



Business Administration and Ethics, MBA

Program Review 2020-2023

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.

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Program Review Video Link



MBA
PROGRAM
REVIEW

—
2023



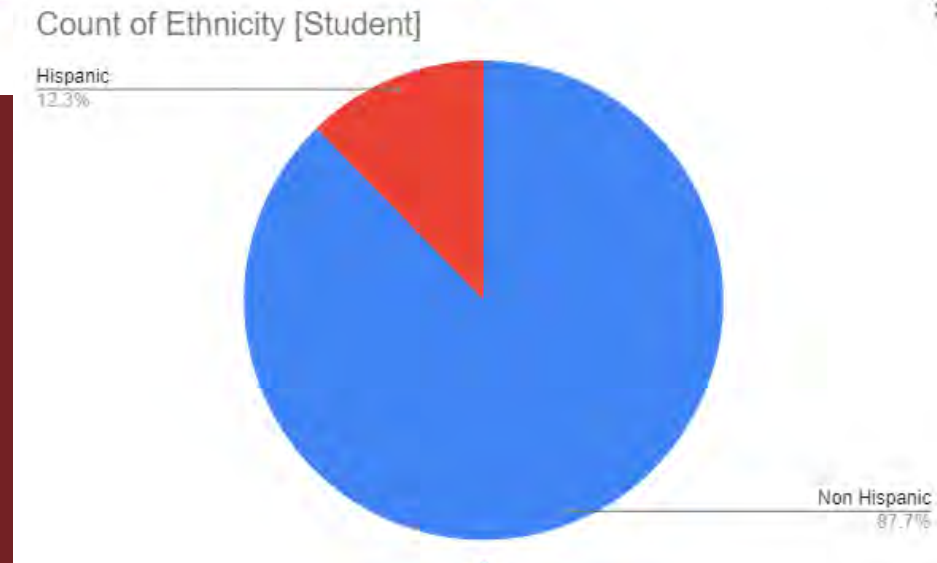
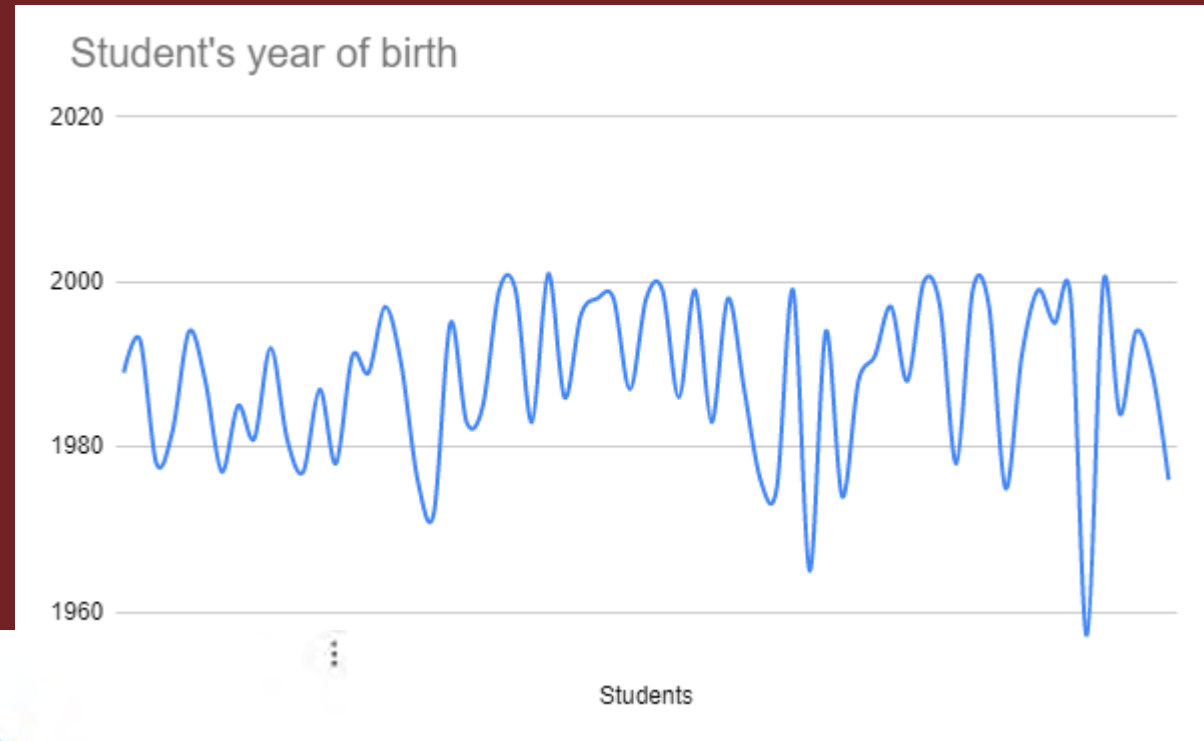
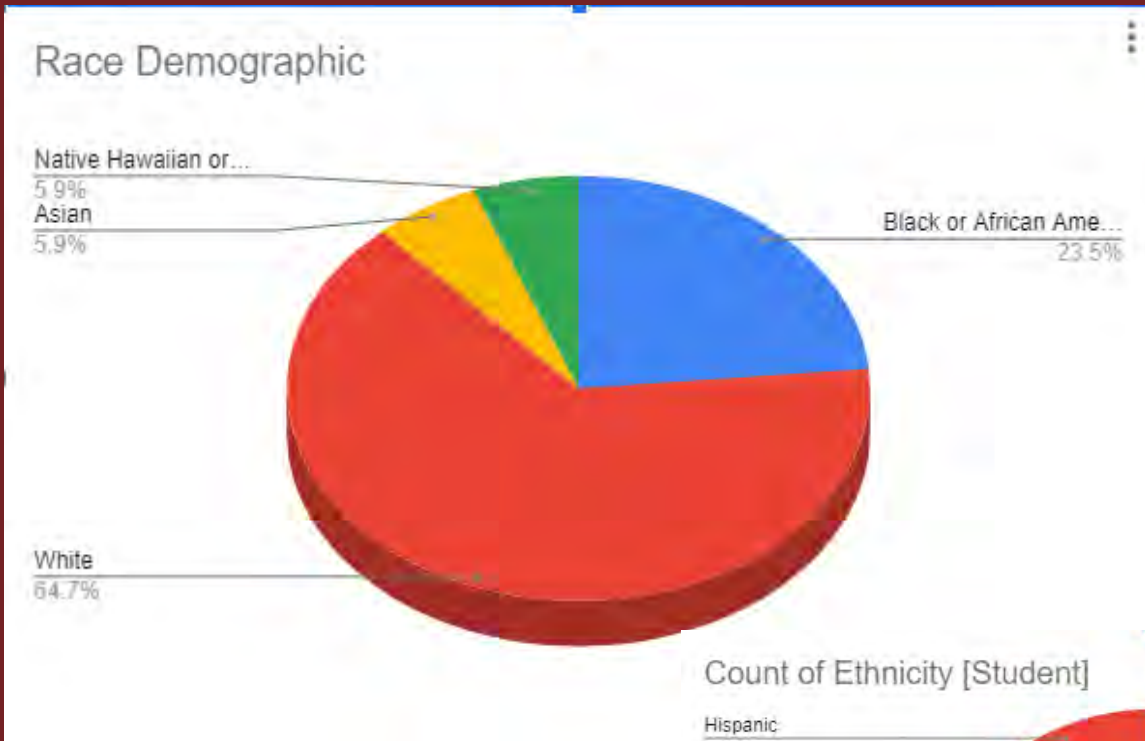
Standard 1 THE MBA Mission

“But those that were sown on the good soil are the ones who hear the word and accept it and bear fruit, thirtyfold and sixtyfold and a hundredfold.” Mark 4:20 (English Standard Version)

1.1 Mission Statement

Our mission is to equip business students through excellence in instruction and application of business principles, theories, case studies, and ethics so students may collaboratively create and innovate for the good of society to bring glory to God in Christ Jesus.

MBA STUDENT DEMOGRAPHICS 2020-2023



OUR BRAND FOR DEVELOPING CHRISTIAN BUSINESS LEADERS



Accounting, Finance, Organizational Behavior, Human Resources, Legal and Ethical Environment of Business, Strategic Business Management I and II (Core requirements); Marketing, Professional Communications, Management Science and Operations; Elective requirements of six hours from the following: Economics, Global Marketing, Global Strategy, and Business Global Strategy. When students choose to specialize in their MBA program of study, they are required to complete 18 hours of MBA core courses with additional hours in their selected emphasis or 18 hours of electives for a general degree:

Emphasis additional credit hours	Total Hours
• Communication: 21 hours	39
• CPA Accounting: 18 hours	36
• Healthcare Management: 24 hours	42
• Human Resource Management: 27 hours	45
• International Business: 24 hours	42
• Management Accounting emphasis: 24 hours	42

MBA Program
Objectives
Align with
MACU ENDS
Policies

Greater Encounter with God

- PO 1

Greater Engagement with Learning

- POs 1-6

Greater Global Expansion

- POs 5-6

Greater Expression of Doing Good

- Projects that demonstrate competencies for excellence and purpose in their field

Standard 2

MBA

Program and Services

"So we tell others about Christ, warning everyone and teaching everyone with all the wisdom God has given us. We want to present them to God, perfect in their relationship to Christ."

Colossians 1:28 (New Living Translation)

Goal 1: The MACU MBA Program offers an industry-validated, research-based curriculum that delivers foundational knowledge and competencies necessary for executive leadership in the marketplace.

Goal 2: MACU MBA students encounter God throughout their matriculation in the MBA Program of Study.

Goal 3: Students experience MACU's remarkable culture.

