, and policies and procedures that inform the management of higher education.
    - The program addresses issues surrounding scholarly integrity including purchasing or obtaining permission to use copyrighted materials and instruments. References to copyrighted materials and instruments include appropriate citations.
    - The program and the program's personnel perform duties within the scope of their position, training, expertise, and competence.
    - The program and the program's personnel comply with ethics, laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

9.2 Communication of Ethical and Legal Obligations
- <u>Minimum requirement to meet substandard</u>: Show evidence of the program communicating ethical and legal obligations to constituents.
- Additional information about the substandard:
    - The program educates new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.
    - The program's personnel provide students and constituents with information about student privacy rights and personnel's disclosure obligations.
- The program adheres to institutional policies and procedures regarding sexual misconduct, harassment or activity that demeans persons, and workplace violence or an intimidating, hostile, or offensive environment.

Suggested Evidence and Documentation:
1. Program code or statement of ethics

    Student Academic Honesty and Integrity Policy pp.72-74
    21-22-MACU-Catalog-22-01-10-14-37.pdf

    University Code of Conduct pp. 3-4
evangelnet.macu.edu/human_resorces/Employee_Handbooks_and_Policies/faculty_Handbook_2020-2021.pdf
    University Standards of Conduct pp. 4-6

evangelnet.macu.edu/human_resorces/Employee_Handbooks_and_Policies/
faculty_Handbook_2020-2021.pdf

Standard of Personal Conduct for Faculty p. 6
evangelnet.macu.edu/human_resorces/Employee_Handbooks_and_Policies/
faculty_Handbook_2020-2021.pdf

2. Ethics statements from relevant academic program professional associations

Sigma Beta Delta Business Honor Society Mission
https://sigmabetadelta.org/about-us/

Human Resource Certification Institute Mission
https://www.hrci.org/about-hrci/overview/mission

Oklahoma Bar Association Standards of Professionalism
https://www.okbar.org/ec/standardsofprofessionalism/

3. Personnel policies, procedures, and/or handbooks

Acceptable Use Policy

4. Codes of conduct

TABLE OF CONTENTS (macu.edu) Refers to the Faculty Handbook

University Code of Conduct pp. 3-4
evangelnet.macu.edu/human_resorces/Employee_Handbooks_and_Policies/faculty_Handbook_2020-2021.pdf
University Standards of Conduct pp. 4-6
evangelnet.macu.edu/human_resorces/Employee_Handbooks_and_Policies/faculty_Handbook_2020-2021.pdf

Standard of Personal Conduct for Faculty p. 6
 evangelnet.macu.edu/human_resorces/Employee_Handbooks_and_Policies/faculty_Handbook_2020-2021.pdf

5. Operating policies and procedures

Faculty Handbook
evangelnet.macu.edu/human_resorces/Employee_Handbooks_and_Policies/faculty_Handbook_2020-2021.pdf
Employee Handbook
Employee Handbook - Revised July 2021.docx (macu.edu)

6. Operating policies and procedures related to human subjects research (i.e., Institutional Review Board)
   NA
7. Minutes from meetings during which staff reviewed and discussed ethics
   Not Available.
8. Emergency procedures

   MACU Website: Public Safety
    https://www.macu.edu/about-macu/public-safety

9. Contracts and memoranda of understanding (MOUs)
   NA
10. Copies of related laws and legal obligations

    Faculty Handbook Statement of Compliance pp. 6-8
evangelnet.macu.edu/human_resorces/Employee_Handbooks_and_Policies/faculty_Handbook_2020-2021.pdf TABLE OF CONTENTS (macu.edu)

MID-AMERICA
CHRISTIAN UNIVERSITY

Standard 10: Financial Resources

Overview Questions:

1. What is the funding strategy for the academic program, and why is this the most appropriate approach?

   MACU uses a zero based budget system for all of its academic programs and departments. Academic schools must justify each line item every year. The budget process is a ten month process. It starts in May with the annual strategic planning days. After strategic plans are developed and turned in, budget worksheets are filled out in October and November. Line items in the proposed budgets are discussed by the person submitting the budget and the School Chair. The School Chair then submits the budget to the Dean of the College the school is a part of. The BBA Business Administration & Ethics Degree Program has a CAS and a CAGS budget that are submitted separately. The College Deans discuss the budgets with the Vice-President of Academic Affairs and the Chief Financial Officer. The budgets are then submitted to the university President who submits the budget to the Board of Trustees for final approval in March.