Objectives for
MBA Program
Remarkable!
Culture

Accountability

Adaptability

Communication

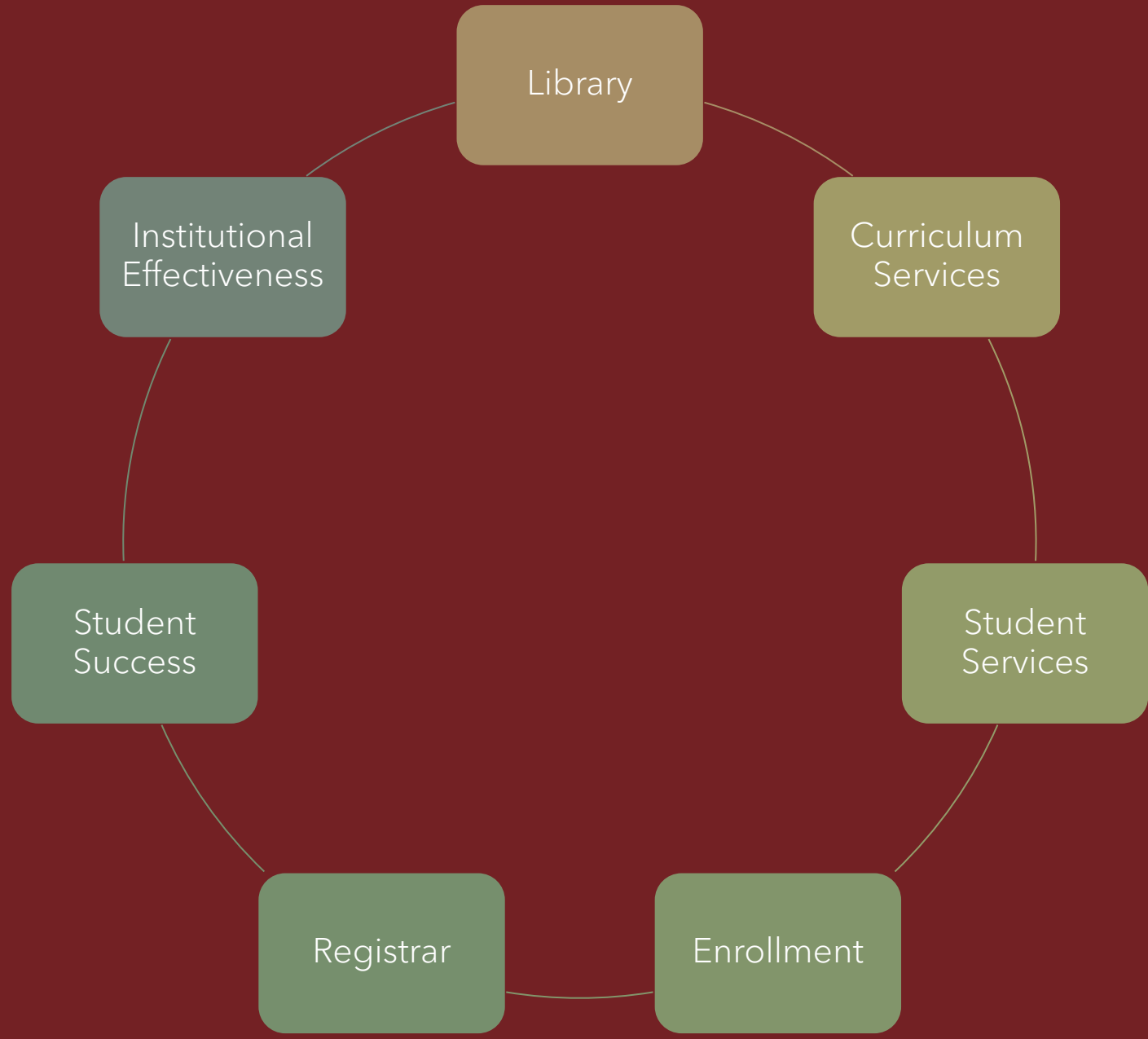
People

Integrity

MBA PROGRAM STRUCTURE



COLLABORATIONS ACROSS THE UNIVERSITY



MBA COURSES UPDATED 2020-2023

School	Course Number	Course Name	Subject Matter Expert (SME) Name	Due To Instructional Designer	Course Start Date	Course Length	Work Description	Status: Instructional Designer	Status: Course Builder
ASBL	ACCN 5163	Business Taxation	Vicki Splawn	6/30/2020	8/11/2020	6	Update	Drop From List	
ASBL	ACCN 5163	Business Taxation	Vicki Splawn	6/30/2020	8/11/2020	6	Update	Drop From List	
ASAS	COMM 5103	Advanced Professional Communication and Leadership Practicu	Garret Castleberry, Kristopher Cop	12/21/2021	2/15/2022	6	Development	Project Closed	Build Complete
ASBL	COMM 5113	Global Marketing and Strategic Networking	Garret Castleberry with Kristopher	4/5/2022	5/17/2022	6	Development	Project Closed	Build Complete
ASBL	COMM 5213	Media Methods and Content Creation	Garret Castleberry with Kristopher	7/4/2022	8/15/2022	6	Development	Project Closed	Build Complete
ASAS	COMM 5233	Graphic Design and Portfolio Management	Garret Castleberry, Kristopher Cop	1/10/2023	2/21/2023	6	Development	New	
ASBL	ECON 5223	Managerial Economics in Globalized Environment	Annette Gunter	8/16/2022	9/27/2022	6	Rewrite	Project Closed	Build Complete
ASBL	ECON 5233	International Economics	Jack McCaffery	8/16/2022	9/27/2022	6	Update	Project Closed	Build Complete
ASBL	HC 5213	Health Care Management	Kelly Riesenmy	3/30/2021	5/11/2021	6	Rewrite	Drop From List	
ASBL	HC 5223	Health Care Legal Environment	Adam Krejčí	5/16/2023	6/27/2023	6	Rewrite	In Progress	
ASBL	HC 5233	Healthcare Finance	Shelly Carbajal	5/16/2023	4/5/2022	6	Rewrite	Project Closed	Build Complete
ASBL	HC 5243	Healthcare Information Systems.	Kelly Riesenmy	6/29/2021	8/10/2021	6	Rewrite	Project Closed	Build Complete
ASBL	MGMT 5113	Organizational Behavior	Kelly Riesenmy	2/22/2022	4/5/2022	6	Rewrite	Project Closed	Build Complete
ASBL	MGMT 5233	Marketing Analysis and Strategy, Sales and Consumer Behavior	Annette Gunter	5/24/2022	7/5/2022	6	Rewrite	Project Closed	Build Complete
ASBL	MGMT 5353	Organizational Professional Communication	Kelly Riesenmy	5/24/2022	7/5/2022	6	Rewrite	Drop From List	
ASBL	MGMT 5413	Legal Environment	Kelly Riesenmy	4/25/2023	05/16/2023	6	Rewrite	In Progress	
ASBL	MGMT 6403	International Business Law	Steve Sloan	6/30/2020	8/11/2020	6	Update	Project Closed	Build Complete
ASBL	MGMT 6423	Strategic Management	Shirley Roddy, PhD	8/15/2023	9/26/2023	6	Rewrite	New	
ASBL	MGMT 6433	Executive Seminar Series: International Business	Kelly Riesenmy	7/5/2022	8/16/2022	6	Update	Project Closed	Build Complete
ASBL	MGMT 6453	Strategic Management II (name may change)	Shirley Roddy, PhD, MHR	5/16/2023	6/27/2023	6	Development	New	
	Area of Responsibility for Revision								
ASBL-CP	Vicki Splawn								
ASA	Garrett Castleberry								
ASBL-H	Danielle Philipson								

Information courtesy of Scott Hahn, Curriculum Services

COLLABORATION BETWEEN GRAD PROGRAMS ML AND MBA

- MACU Faculty and Staff
- MACU Students
- MACU Alumni
- Community Leaders
- National/International Leaders

MID-AMERICA CHRISTIAN UNIVERSITY'S
FREE MONTHLY LEADERSHIP CONNECTION WEBINAR SERIES

FIREPROOF HAPPINESS:

Extinguishing Anxiety
& Igniting Hope

Presented by MACU's School of Business
Leadership, Master's in Leadership
& MBA Programs



NOVEMBER 17, 2022



12:00 PM CST

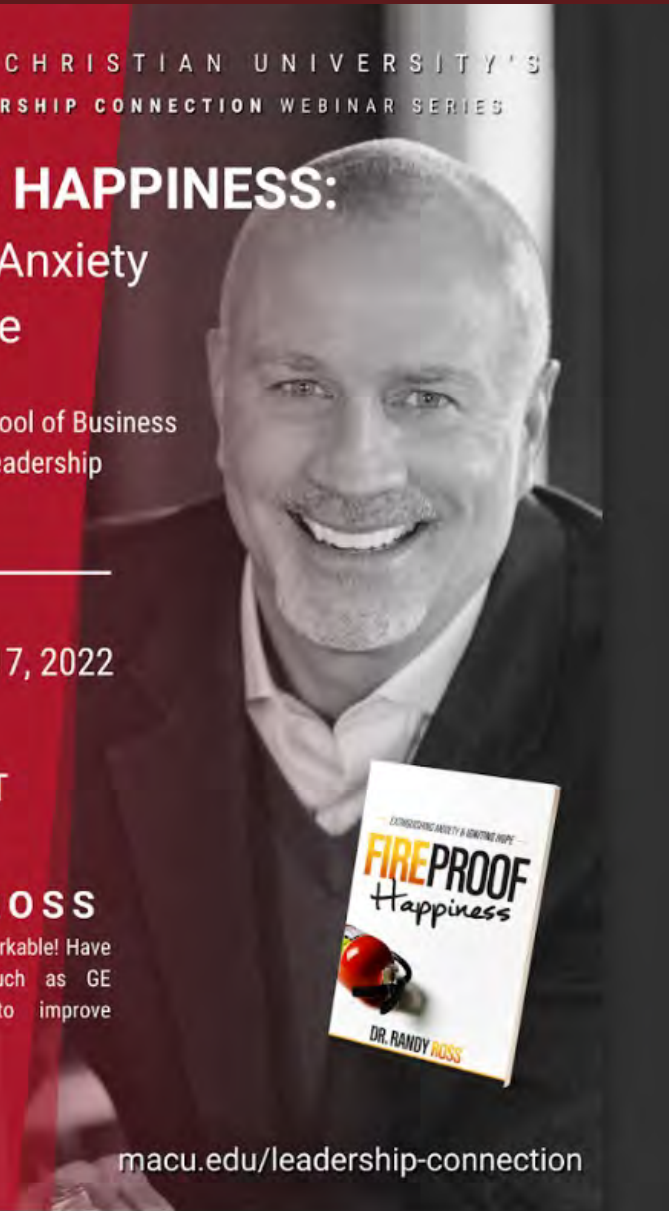
WITH GUEST SPEAKER

DR. RANDY ROSS

Best selling author, CEO of Remarkable! Have worked with organizations such as GE Appliances and Chick-fil-A to improve performance and teamwork



macu.edu/leadership-connection





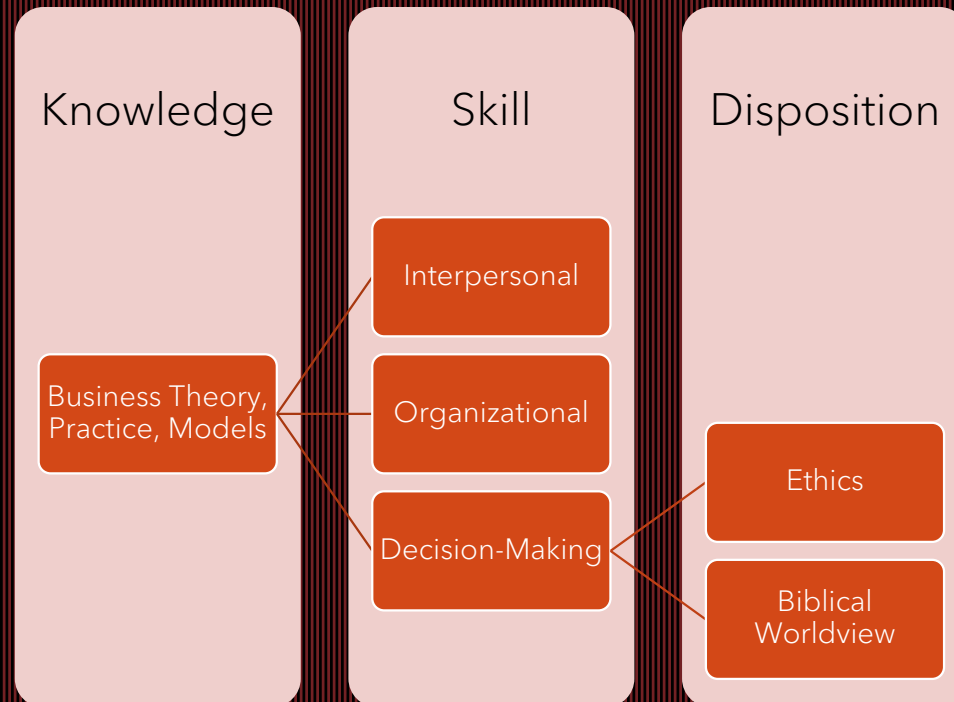
MACU FACULTY SENATE DECISIONS



Standard 3 Student Learning, Development, and Success

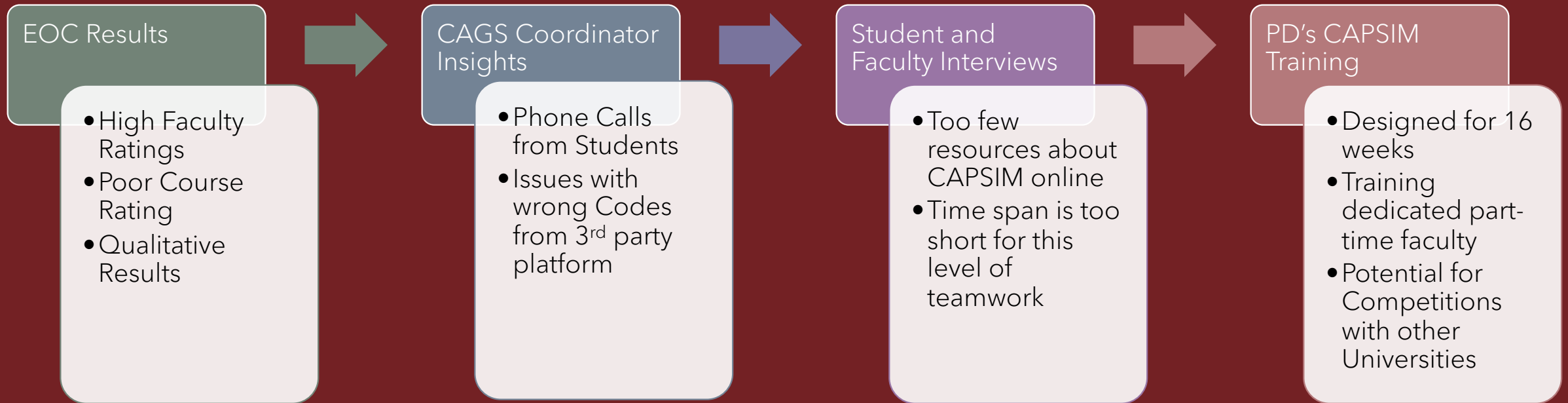
“Commit your work to the LORD, and your plans will be established.”

Proverbs 16:3 (ESV)



Data-Driven Refinement of Curriculum

The Case of Strategic Management: Root Cause Analysis

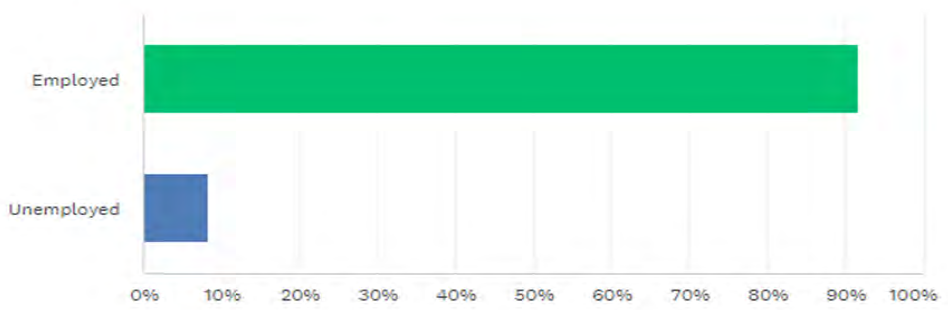


MBA PROGRAM ALUMNI SUCCESS

N=13

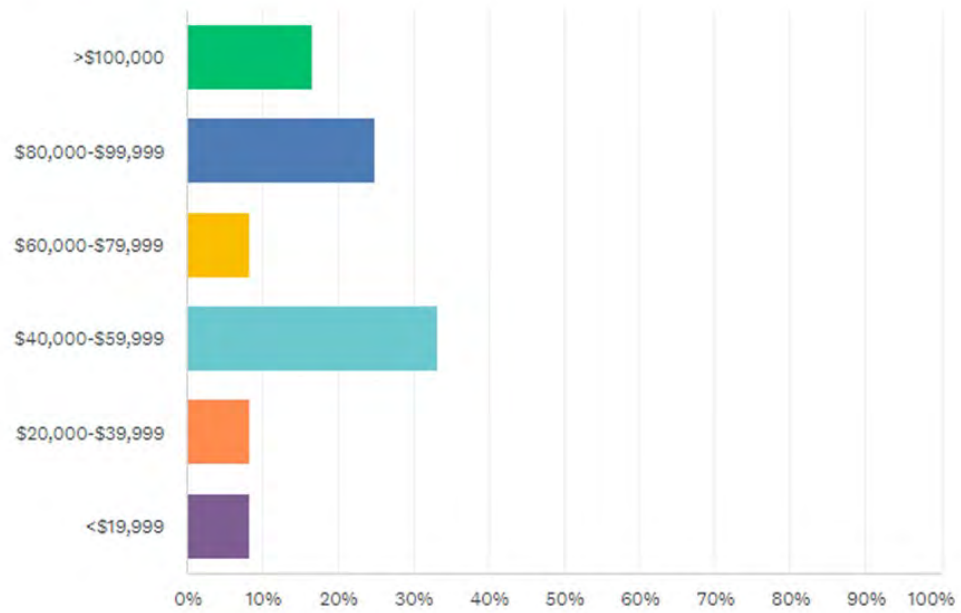
Employment Status:

Answered: 12 Skipped: 1



Which of the following best describes your annual income:

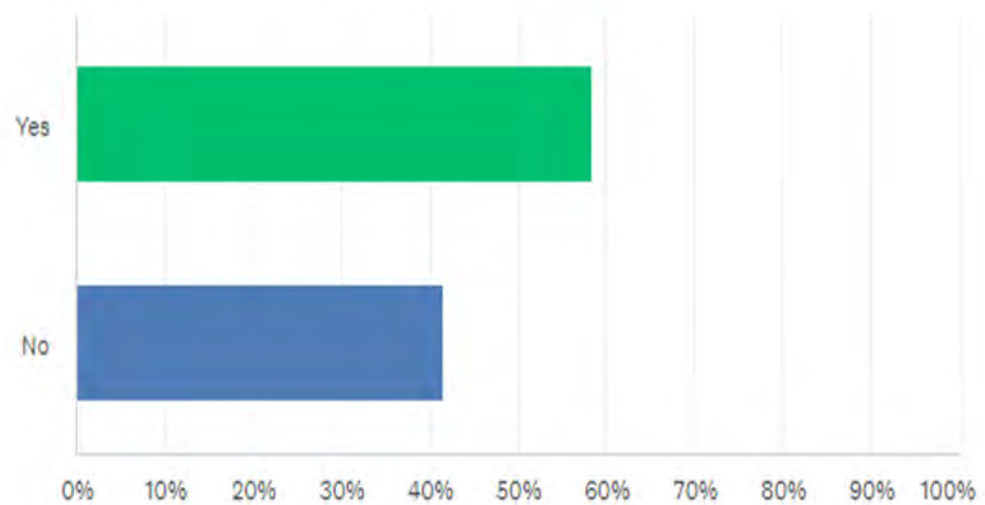
Answered: 12 Skipped: 1



Are you currently in a management or leadership position:

Are you currently in a management or leadership position:

Answered: 12 Skipped: 1

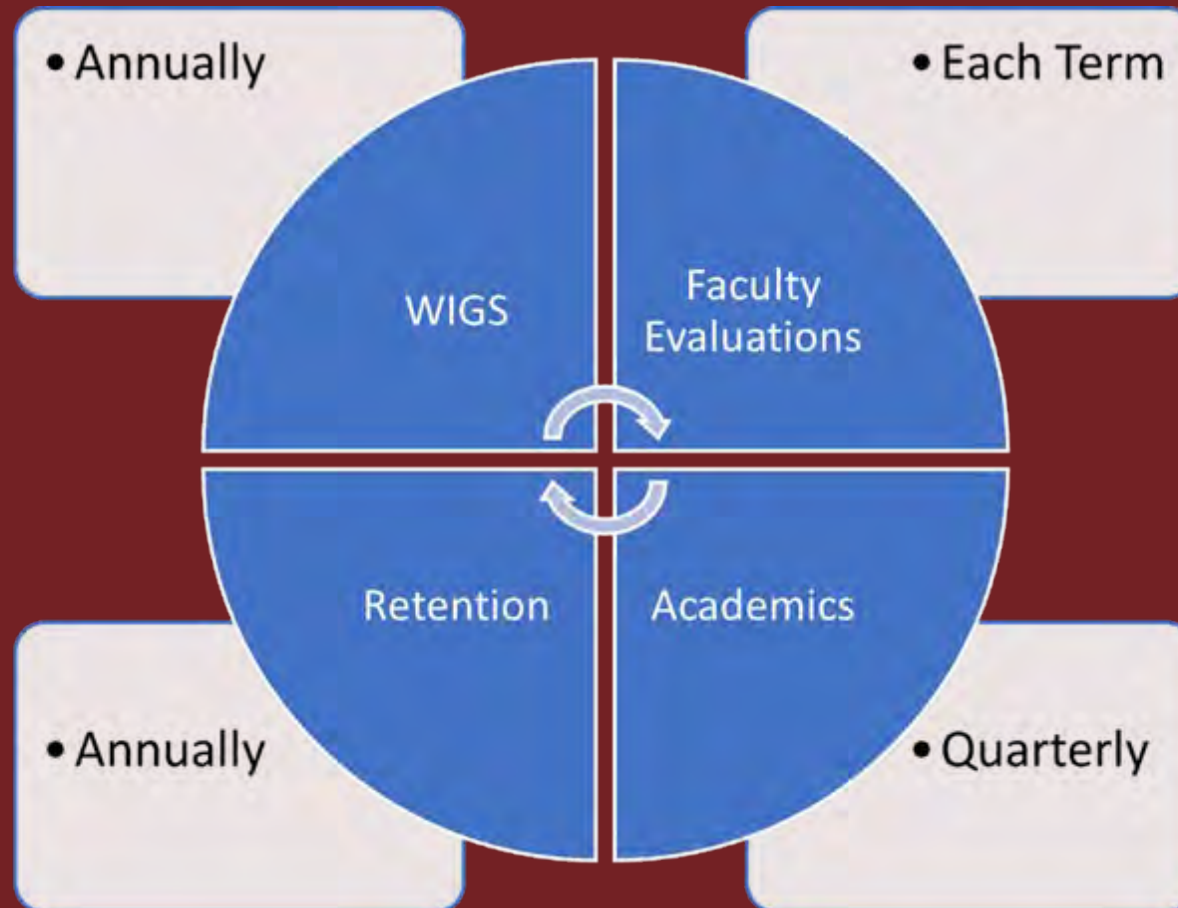


Standard 4 Program Assessment

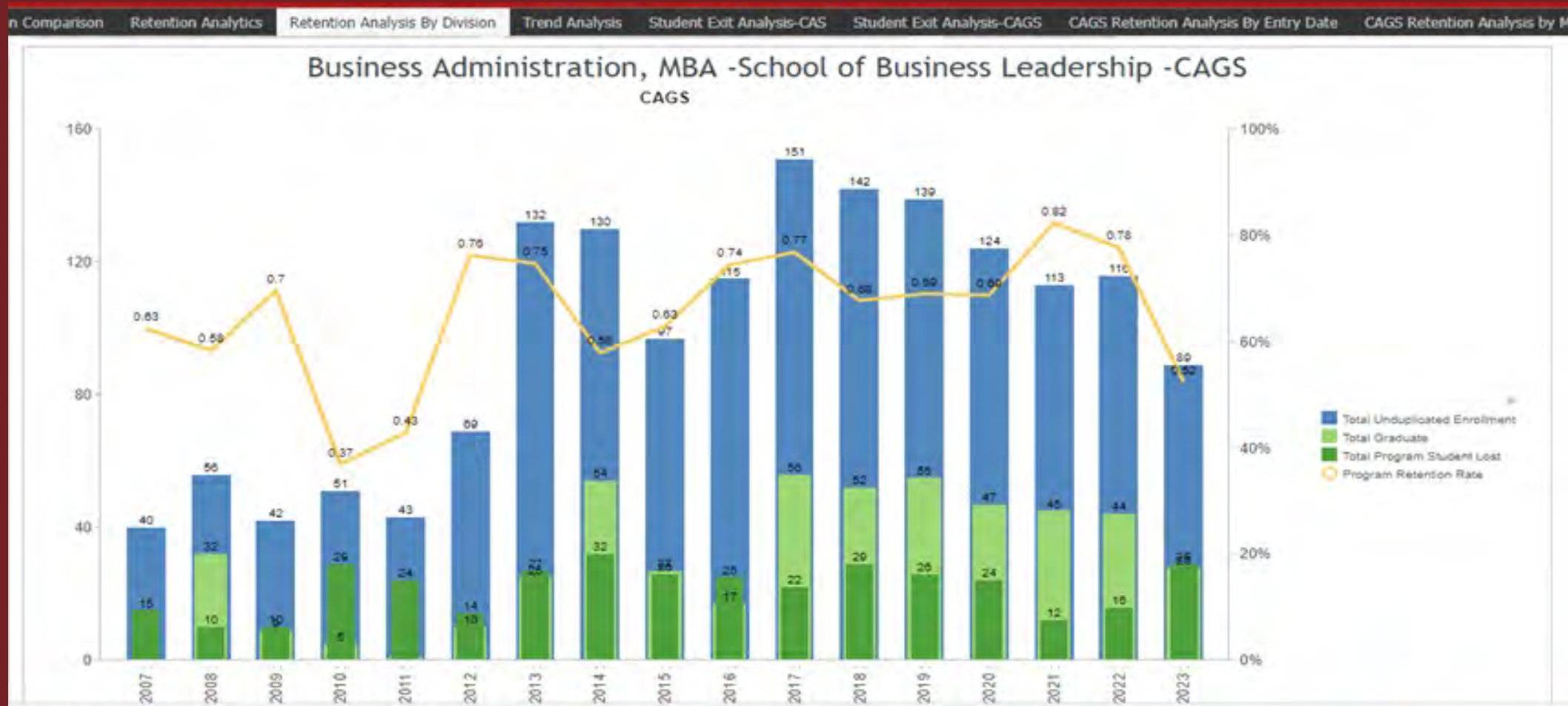


"For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it? Otherwise, when he has laid a foundation and is not able to finish, all who see it begin to mock him, saying, 'This man began to build and was not able to finish.' Luke 14:29-30 (ESV)

The School of Business Leadership Assessment Cycle



Bi/Analytics Retention Report for the MBA



WATERMARK DATA AS OF 4/26/23

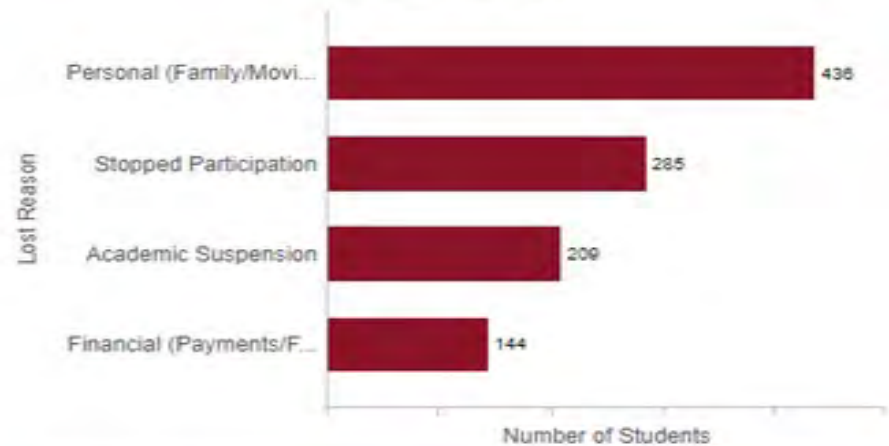


Bi/Analytics Report suggests these reasons for lost students...