   The funding strategy seems to work well for the most part. A line item that is often a part of the budget is for miscellaneous expenses. There are times when opportunities occur for development or other activities after budgets have been approved. It is important to leave room for flexibility.

2. How does the academic program ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?

   It starts when the budgeting process begins in May. Extensive planning and scrutiny of budget items occur in October-December. Because of the zero based budget system, each line item must be justified from the past year's budgets and the next year's projected needs. The School of Business Leadership BBA Business & Ethics Program has a history of frugality. The Program usually does not spend all of the money in its budget. In some years, unexpected costs arise. That is why it is important to plan in the budget process. Use of open source textbook and other free academic resources such as video and library resources have cut down on some expenses. Shared resources with other schools or departments such as Information Technology, Maintenance, and the Library allow for the sharing of expenses between different units of the university. The use of student workers has cut back on some administrative costs.

3. If applicable, how does the academic program go about increasing financial resources?

   The main way to increase financial resources is to ask for them during the budget process. In the future, more efforts will be made to seek outside financial resources such as grants and the development of a School of Business Leadership Endowment. It is important to

coordinate fundraising activities with the Office of Advancement.

4. What structures exist to ensure compliance and responsible stewardship, management, and use of fiscal resources? How are limitations or gaps in these structures mitigated?

    The structure answer can be found in questions 1 and 2.

10.1 Funding
- <u>Minimum requirement to meet substandard</u>: Show evidence of program determining with administrative leadership what funding is necessary.
- Additional information about the substandard: The program has the funding that is necessary to accomplish its mission and goals.

10.2 Financial Planning and Management
- <u>Minimum requirement to meet substandard</u>: Provide the budget submissions for the past three years.
- Additional information about the substandard:
    - In establishing and prioritizing funding resources, the program conducts comprehensive analyses to determine unmet needs of the unit; relevant expenditures; external and internal resources; and impact on students and the institution.
    - The program uses the budget as a planning tool to reflect commitment to the mission and goals of the program and of the institution.
    - The program manages funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.
    - The program demonstrates responsible stewardship and use of fiscal resources.
    - Provide the last three years of strategic planning and budgetary evidence related to the program.

Suggested Evidence and Documentation:
1. Budgets and the budget process

    Dept 410 BBA CAS-Budget Worksheet-19.20.xlsx
    Dept 410-Budget Worksheet-20.21 (1).xlsx
    410 NI APR 2022 (3).pdf
    Dept 570 BBA CAGS-Budget Worksheet-19.20.xlsx
    Dept 570 BBA CAGS-Budget Worksheet-20.21.xlsx
    Dept 570 BBA CAGS-Budget Worksheet-21.22.xlsx

2. Financial policies and procedures

    See 1 above
3. Financial statements and audit reports

NA
4. Student fee administration and allocation process (if applicable)
   NA
5. Financial statements for grants, gifts, and other external resources

   NA
6. Program Strategic Plans and Budgets

   ⊠ 2019-20 SBL-CAS CAGS SPU Notebook (1).xlsx
   ⊠ 2020-21 4DX Notebook 6.1.20 (3).xlsx
   ⊠ 2021-22 4DX Notebook SBL 5.12.22 (2).xlsx

MID-AMERICA CHRISTIAN UNIVERSITY

<u>**Standard 11: Technology**</u>

Overview Questions:

1. How is technology inventoried, maintained, and updated?

   The Information Technology Department keeps a hardware inventory and replaces computers as needed. There is a budget to replace computers every four years. The budget includes annual maintenance and updates of software.

2. How is information security maintained?

   Information is stored electronically in password protected software. In order to access university computers such as classroom computers there is a university wide password. Individual computers using Onelogin have an individual password and a new security code that is changed daily.