Get Top Lost Reasons

Top Lost Reasons

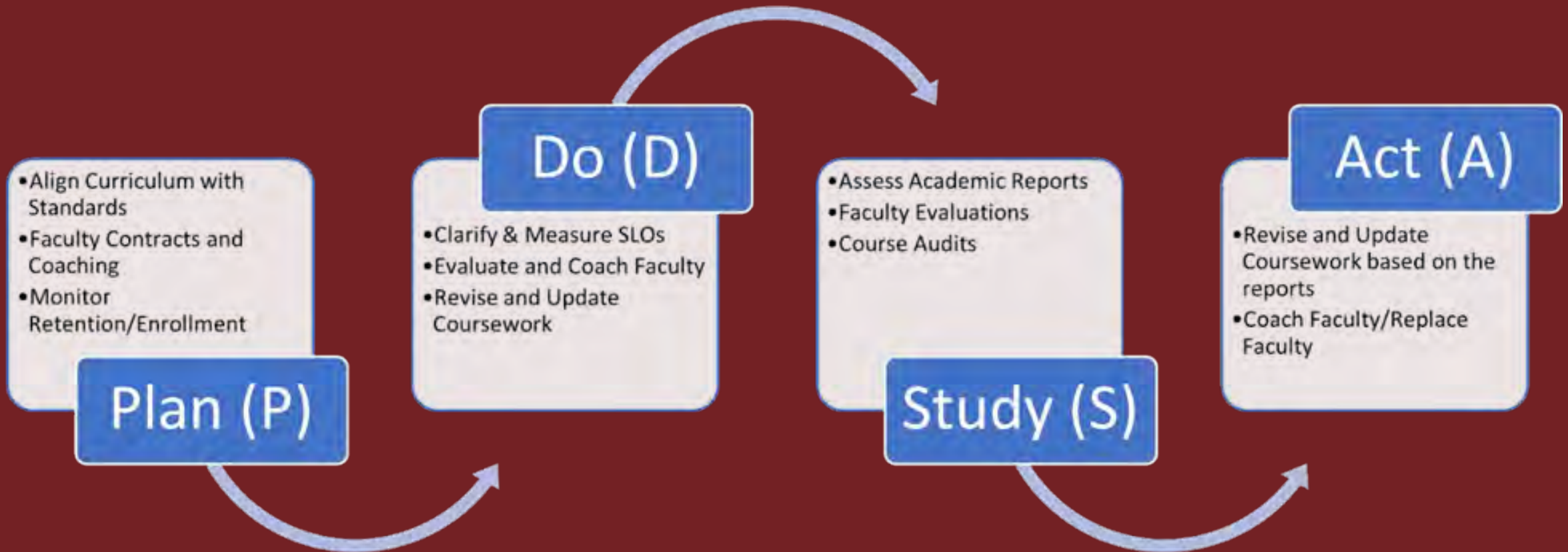


Trend of Top Lost Reason - CAGS



MBA Assessment Strategy

Continuous Quality Improvement methods (CQI)



LEARNING REPORTS

- **Collecting Student Learning Data Help!! And an area for Improvement.** **WIBGI 2022: Generated Report from D2L Datahub**
 - Majority of students holistically met the Program Objectives and Student Learning Outcomes in this reporting period.
 - Part-time Faculty Assess SLOs using an SLO Rubric embedded in the course, they always do the assessment *post factum and often forget to assess the SLOs.*
 - Program Directors collect SLOs by hand across multiple courses.
 - SLO rubrics embedded into assignment rubrics.
 - **Leverage D2L to do the heavy data collection lifting.**

Course Reports

- Faculty and Course Evaluations

- Questions 1-7 ask students about the instructor and questions 8-11 ask students to evaluate the course contents, assignments, instructions, and questions 12-15 are open-ended questions about the instructor and course in general. Questions 1-11 are rated [1 = failed to achieve, 2 = partially achieved, 3 = achieved, and 4 = exemplary achievement]
- Ratings of 1 and 2, evaluate qualitative information associated with the ratings.
- Review course, usually have already received complaints and work to get faculty through the course and then provide coaching or remove from the teaching schedule.

Standard 5 Access, Diversity, and Inclusion

“Walk in wisdom toward outsiders, making the best use of the time. Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person.” Colossians 4:5-6 (ESV)



Framework for Access, Diversity, Inclusion

**Academic
Freedom**

**MACU
Bylaws**

Intentionality

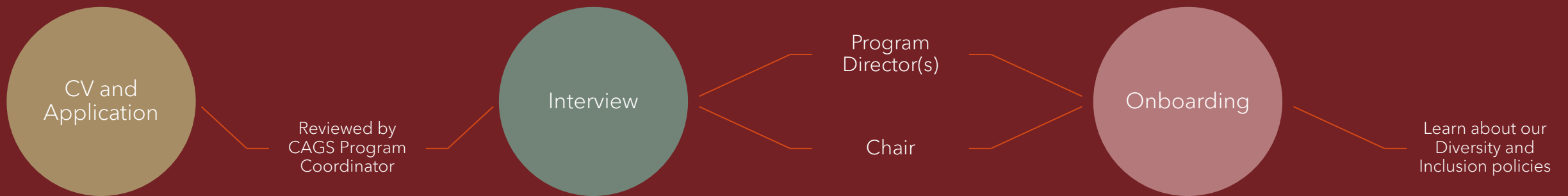
STUDENTS AND LEARNING



MBA Program Goal#1 and objectives center on inclusion and developing a Biblical worldview including:

Goal 1: The MACU MBA Program offers an industry-validated, research-based curriculum that delivers foundational knowledge and competencies necessary for executive leadership in the marketplace.

Part-time Faculty



Access and Diversity for Students

Promotion targets diverse populations

An MBA Degree With Christian Principles and Integrity at Its Core

MBA's are among the most popular graduate degrees in the country. It is one of the few degrees with international recognizability. But development of the business intellect without development of leadership integrity leaves a void in the business world. A Christ-centered education from MACU builds that missing integrity into the curriculum, strengthening the ethical foundation of our MBA graduates.

The MBA degree program at MACU teaches students the value of ethical business leadership practices as they grow their Christian faith, incorporating the strong morals and principles required to lead in today's complicated business climate.



Veterans

M MID-AMERICA
CHRISTIAN UNIVERSITY

ACADEMICS

ADMISSIONS

STUDENT LIFE

ABOUT

MORE

Military Program Covers Tuition 100% for Active Military*

*If you are an active military member, you could qualify for up to 100 percent tuition coverage for your undergraduate degree at MACU.

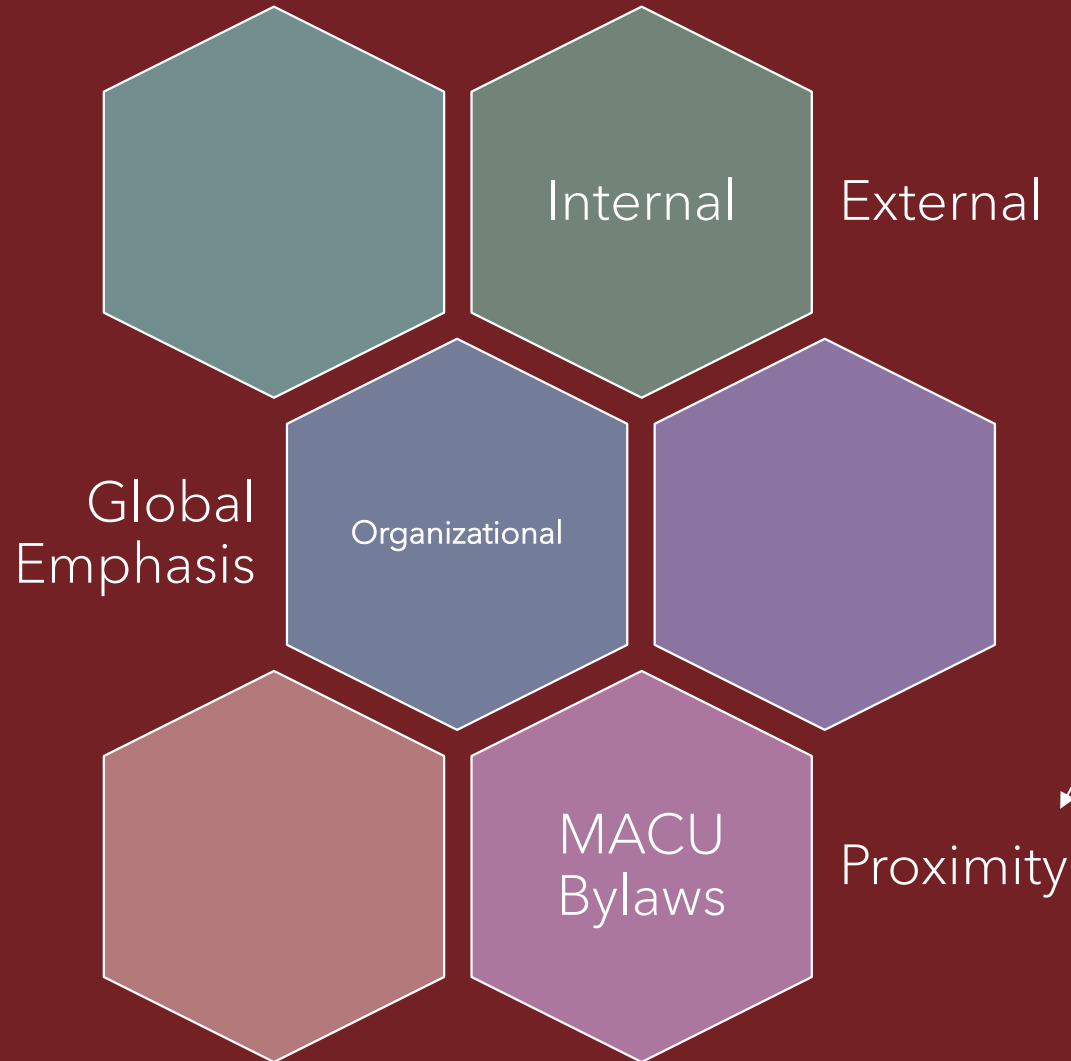
At MACU, we have a long history as a military-friendly college and are a proud participant of the Post-9/11 GI Bill® **Yellow Ribbon Program**, designed to help pay for higher out-of-state, private school, or graduate school tuition that the Post-9/11 GI Bill® doesn't cover.

Get Started With MACU's College Military Program

When you reach out to an enrollment counselor, you can begin exploring how your VA Education Benefits and MACU can help you achieve your educational goals. We will assist you every step of the way!



Part-time Faculty D&I Training Needed



The apostle Peter makes it clear that our experience with the Lord and each other transcends time and space. In 1 Peter 1:8-9 he said "Though you have not seen Him, you love Him. Though you do not now see Him, you believe in Him and rejoice with joy that is inexpressible and filled with glory, obtaining the outcome of your faith, the salvation of your souls." (ESV).

STANDARD 6

LEADERSHIP, MANAGEMENT, AND SUPERVISION

"And as you wish that others would do to you, do so to them." Luke 6:31 (ESV)

MBA Program Director Performance Goals 2022-2023



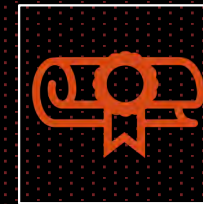
Goal 1: All MBA Courses include designated SLOs

(Measure: 100% of core courses and emphasis courses - completed)



Goal 2: Spread MACU Values

(Measure: complete content tasks for URX - completed)



Goal 3: Increase student enrollment and retention in the MBA Program

(Measure: 0.05% increase - We did not make this goal; our retention fell dramatically for all CAGS Programs 2021-2022 & 2022-2023.)



Goal 4: Visible MBA Program Community

(Measure: Bookends - in progress)

PART-TIME FACULTY

Faculty Gathering

Resources

Coaching

Personal Contact

Audits



FACULTY EVENTS

Faculty Gathering 2023 Coming Soon!

[Faculty_Gathering_2021](#)

[Faculty_Gathering_2020](#)

[Faculty_Gathering_2019](#)



BADGING AND TRAINING

[FERPA Training](#)



RESOURCES

[Faculty and Administration Contact Information](#)

[Support Department Contact Information](#)

[D2L & Course Resources](#)

[Forms](#)

[Payroll Information](#)

[EMERGENCY ALERT SIGNUP](#)

Strategic Plan for the MBA Program



Orient new MBA students for the transition from student to scholar.



Create innovative learning experiences that strengthen business competencies with a Biblical worldview.



Prepare online and on-ground faculty to demonstrate MACU values and remarkable culture to students from a Christian perspective.



Celebrate student success through formal traditions and practices for the online and on-ground students.



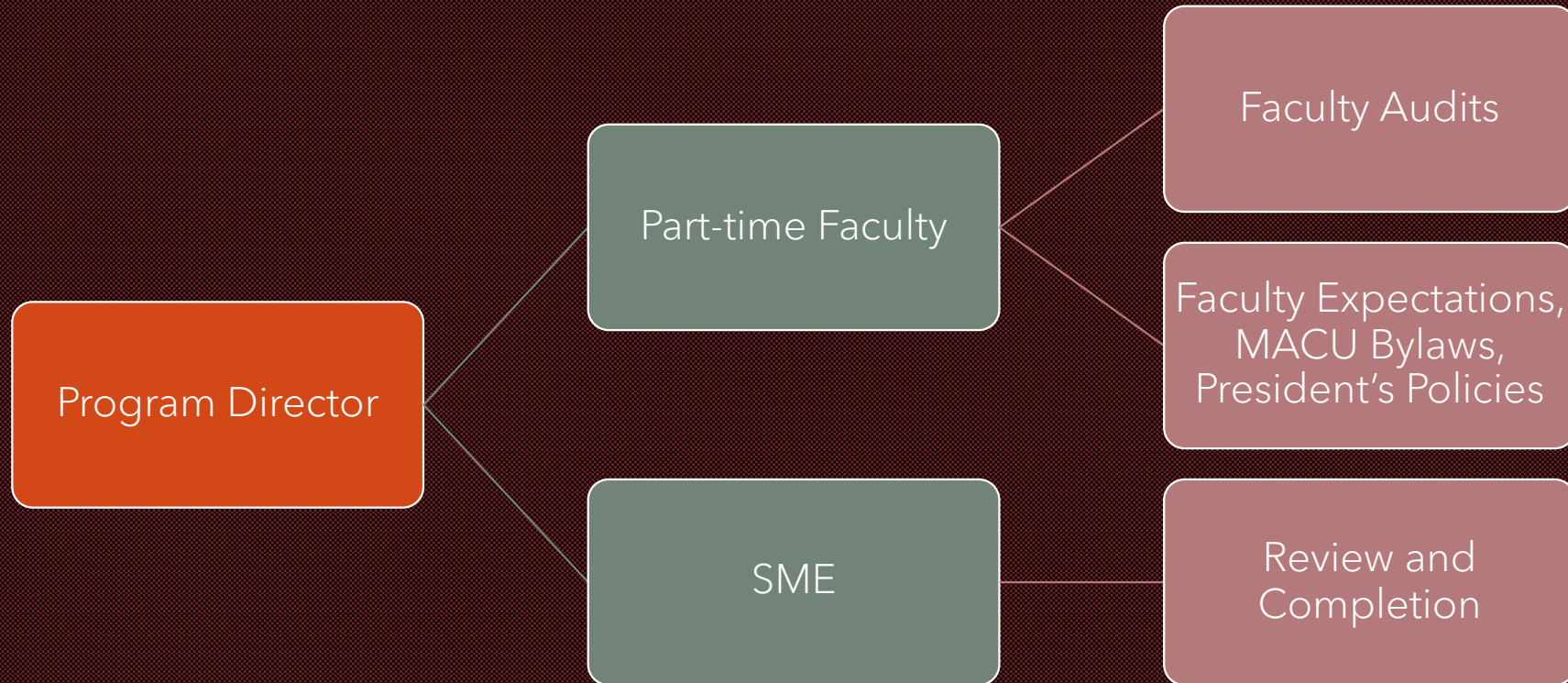
SWOT Analysis



Strengths	<ul style="list-style-type: none">• Strong Scholastic Foundation• Great Support Services
Weaknesses	<ul style="list-style-type: none">• Limited tools to evaluate the program outcomes• Limited external partnerships and endowments• Loose community of learning among MBA students
Opportunities	<ul style="list-style-type: none">• Use D2L data hub to generate reports on program outcomes• Develop better analytic reports on faculty and course feedback from students• Build a community for graduate students to feel connected to MACU as alumni
Threats	<ul style="list-style-type: none">• Revenue• Being uninformed/unaware where changes need to be made and if change is an improvement• Lack of strategic vision for online learning

Standard 7 Human Resources

"And in your godliness, brotherly affection, [develop Christian] love [that is learned to unselfishly seek the best for others and to do things for their benefit." 2 Peter 1:7 (AMP)



Start Your MBA
in 2023!
First Course Free!



M
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MACU.EDU/MBA

STANDARD 8 COLLABORATION AND COMMUNICATION

Start Your MBA Today!
First Course
Free!

Learn More:
MACU.EDU/MBA



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CHRISTIAN UNIVERSITY

MBA Faculty and Students

D2L

Watermark

Google Meet
Video Chat

Email

MID-AMERICA CHRISTIAN UNIVERSITY'S
FREE MONTHLY LEADERSHIP CONNECTION WEBINAR SERIES

**THE JERUSALEM ENTREPRENEUR:
A QUEST FOR SUCCESS IN BUSINESS**

Presented by MACU's School of Business
Leadership, Master's in Leadership
& MBA Programs

 DECEMBER 15, 2022

 12:00 PM CST

WITH GUEST SPEAKER
WOUTER DROPPERS
President of Europartners, a movement for Christian Business Leaders
Former president of several automotive companies in his 25+ year career.
Theologian and Author of the, 'The Jerusalem entrepreneur, becoming a
source of well-being'



M
macu.edu/leadership-connection

JOIN THE
"LEADERSHIP CONNECTION"
WEBINAR

POLICY GOVERNANCE: LEADING THE
NONPROFIT IN A BETTER WAY



DR. RANDALL SPENCE

- Experienced consultant and church administrator
- Ph.D. in Organizational Leadership
- Doctor in Ministries Studies
- Past President & CEO of Willow Knoll Retirement Community in Mid-Berwyn, Ohio
- Mid-America Christian University (MACU)'s Chairman of the Board of Trustees
- Executive Pastor at Bayside Community Church (Florida)

• SPEAKER •

MARCH 16TH

12 PM (CST)



Standard 9 Ethics, Law, and Policy

Faculty
Portal

MACU
Leadership
Connection

Coca-Cola
T-Factor

Faculty
Round
Table

Faculty
Gathering

MACU
Bylaws

Onboarding
(FERPA)

MACU Ends Policies and
Objectives

Standard 10 Financial Resources

Chair's Report: [2020-2023 Budget Worksheets](#)

GL ACCOUNT DESCRIPTION	GL Account	scot_cde	2019-2020 Actuals	20-21 First Qtr Actuals	20-21 Revised Budget	20-21 Original Budget	Approved Budget	Proposed Budget
470 - Master of Business Admin.								
Salaries - General	80200	80200470 000 1 OK10	\$33,639.26	\$1,500.00	\$70,400.00	\$80,938.00	\$59,090.00	\$61,900.00
Salaries - General	80200	80200470 101 3 OK10	\$24,947.85	\$6,875.04	\$-	\$-	\$-	\$-
Salaries - Adjunct	80210	80210470 000 1 OK30	\$182,340.00	\$27,745.00	\$115,781.33	\$129,525.75	\$117,500.00	\$119,000.00
Professional Development	80480	80480470 000 1 OK10	\$-	\$-	\$-	\$-	\$-	\$-
Travel & Entertainment Expense	80510	80510470 000 1 OK10	-\$1,502.00	\$-	\$-	\$-	\$-	\$450.00
Hospitality	80560	80560470 000 1 OK10	\$188.00	\$-	\$73.78	\$860.00	\$360.00	\$360.00
Professional Dues	80650	80650470 000 1 OK10	\$-	\$-	\$-	\$-	\$-	\$188.00
Instructional Supplies	80700	80700470 000 1 OK10	\$6,702.99	\$123.98	\$1,800.00	\$1,800.00	\$1,500.00	\$1,000.00
Copier Supplies	80710	80710470 000 1 OK10	\$438.35	\$30.10	\$415.35	\$200.00	\$480.00	\$493.00
Office Supplies	80720	80720470 000 1 OK10	\$-	\$-	\$40.00	\$48.00	\$48.00	\$50.00
Book Expense	80725	80725470 000 1 OK10	\$424.62	\$-	\$-	\$-	\$120.00	\$-
Commercial Printing	80730	80730470 000 1 OK10	\$-	\$-	\$-	\$100.00	\$-	\$-
Postage	80740	80740470 000 1 OK10	\$-	\$-	\$45.94	\$-	\$60.00	\$60.00
ERIC Room	80980	80980470 000 1 OK10	\$-	\$-	\$-	\$-	\$-	\$-
Student Services	81030	81030470 000 1 OK10	\$-	\$-	\$-	\$1,000.00	\$-	\$-
Assessments	81040	81040470 000 1 OK10	\$-	\$-	\$-	\$-	\$-	\$-
Rent	81080	81080470 000 1 OK10	\$-	\$-	\$-	\$-	\$-	\$-
Graduation Expense	81320	81320470 000 1 OK10	\$-	\$-	\$-	\$-	\$-	\$-
Bad Debt Expense	81430	81430470 000 1 OK10	\$181,384.07	\$5,755.13	\$-	\$-	\$-	\$-
Legal Expense	81810	81810470 000 1 OK10	\$-	\$-	\$-	\$-	\$-	\$-
Scholarships - Unfunded	84135	84135470 023 1 OK10	\$-	\$-	\$-	\$-	\$-	\$-
Totals	470		\$416,747.90	\$46,050.82	\$220,542.26	\$234,504.18	\$179,158.00	\$183,481.00

Part-time faculty

Prof Dev

Travel

Hospitality

Prof Dues

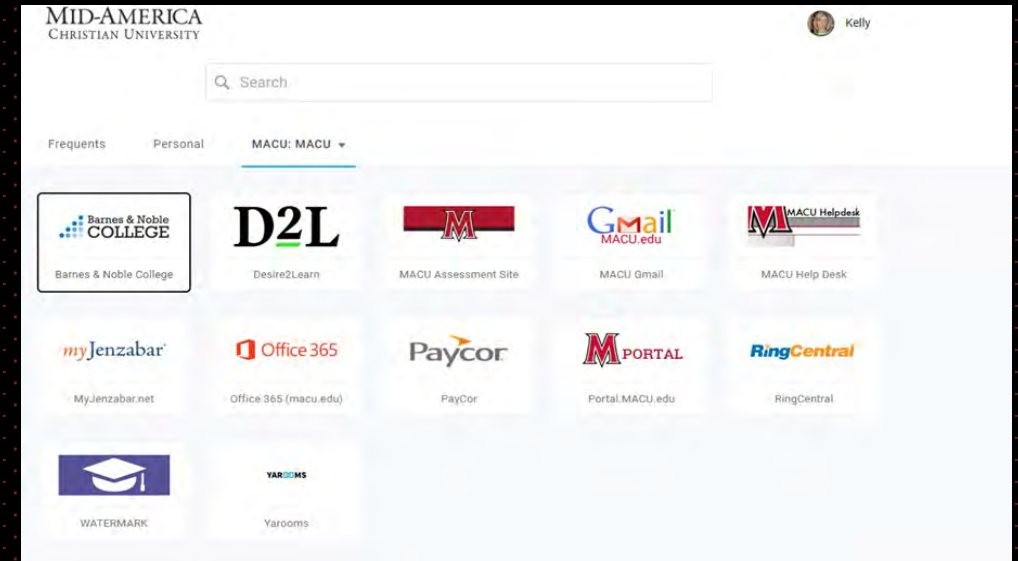
Instructional Supplies

Book Expenses

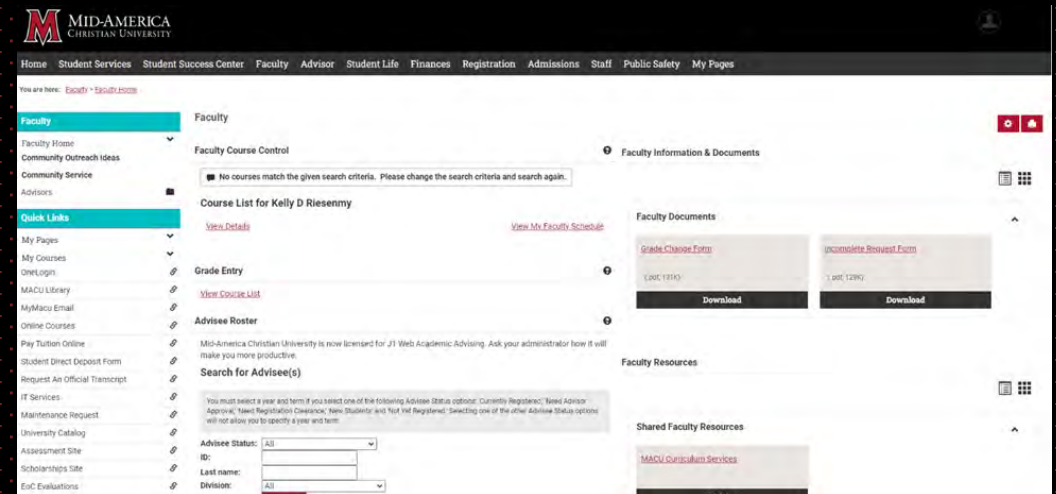
Graduation Expenses

Bookends:
Orientation
\$2,100
Annually
Graduation
\$2,100
Annually

STANDARD 11 TECHNOLOGY



Evangelinet



STANDARD 12 FACILITIES AND INFRASTRUCTURE



2020 SBL Work At Home
March 16 – June 15

C
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“For we are God's fellow workers. You are God's field, God's building.”
1 Corinthians 3:9 (ESV)

Standard 1: Mission

“But those that were sown on the good soil are the ones who hear the word and accept it and bear fruit, thirtyfold and sixtyfold and a hundredfold.” Mark 4:20 (English Standard Version)

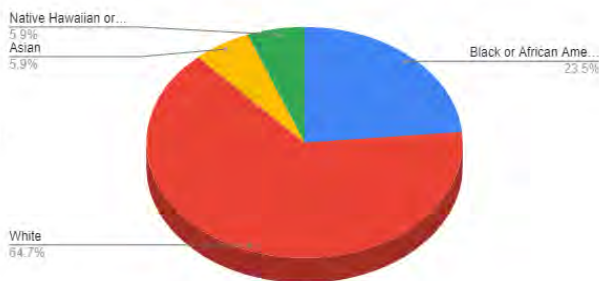
Overview of the CAGS MBA Program

The Master of Business Administration (MBA) program is a dynamic course of study geared toward today’s rapidly changing business environment. Grounded in traditional business theory, the program is integrated with practical application, timeless biblical principles, and Christian values. Professionals enhance their existing knowledge with a deeper understanding of effective business practices, including Strategic planning and execution, resource management, and how to lead new and expanding enterprises, businesses, and organizations (MACU Catalog 2022-2023).