3. How does the academic program ensure that relevant technology is available for all who are served by the program?

   All academic programs at MACU have access to office computers, computers in classrooms with Internet access and sound speakers. Classroom computers have screens that can be viewed by everyone in the room. Students have access to WiFi in the classroom and computers in the Student Center, Teacher Education computer lab, and in the Library. Program budgets can be submitted with line items specifically used for technology needs. Requisitions for new hardware and software can be submitted.

4. How does the academic program use technology to enhance the delivery of programs, resources, services and overall operations?

   Technology is used extensively to enhance the delivery of programs, resources, resources, services, and overall operations. All classes are set up in the electronic delivery platform D2L. Course news, content, online discussions, videos, and email can be accessed on D2L. Students may submit assignments in the electronic Drop Box on D2L. Online classes use D2L for course delivery, discussions, and submission of assignments. Classes may be broadcast live on ZOOM to students that are not physically in a classroom. Classes are recorded and place in D2L where they can be viewed at a later time.

   Students may enroll online, communicate with instructors online and on the telephone, and communicate with Student Success personnel when assistance is needed. Technology is important to the BBA Business Administration & Ethics Program and is used extensively.

5. How does the academic program utilize technology to foster its learning, development, and success outcomes?

    Technology is used to collect and submit assessment data to the Office of Institutional Effectiveness. Program maps, SBL School Outcomes, student learning outcomes are developed and stored electronically. (SBL Dashboard)

11.1 Systems Management
- <u>Minimum requirement to meet substandard</u>: Provide evidence of the program's technology.
- Additional information about the substandard:
    - The program has current technology to support the achievement of its mission and goals.
    - The program ensures that personnel and constituents have access to training and support for technology use.
    - The program backs up data on a cycle established in partnership with the institution's information technology department.

11.2 User Engagement
- <u>Minimum requirement to meet substandard</u>: Provide evidence of the program using its technology to accomplish its mission.
- Additional information about the substandard:
    - The program uses technology to enhance the delivery of programs and services for all constituents.
    - The program ensures that technology addresses constituent needs.

11.3 Compliance and Information Security
- <u>Minimum requirement to meet substandard</u>: Provide evidence of the program's compliance with MACU standards on information security.
- Additional information about the substandard:
    - The program has policies on the appropriate use of technology that are clear and easily accessible.
    - The program has updated websites and techniques of communication that provide information, including sensitive information, to meet the needs of all constituents in secure, accessible formats.

Suggested Evidence and Documentation: All information in Standard 11 was provided by Jody Allen, Vice-President of Operations, Chief Information Officer.

1. Information technology policies and procedures

   [Acceptable Use Policy](#)

   [Computer Specifications Recommendations](#)

2. Equipment and hardware inventory and replacement cycle

   The Information Technology Department keeps a hardware inventory and replaces computers as needed. There is a budget to replace computers every four years.

3. Software inventory and update cycle

   Software is inventoried by the Information Technology Department,. There is no update cycle. The budget provides for annual maintenance which includes updates.

4. Back-up plan and systems failure emergency protocol(s)

   [Policy Incident Response Plan](#)

5. Contracts, manuals, and user guides for internet, telephone, database, application, and other systems vendors

   [RingCentral User Guide](#)

6. Technology needs assessment; usage and access data

   Internet usage data is tracked through OneNet. The Helpdesk is used to track technology usage and needs.

Standard 12: Facilities and Infrastructure

Overview Questions:

1. How are facilities inventoried and maintained?

   The Maintenance Department and Information Technology Department work together to inventory and maintain the facilities. Classroom furniture is inventoried yearly. Repairs, replacements, and new furniture placements are made on a need basis. Information technology used in classrooms is inventoried and maintained by the Information Technology Department. Hardware and software improvements are made when new technology opportunities occur.

2. How does the academic program integrate sustainable practices?

   The use of paper has been reduced significantly with the use of computers and information technology in the classroom. The use of course delivery software D2L allows assignments to be distributed electronically as well as assignments to be turned in to the electronic Drop Box. Inter university communications such as memos and letters are sent electronically without using paper. The reduction of paper copies has cut back on the use of copy machines which use toner. Toner must be disposed of according to Environmental Protection Agency standards that are expensive to comply with. The less paper copies made, the less toner is used.