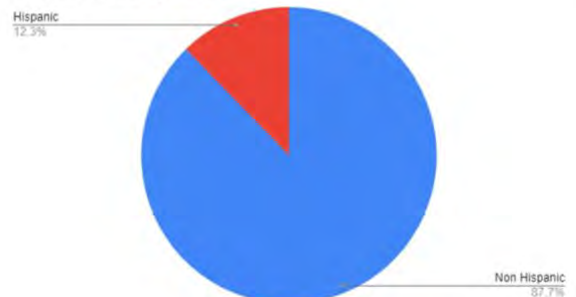
The MBA program was launched in 2005 as distance learning at remote sites and has grown to become a fully online graduate degree program with on-campus offerings for select courses. The MBA program has been consistently awarded one of Oklahoma’s best MBA programs by The Journal Record Reader Rankings for the past four years. According to the 2022 US Census (census.gov), our students’ sociodemographic profile

reflects richer diversity than the general US population in race and ethnicity (see graphics below). In the past three years, graduates represented states on the West and East coasts, as well as the central US and the Oklahoma area. Our program is designed to accommodate the working adult who is balancing family, faith, work, and academics.

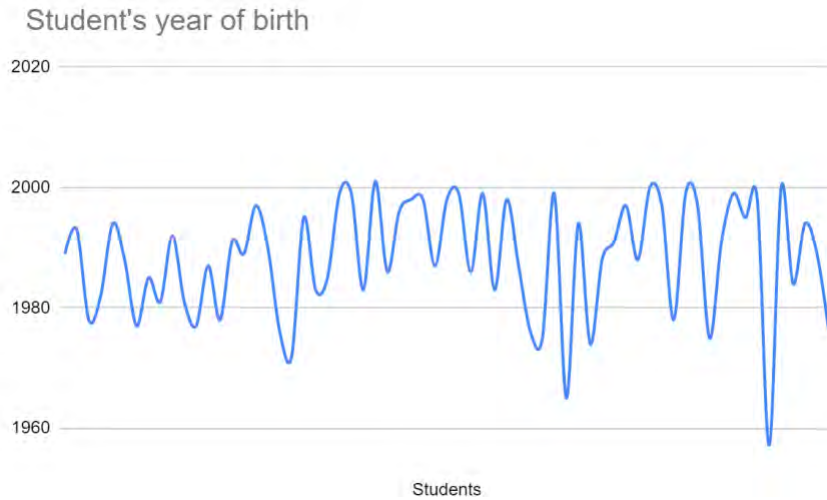
Race Demographic



Count of Ethnicity [Student]



As you can see from the distribution of student ages in the MBA Program (see line graph below), most students currently enrolled are from the Generation X and Y (Millennials) age range. However, a few Generation Z and Baby Boomers make the spread of ages interesting and rich for learning across generations. Many of our older adult students are working at a high level within their fields and bring great expertise to discussions. Our Millennial and Generation Z students offer new insights and perspectives for a robust learning experience.



Data for all graphics are courtesy of Chris Canary and Preston Marshall, Student Services

The mission of the MBA Program is to equip students to become Christian business leaders. Our students' successful matriculation through the MBA Program is a primary goal. The program of study is accelerated and designed to be completed within two years. We offer a 4+1 plan for MACU traditional undergraduate students who plan on entering the MBA Program their senior year. For nontraditional students with extensive work history, prior learning credits may be assessed based on appropriate work history. Courses are six weeks in duration. Students are required to take two capstone courses for the general MBA. These two courses offer an immersive business simulation experience requiring each of the areas of study required for the general MBA. The general MBA requires a total of 36 credit hours of coursework. The core courses include Accounting, Finance, Organizational Behavior, Human Resources, Legal and Ethical Environment of Business, Strategic Business Management I and II (Core Requirements). Elective requirements of six hours from the following: Economics, Global Marketing, Global Strategy, and Business Global Strategy. When students choose to specialize in their MBA program of study, they are required to complete 21 hours of MBA core courses with additional hours in their selected emphasis or 15 hours of elective courses for the general degree:

<u>Emphasis additional credit hours</u>	<u>Total Hours</u>
---	--------------------

- | | |
|--|----|
| • Communication: 21 hours | 39 |
| • CPA Accounting: 18 hours | 36 |
| • Healthcare Management: 24 hours | 42 |
| • Human Resource Management: 27 hours | 45 |
| • International Business: 24 hours | 42 |
| • Management Accounting emphasis: 24 hours | 42 |

At the heart of the MACU MBA Program is the desire to develop our students' business acumen with a Biblical foundation. The program is designed so that students enact the objectives inside and outside of the classroom and model the MACU business leadership style in the marketplace. As image bearers of God, we teach students to create and innovate in the workplace as an expression of faith in the goodness of God through the realization of their vision and leadership. The MBA Program Mission Statement guides this process.

1.1 Mission Statement

Our mission is to equip business students through excellence in instruction and application of business principles, theories, case studies, and ethics so students may collaboratively create and innovate for the good of society to bring glory to God in Christ Jesus.

The MACU Ends Objectives defines the framework to accomplish the MBA Program's Mission. In terms of specifications to those ends, the MBA Program Outcomes (POs) guide and measure the extent that the program meets the MACU Ends Objectives (see Program Review Standards 2, 3, and 4). The MBA Program Curriculum is based on the MBA Program Outcomes (POs) which are aligned with the [Accreditation Council for Business Schools and Programs \(ACBSP\)](#) and [The Master's Research and Curriculum Standards](#). The [MBA Curriculum Standards Matrix](#) provides an overview of these alignments.

MBA Program Ends Objectives

The MBA Program Objectives listed below are the action steps used to achieve the MBA Program Mission.

- **Greater encounter with God.**

A significant program outcome is based on the students' ability to analyze personal and corporate values utilizing the framework of a Christian worldview ([PO 1](#)). Students are encouraged to use God's Word not only as a scripture reference but the pinnacle of ethics for humankind. Assignments in each course require students to find scripture that illustrates an ethical perspective on a dilemma or business case. In two courses, students are required to conduct a case study of significant historical people or events from the Bible. In Organizational Behavior, students are required to conduct self-assessments and become more self-aware as a leader. In this process, they are asked to use a Biblical perspective to reflect on how to improve their work as a manager or leader. Several courses require journal reflection activities with directives based on scripture. Academics are seasoned by scripture but the greater encounter with God happens in the student integrating God's Word and through instructor interactions with students.

The MBA instructors are gifted in their ability to pastor and teach students about God's love, mercy, and kindness. Instructors share their witness to Christ's work by recounting their own personal and work experiences with students. Instructors provide weekly devotionals, nuggets of God's wisdom in discussions, and times of prayer with students. Meaningful encounters with God often come through the care and compassion of instructors for their students when grace is needed. We are often the only encounter with God some students will experience. Therefore, the MBA Program Director monitors part-time faculty engagement and coach instructors to meet these expectations (see Program Review Standard 6). Our prayer is that as students read God's Word their lives will be transformed, as Hebrews 4:12 suggests the Word of God is living and active.

- **Greater engagement with learning.**

The MBA Program of study is rigorous. Each course includes a project that provides a direct application of the competencies required for a career in the field of business. Upon graduation, the MBA candidate will have worked in business teams, analyzed and interpreted business intelligence, developed an understanding of the legal and ethical complexities in business cases, developed and presented his/her evaluation of the competitive forces in business and strategic solutions using professional presentation technologies, practiced professional deportment for executive presentations, and developed a global perspective on business, economies, and the forces that shape the business context ([POs 1-6](#)).

The MBA capstone course provides students the opportunity to experience business success or failure through the immersive business simulation environment called CAPSIM. The capstone course using CAPSIM, MGMT6423 Strategic Business Management, will expand into two terms beginning in 2024 to include MGMT6453 Strategic Business Management II. The CAPSIM environment provides students with the opportunity to experience and compete with other business school teams from universities across the country and around the world. The course is a capstone because students must use knowledge acquired through their matriculation in the MBA Program to be successful. Teams make calculated decisions based on business analytics on sales, profits, production, and capacity. They are required to make marketing and financial decisions and design total quality management functions. Students must work together in labor negotiations and make complex HR decisions. Beyond these business decisions students are expected to navigate ethical decisions and debrief with their team. MACU teams have placed well in competitive rounds against other schools, regularly placing in the top 10 or higher in their category rankings.

- **Greater global expansion.**

MACU's MBA Program has a global focus. The values of the triple bottom line, "People, Planet, and Profit" are translated from a global perspective throughout the program. Students critically analyze the influence of business on the international community in terms of global economics, e-commerce, supply chain, international operations and management ([POs 5-6](#)). Two electives provide students with a deeper understanding of the global market, the international monetary system, foreign trade, and global trade investment from a biblical perspective. Students are encouraged to consider the ethics in strategic international business decisions made by nations and their impact on people, the planet, and profits.

Our International Business Emphasis provides students with an additional four courses with an international concentration in economics, business law, business strategy, marketing and strategic networks. The global marketplace is framed as the Christian mission field. Students are encouraged to view their work as part of God's plan to bring about His purposes on the earth. The goal is to enhance understanding of international concerns and the different cultural perspectives to shape the lens of the global Christian business leader.

- **Greater expression of doing good.**

Students are equipped with new competencies and bible-based ethical perspectives, so they are positioned to bring good to their workplace. The MBA Program encourages students to be innovative by requiring projects in course work that promotes greater self-awareness, greater-other awareness, and teamwork. For example, the Accounting Degree Emphasis prepares our graduate candidate for the CPA with the understanding of the significance of this degree in helping people manage their income, retirement, and taxes. The Human Resources Emphasis prepares students to develop others and take joy in the success of employee performance improvement through management of benefits and incentives. Each emphasis area shapes the students' view of the world to bring good to the workplace. The projects and assignments allow them to demonstrate their expression of doing good.

The [2022-2023 Annual MBA Survey](#) results reveal that MACU MBA graduates work in government, higher education, education, manufacturing, healthcare, supply chain, and not-for-profit healthcare ministry. The majority believe the MBA improved their career trajectory and helped them become more strategic in their decision-making and understanding of business, both at home and abroad. As part of ongoing improvement, we will be developing more robust e-folios for the MBA requirements so that students can see the progress of their work on an ongoing basis, as well as house outstanding work to highlight their expression of doing good for future employment opportunities.

Standard 2: Program and Services

“So we tell others about Christ, warning everyone and teaching everyone with all the wisdom God has given us. We want to present them to God, perfect in their relationship to Christ.” Colossians 1:28 (New Living Translation)

In Standard 1, the program objectives are aligned with the MACU Ends Objectives to demonstrate the continuity between MACU’s mission and Ends Objectives policy and the MBA Program’s mission, goals, and objectives. The MBA Program Goals and corresponding Objectives are first focused on achieving academic excellence as set forth by quality indicators provided by The Accreditation Council for Business Schools and Programs (ACBSP) and The MBA Research and Curriculum Center (MBA R&CC). The ACBSP standards provide the primary guide for the development of the MBA Program Goals and the MBA R&CC standards shape the Objectives.

The Accreditation Council for Business Schools and Programs (ACBSP)

The alignment of the MBA Program goal and objectives with ACBSP standards fulfill one of the MACU School of Business Leadership (SBL) WIGS. One of the SBL WIGS is to meet standards for ACBSP accreditation by 2025-2026. The value of accreditation by ACBSP is that it represents meeting a standard of excellence in business education through continuous improvement. ACBSP accreditation represents a Business School Program of Study with dynamic leadership in enhancing learning through partnerships and quality practices, quality education with a focus on global learning, social advancement specifically relating to diversity and inclusion, organizational learning, and an emphasis on continuous improvement (ACBSP, 2021).

The MBA Research and Curriculum Center (MBA R&CC)

The MBA R&CC is a consortium of individuals from more than 28 states, including Oklahoma, Kansas, and Missouri who guide the content of products and services from the MBA R&CC and set forth standards for national MBA programs (Atha, 2022). This organization is centered around providing business and industry engagement in academic learning. The consortium developed [The National Standards for Business Administration](#) based on research within the business community as well as insights from [The MBA Executive Advisory Network](#). These standards are grounded on industry trends and issues, input on skill sets needed, specializations, emerging occupations, and credentials. The MBA R&CC standards are used on a granular level to refine content within the MACU MBA curriculum to assure graduates are prepared for executive leadership in the marketplace.

2.1 MBA Program Services and Goals

1. **Goal 1:** The MACU MBA Program offers industry-validated, research-based curriculum that delivers foundational knowledge and competencies necessary for executive leadership in the marketplace.

Objectives:

- a. Develop a robust program of study based on ACBSP and MBA R&CC standards (See [MBA Curriculum Standards Matrix](#)).
 - b. Design assignments based on real-world concepts that require students to actively engage their business community (e.g., [MGMT6423 syllabus](#)).
 - c. Incorporate projects that develop competencies needed at the management and executive leadership levels (e.g., [MGMT6443 syllabus](#)).
 - d. Create global awareness through a program of study with an international focus on business trends, issues, and ethics (See [SBL MBA Curriculum Map](#)).
2. **Goal 2:** MACU MBA students encounter God throughout their matriculation in the MBA Program of Study.

Objectives:

- a. Produce assignments that require the development of spiritual formation (e.g., [MGMT5113 syllabus](#)).
 - b. Provide weekly devotionals and messaging in each course so that students understand and internalize the redemptive love of Christ.
 - c. Apply scriptures to business concepts and ethics in weekly assignments and discussions (e.g., [MGMT6433 syllabus](#)).
 - d. Construct space for community and prayer.
3. **Goal 3:** Students experience the MACU remarkable culture.

Objectives:

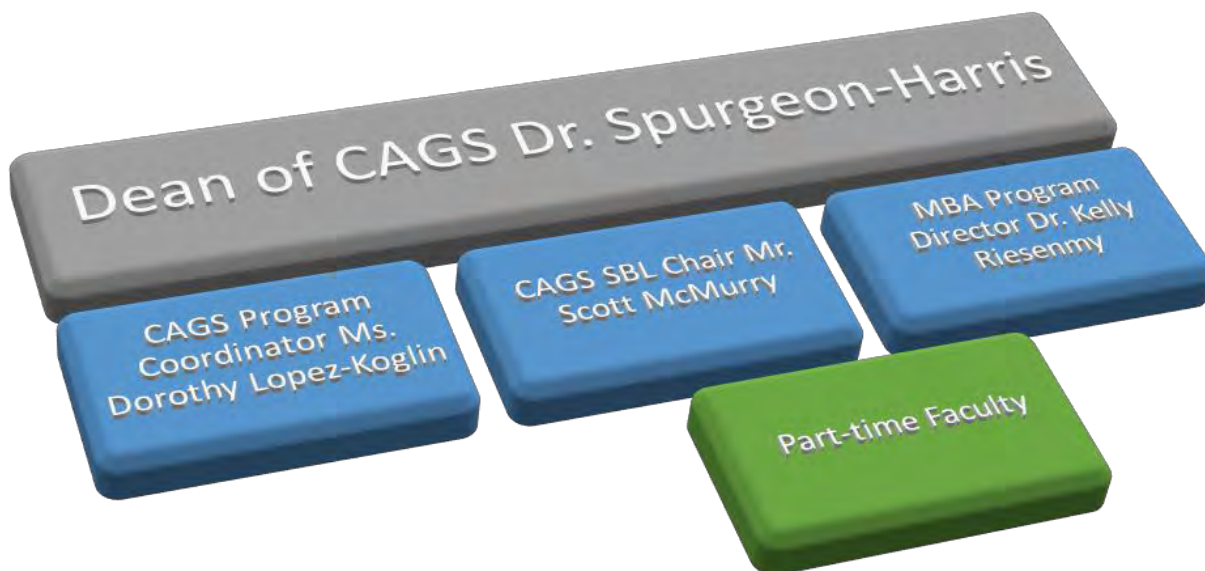
- a. Demonstrate care and regard for students by actively seeking out ways to help students resolve problems (People).
- b. Prepare courses on time with engaged instructors (People).
- c. Pray with students (People).
- d. Practice actively listening to concerns of students and part-time faculty (Communication).
- e. Provide numerous networks of communication with students by actively using Watermark/Aviso, email communications, D2L community forum, phone calls, and Video chat, (Communication).
- f. Develop ongoing improvements to bring efficiency and effectiveness to students' academic needs (Adaptability).
- g. Collaborate with any MACU stakeholder needed to resolve student concerns (Adaptability).
- h. MBA Program Director, faculty, and staff take responsibility for her/his role in the student experience (Accountability).
- i. MBA Program Director, faculty, and staff are responsive to feedback and coaching (Accountability).
- j. Model God's forgiveness towards others (Integrity).

- k. Consider the students' time, resources, and responsibilities as we work to help them achieve academic success (Integrity).
- l. Explain and teach the truth in love (Integrity).

MACU is a leader in distance learning, and we are committed to continuing our heritage of cutting-edge innovative learning through technology. Prospects to our curriculum include virtual reality integrations, immersive simulations, and AI-enabled learning experiences. We are equally committed to enhancing human experience from a distance. With intentionality, human connection can be powerful through online experience. The apostle Peter makes it clear that our experience with the Lord and each other transcends time and space. In 1 Peter 1:8-9 he said *“Though you have not seen Him, you love Him. Though you do not now see Him, you believe in Him and rejoice with joy that is inexpressible and filled with glory, obtaining the outcome of your faith, the salvation of your souls.”* (ESV).

In carrying out these goals and objectives, the MBA Program Director routinely evaluates the continuity of deliverables from instructors. Another valuable metric for continuous improvement is student learning outcomes (SLOs). SLOs are considered a target of both the longitudinal success of the program objectives as well as individual success for each student matriculating through coursework. Standard 3 will describe this process in detail.

2.2 Program Design, Structure, and Framework



The MACU College of Adult and Graduate Studies has a hierarchical structure in the tradition of the bureaucratic academy; however, MACU operates most similarly to a matrix organization.

Various departments easily collaborate and work together to meet student needs without the constraints of the bureaucratic process. However, the well-defined operations and processes of committees and institutional bodies such as the Faculty Affairs Committee and University Senate assure quality of performance and compliance with policies and regulations.

The MBA Program Director operates under the direction of the Dean of the College of Adult and Graduate Studies (CAGS). The Dean provides oversight for program development, new program decisions, and faculty performance. The CAGS Program Coordinator provides oversight of faculty scheduling, faculty credentialing, textbooks, part-time faculty contracts, third-party platform relationships, and numerous details that support the MBA Program. The CAGS SBL Chair provides guidance to the MBA Program Director relating to student and part-time faculty issues, oversight of new program offerings, and designation of key WIGS, POs, and SLOs.

The MBA Program Director is responsible for monitoring, coaching, and supporting part-time faculty, and identifying new part-time faculty. The MBA Program Director is responsible for continual improvement of course contents through identifying key subject matter experts for course revisions and ongoing improvements through novel approaches to online learning. To increase student enrollment, the MBA Program Director is active in enrollment strategies by developing promotional content and updating enrollment counselors about new offerings. Ongoing and regular interactions between students and the MBA Program Director occurs through announcements in Watermark and D2L and emails about relevant MBA Program updates and changes, internal offerings such as Chapel and MACU Leadership Connection webinars, and external offerings such as McGraw Hill student seminars.

MBA Program Policies and Procedures

The MBA Program Review provides a template for work processes. The policies and procedures central to the MBA Program are 1) Part-time Faculty Contracts and Performance; 2) Collaborations Across MACU; and 3) Curriculum Development.

Part-time Faculty Contracts and Performance

The MBA course scheduling sheet is housed on the [SBL Dashboard](#) under the supervision of the CAGS Program Coordinator. The CAGS Program Coordinator schedules and makes [course contract](#) offers to MBA part-time faculty. The part-time faculty are responsible for setting up the course in D2L. The MBA Program Director monitors the courses informally by opening and reviewing the courses on an ongoing basis. The MBA Program Director conducts a formal review of the course engagement and faculty contribution and instruction using the Faculty Monitoring Sheet (See [Sample Faculty Course Audit](#)). As noted on the monitoring sheet, faculty who fall below a score of 16 on the audit are required to meet with the Program Director for coaching before the next course is offered. Coaching is usually a video chat (Program Director is remote, as are many part-time faculty) to discuss tips to enhance engagement with students and improve faculty performance. Also, inquiries are made

regarding personal issues in the faculty member’s life or other constraints that may account for not fulfilling the Instruction Agreement expectations.

Part-time faculty are kept apprised of updates and changes to policies and procedures at MACU. The most frequently used form of communication is email. Most recently, the [President’s Ends Policy](#) and [MACU Bylaws Amendment](#) were disseminated to part-time faculty On January 28, 2023. Part-time faculty are responsive and communicate well through email, phone call, and video chat.

Collaborations Across MACU

In order to assure quality and continuity of products and deliverables to students, the MBA Program Director works closely with Co-Curricular Services to achieve the MBA Program Goals and Objectives. The table below illustrates the valuable and essential roles the Co-Curricular Services routinely play in bringing success to our students and ultimately the MBA Program. The table is not inclusive of all the services that support the MBA Program but those where collaboration occurs on a regular basis.

Co-Curricular Service	Collaboration	Outcomes
Library	<ul style="list-style-type: none"> • Course Resources • Research Pages for each subject in MBA 	<ul style="list-style-type: none"> • Enhance course contents • Refine research process for students to find articles/industry information for assignments. • Provide scholarly and industry peer-reviewed sources to expand students’ fund of knowledge, improve students’ research skills.
Student Services	<ul style="list-style-type: none"> • Monitors and responds/contacts Program Director (PD) about student participation and persistence. • Early Alert and/or other academic issues. 	<ul style="list-style-type: none"> • Administers real time information about student participation across the MBA Program. • Provides contact for students who are unaware of the system in the academy.

		<ul style="list-style-type: none"> • Collaborates with the PD to improve retention and student participation.
Curriculum Services	<ul style="list-style-type: none"> • Course Development • Professional Development • Faculty Support <ul style="list-style-type: none"> ◦ Faculty Roundtable 	<ul style="list-style-type: none"> • Participates with SMEs to bring quality content to courses through expertise in curriculum design and development, editing, course building in D2L. • Provides ongoing improvements for D2L and SLOs measurements. • Administers ongoing professional development to full-time and part-time faculty.
Enrollment	<ul style="list-style-type: none"> • Student Recruitment • Program Promotion 	<ul style="list-style-type: none"> • Discuss offerings about the MBA Program with potential students. • Present robust media to promote the MBA Program.
Registrar	<ul style="list-style-type: none"> • Course Scheduling • Change of Grade 	<ul style="list-style-type: none"> • Construct course sequencing to meet program changes. • Execute changes to student grades for incomplete status.
Student Success	<ul style="list-style-type: none"> • Online Writing Center • Online Tutoring 	<ul style="list-style-type: none"> • Resolve writing deficiencies by providing feedback to students on how to improve grammatical and other writing errors. • Explain concepts or prepare students for assignments when a deficiency is outside the scope of the course instruction.

Institutional Effectiveness	<ul style="list-style-type: none"> • End of Course Evaluations • Student Learning Assessments • Program Outcome Measures 	<ul style="list-style-type: none"> • Provides feedback from students on course content and instruction that are necessary for continuous improvement. • Elucidates longitudinal data on student learning outcomes. • Examines program outcomes to better understand program needs.
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Each of the Co-Curricular Services work together to make MACU's MBA Program one of the best in the Oklahoma area (Journal Record, 2023).

MACU Leadership Connection Webinar Series

The Master of Leadership Program Director invited the MBA Program Director to partner with him to bring students an ongoing webinar series featuring world class leaders as examples for students to model. This offering launched in August 2022. The [MACU Leadership Connection Webinar Series](#) actively collaborates with MACU Marketing to promote the event. The recorded [Leadership Connection Webinar series](#) is located on the MACU website. The recordings are also available on [MACU's Youtube Channel](#). The webinar is live, every third Thursday of the month at noon. Registration is linked to promotional materials disseminated through [social media, other external constituents](#), and [internal constituents](#). Students are advised via Watermark mass message and social media promotional materials are posted in course D2L news announcements.