3. How does the academic program ensure that facilities, workspaces, and equipment are considered in decision-making?

   How many students are in a class factors into what classrooms are used. Classrooms are capable of including different numbers of students depending on which classroom is used. How many classes are in session per day are considered when choosing classrooms. All classrooms are equipped with computers with Internet connections and screens. Most classrooms have either manual or electronic white boards. Whether personnel such as accounting instructors that write on the board a lot or have a personal preference between a manual or electronic white board is considered. The technology budget is controlled by the Information Technology Department and the Vice-President of Operations. When the School of Business Leadership needs technology, requests to the Department of Technology are submitted and considered.

4. How is the academic program intentional about space allocation and usage?

   Space allocation and usage are predicated on how many students are in a class and how many classes meet per day. Offices for full-time instructors and adjunct instructors are considered for office use. Offices include computers, telephones, desks, and bookshelves. Classroom buildings are accessible with wheelchair ramps, elevators, and braille writing on elevators and parking lot crossings.

12.1 Design and Use of Facilities and Equipment

- ● Minimum requirement to meet substandard: Display the program's facilities, its workspace.
- ● Additional information about the substandard:
  - ● The program's facilities are intentionally designed to engage various constituents, promote learning, provide accessible and safe spaces, and protect the security and privacy of records.
  - ● The program's facilities and equipment are inspected on an established cycle and are in compliance with codes, laws, and established practices for accessibility, health, safety, and security.
  - ● The program develops sustainable practices for facilities use.

12.2 Work Space

- ● Minimum requirement to meet substandard: Show how the program's personnel are able to safeguard the privacy of their work.
- ● Additional information about the substandard: The program's personnel have equipped and well-maintained workspaces designed to support their work and responsibilities.

12.3 Equipment Acquisition

- ● Minimum requirement to meet substandard: Show how capital acquisitions are part of the program's normal budgeting process.
- ● Additional information about the substandard:
  - ● When acquiring capital equipment, the program takes into account expenses related to regular maintenance and life cycle costs.
  - ● The program incorporates sustainable practices when purchasing equipment.

Suggested Evidence and Documentation: (The Maintenance Department was contacted as well as the Vice-President of Operations. Both had limited information related to Standard 12)

1. Facilities and equipment inventory and usage data
2. Facilities audit and plans for renovations, additions, and enhancements
3. Facilities use agreements or memoranda of understanding (MOUs)
4. Capital projects, if applicable
5. Structural designs or maps to show space allocation
6. Images of the space

Examples of classrooms.

Kennedy Hall Classrooms (see pictures below) - Classrooms are modern, roomy, and well-equipped with instructional technology. The whiteboards and overhead projection system works well for presenting material to students in class–and also works well for in-class activities and student presentations. Spacing of the seats and tables allows for interaction between students doing group work during class meetings. On testing days with large classes, the students can end up sitting very close to each other.

Fozard Hall (see pictures below) - Classrooms are being updated with large-screen television monitors and AV equipment for teleconferencing and remote instruction. Overall, the classrooms used for business classes in Fozard Hall are not as large as those in Kennedy Hall and work better for classes with smaller enrollments. With big classes, the rooms are very cramped and hard to move around in while doing class activities and group work and for those people with mobility issues. It would be nice to have a few rooms with moveable chair desks–for group work and a variety of seating arrangements.

The current seating configuration of chairs and tables maximizes the capacity of the rooms, but creates issues during testing. As can be seen in the pictures below, those students who might feel compelled to (wrongly) look at the work of classmates during an exam usually have a choice of nearby classmates to potentially copy from. To discourage unethical behavior, professors need to create multiple versions of each exam and carefully hand them out to students on testing days.

The instructional technology in each classroom is improving with the addition of large-screen monitors. White boards are generally useful in the Fozard Hall classrooms, but the new televisions and "command center" monitor and podium cabinet at the front of each room obstruct the view of the whiteboards from students in the classrooms. As instructors, we have to be mindful of where and how we write on the whiteboards.