2.3 Program Documentation

The MBA Program has a variety of work processes that require routine documentation that will be discussed in Standard 3. Relevant to this section, the Program Review will focus on important documents to the MBA Program's presence and value to internal and external stakeholders. Internal and external stakeholders can go to the MACU website for detailed information about the [MBA Program](#). The [MACU Catalog 2022-2023](#) is located on the MACU Portal. The MBA Program sheet is on pages 115-116. The MBA Program Sheet is given

below.

GRADUATE DEGREE PROGRAMS

"Jesus increased in wisdom and stature and in favor with God and Man." Luke 2:52

Business Administration, M.B.A.

Effective: 01/01/2022

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

DEGREE REQUIREMENTS

See the Academic Program Requirements section of this Catalog for additional requirements.

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

Students are required to complete a Business Case Study.

- ACCN 5133 Managerial Accounting
- ECON 5223 Managerial Economics in the Globalized Environment
- FINC 5333 Modern Corporate Finance
- *MGMT 5113 Organizational Behavior
- *MGMT 5323 Human Resource Management
- *MGMT 5413 Legal Environment and Ethics

Additional M.B.A. Course Requirements (18 Hrs.)

- MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
 - *COMM 5103 Advanced Professional Communication and Leadership Practicum
 - MGMT 6313 Management Science/Operations Management
 - MGMT 6423 Strategic Business Management
- Choose six (6) additional hours from the list below to complete a general M.B.A. degree.
- MGMT 6433 Exec. Seminar Series: International Business
 - MGMT 6443 International Business Strategies
 - COMM 5113 Global Marketing and Strategic Networking

Total M.B.A. Required Hours – 36

M.B.A. Optional Emphases

Students may choose to replace the additional degree requirements above with one of the following emphases:

Communication Emphasis (21 Hrs.)

- MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
- MGMT 6313 Management Science/Operations Management
- MGMT 6423 Strategic Business Management
- *COMM 5103 Advanced Professional Communication and Leadership Practicum
- *COMM 5113 Global Marketing and Strategic Networking
- *COMM 5213 Media Methods and Content Creation
- COMM 5233 Graphic Design and Portfolio Management

Total MBA & Communication Emphasis Required Hrs. – 39

****CPA Accounting Emphasis (18 Hrs.)**

The program provides the necessary coursework to meet the educational requirements needed to sit for the Certified Public Accountant (CPA) exam in Oklahoma. See www.ok.gov/oab for a complete list of requirements.

***Required Prerequisites for students who do not have a bachelor's degree in Accounting: ACCN 3913 Intermediate Accounting II (If student has not completed ACCN 3913 Intermediate Accounting II, there may be additional prerequisite courses that must be taken prior to enrollment in course); ACCN 3933 Income Tax Accounting I; ACCN 4443 Advanced Financial Accounting OR Equivalent; and ACCN 4633 Auditing.*

- ACCN 5153 Advanced Accounting Information Systems
 - ACCN 5163 Business Taxation
 - ACCN 5173 Advanced Auditing
 - ACCN 6113 Advanced Theories of Financial Accounting
- Choose six (6) additional hours from the list below to complete a general M.B.A. & CPA Accounting Emphasis.
- ACCN 5143 Advanced Cost Accounting
 - ACCN 6213 CPA Exam Preparation I
 - ACCN 6223 CPA Exam Preparation II

Total MBA & CPA Accounting Emphasis Required Hrs. – 36

Healthcare Management Emphasis (24 Hrs.)

- MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
- *COMM 5103 Advanced Professional Communication and Leadership Practicum
- MGMT 6313 Management Science/Operations Management
- MGMT 6423 Strategic Business Management
- HC 5213 Healthcare Management
- HC 5223 Healthcare Legal Environment
- HC 5233 Healthcare Finance
- HC 5243 Healthcare Information Systems

Total MBA & Healthcare Management Emphasis Required Hrs. – 42

Master of Business Administration Emphasis Options Continue on the next page...

Master of Business Administration Emphasis Options Continued**Human Resource Management Emphasis (27 Hrs.)**

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
 *COMM 5103 Advanced Professional Communication and Leadership Practicum
 MGMT 6313 Management Science/Operations Management
 MGMT 6423 Strategic Business Management
 HR 5213 Compensation and Benefit
 HR 5223 Human Resource Development
 HR 5233 Recruiting and Selection
 HR 5243 Labor Law and Employee Relations
 HR 6213 Knowledge for Professional Certification

Total MBA & Human Resource Mgmt. Emph. Required Hrs. – 45**International Business Emphasis (24 Hrs.)**

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
 *COMM 5103 Advanced Professional Communication and Leadership Practicum
 MGMT 6313 Management Science/Operations Management
 MGMT 6423 Strategic Business Management
 ECON 5233 International Economics
 MGMT 6403 International Business Law
 MGMT 6443 International Business Strategies
 COMM 5113 Global Marketing and Strategic Networking

Total MBA & Int'l. Business Emphasis Required Hrs. – 42**Management Accounting Emphasis (24 Hrs.)**

MGMT 5233 Marketing Analysis and Strategy, Sales and Consumer Behavior
 *COMM 5103 Advanced Professional Communication and Leadership Practicum
 MGMT 6313 Management Science/Operations Management
 MGMT 6423 Strategic Business Management
 ACCN 5143 Advanced Cost Accounting (*Prerequisite ACCN 3913. If student has not completed Intermediate Accounting II, there may be additional prerequisite courses that must be taken prior to enrollment in course*)
 ACCN 5153 Advanced Accounting Information Systems
 ACCN 5163 Business Taxation
 ACCN 5173 Advanced Auditing

Total MBA & Mgmt. Accounting Emphasis Required Hrs. – 42

**These courses are approved to take as dual credit or electives for students approved for a 4+1 Accelerated Program plan of study. Students should apply for the 4+1 Accelerated Program during their junior year of their bachelor's degree.*

MBA Curriculum Reviews

The continuous quality improvement (CQI) plan for the MBA curriculum runs on a three-year cycle. Textbooks that are three years or older are updated to a new edition of the textbook (if not sooner than 3 years) or a new textbook that is current is chosen to replace the old content. The [MBA Course Revision Sheet](#) was established as a CQI Check Sheet for ongoing review of course revisions, subject matter experts used in the revision, SLO rubrics added, embedded rubrics added, timeline for revision, associated certificate programs, and date for next update needed. The curriculum for each emphasis area in the MBA is part of the review process with the exception of the Communications emphasis which falls under the direction of CAGS School of Arts and Sciences (ASAS).

[Curriculum Revisions Completed during 2020-2023.](#)

The sheet below shows new course development completed under the direction of ASAS Department Chair, course update for MBA Accounting course completed by the Accounting Program Director, and MBA Healthcare Management (HCM) courses completed under the direction of the HCM Program Director. The white areas represent the course revisions, updates, rewrites, and development completed under the direction of the MBA Program Director.

School	Course Number	Course Name	Subject Matter Expert (SME) Name	Due To Instructional Designer	Course Start Date	Course Length	Work Description	Status: Instructional Designer	Status: Course Builder
ASBL	ACCN 5163	Business Taxation	Vicki Splawn	6/30/2020	8/11/2020	6	Update	Drop From List	
ASBL	ACCN 5163	Business Taxation	Vicki Splawn	6/30/2020	8/11/2020	6	Update	Drop From List	
ASAS	COMM 5103	Advanced Professional Communication and Leadership Practicu	Garret Castleberry, Kristopher Cop	12/21/2021	2/15/2022	6	Development	Project Closed	Build Complete
ASBL	COMM 5113	Global Marketing and Strategic Networking	Garret Castleberry with Kristopher	4/5/2022	5/17/2022	6	Development	Project Closed	Build Complete
ASBL	COMM 5213	Media Methods and Content Creation	Garret Castleberry with Kristopher	7/4/2022	8/15/2022	6	Development	Project Closed	Build Complete
ASAS	COMM 5233	Graphic Design and Portfolio Management	Garret Castleberry, Kristopher Cop	1/10/2023	2/21/2023	6	Development	New	
ASBL	ECON 5223	Managerial Economics in Globalized Environment	Annette Gunter	8/16/2022	9/27/2022	6	Rewrite	Project Closed	Build Complete
ASBL	ECON 5233	International Economics	Jack McCaffery	8/16/2022	9/27/2022	6	Update	Project Closed	Build Complete
ASBL	HC 5213	Health Care Management	Kelly Riesenmy	3/30/2021	5/11/2021	6	Rewrite	Drop From List	
ASBL	HC 5223	Health Care Legal Environment	Adam Krejci	5/16/2023	6/27/2023	6	Rewrite	In Progress	
ASBL	HC 5233	Healthcare Finance	Shelly Carbajal	5/16/2023	4/5/2022	6	Rewrite	Project Closed	Build Complete
ASBL	HC 5243	Healthcare Information Systems	Kelly Riesenmy	6/29/2021	8/10/2021	6	Rewrite	Project Closed	Build Complete
ASBL	MGMT 5113	Organizational Behavior	Kelly Riesenmy	2/22/2022	4/5/2022	6	Rewrite	Project Closed	Build Complete
ASBL	MGMT 5233	Marketing Analysis and Strategy, Sales and Consumer Behavior	Annette Gunter	5/24/2022	7/5/2022	6	Rewrite	Project Closed	Build Complete
ASBL	MGMT 5353	Organizational Professional Communication	Kelly Riesenmy	5/24/2022	7/5/2022	6	Rewrite	Drop From List	
ASBL	MGMT 5413	Legal Environment	Kelly Riesenmy	4/25/2023	05/16/2023	6	Rewrite	In Progress	
ASBL	MGMT 6403	International Business Law	Steve Sloan	6/30/2020	8/11/2020	6	Update	Project Closed	Build Complete
ASBL	MGMT 6423	Strategic Management	Shirley Roddy, PhD	8/15/2023	9/26/2023	6	Rewrite	New	
ASBL	MGMT 6433	Executive Seminar Series: International Business	Kelly Riesenmy	7/5/2022	8/16/2022	6	Update	Project Closed	Build Complete
ASBL	MGMT 6453	Strategic Management II (name may change)	Shirley Roddy, PhD, MHR	5/16/2023	6/27/2023	6	Development	New	
Area of Responsibility for Revision									
ASBL-CP	Vicki Splawn								
ASA	Garrett Castleberry								
ASBL-H	Danielle Philipson								

Information courtesy of Scott Hahn, Curriculum Services

MACU Faculty Senate Decisions

The CAGS ASAS partnered with the CAGS SBL MBA Program to develop this new emphasis offering to students in the MBA Program. The Proposal for the New Communications Emphasis in the MBA successfully passed through [CAGS Faculty](#) and [University Senate in January 2022](#).

The MBA Program recently revised and improved the Capstone MBA course, MGMT6423 Business Strategic Management. The Capstone course was described in Standard 1. It is a business simulation 3rd party platform designed for a 16-week traditional semester. In the context of a 6-week accelerated program of study, this course can be effective, but it is not leveraging the full experience. After a root cause analysis, it was determined that to improve the student experience, leverage the platform more fully, and gain an opportunity for national and international visibility and competition the course should be offered over two terms. A [proposal to change](#) ECON5223 Managerial Economics in a Globalized Environment from the core requirement to an elective; and add a new core course MGMT6453 Business Strategic Management II was approved by CAGS Faculty in February 2023. The [University Senate](#) approved the Curriculum Revision for MGMT6453 effective April 4, 2023.

Standard 3: Student Learning, Development, and Success

*“Commit your work to the LORD, and your plans will be established.”
Proverbs 16:3 (ESV)*

The [MBA Curriculum Map 2022-2023](#) provides the six MBA Program outcomes (POs) and corresponding student learning outcomes (SLOs) for core and emphasis courses. Our POs drive how we develop and write course content. Meticulous care is given to aligning course outcomes with POs. Course assignments are carefully constructed to provide valid estimates of the SLOs. The SLOs rubrics data are gathered from courses for a holistic measure of student learning on specific SLOs indices. In specific instances, SLOs are tied to featured assignments to better understand student learning outcomes on required POs. For example, PO4 is “Graduates will demonstrate knowledge and skills of research, problem solving, and decision-making with appropriate written and oral communication of results and action plans.” The measure obtained from SLO4.1 is based specifically on the student’s ability to “make a professional and effective presentation to a group, utilizing presentation technologies such as PowerPoint, Prezi, Google Presentations, Keynote or other widely-used presentation tools.” whereas SLO4.2 provides an assessment of the student to “demonstrate the ability to distinguish between quantitative and qualitative measurements and to determine the value of each for testing and structuring business models.”

3.1 Program Curriculum Map

MBA Program Outcomes (POs)

The MBA POs were developed using The Danielson model of training as reported in the [2018 MBA Program Review](#). Three teaching domains were used to categorize outcomes based on Knowledge, Skills, and Disposition. All six POs meet one or more of the four Ends Policies. The table below provides a description of the POs and corresponding domains for teaching.

PO	Description	*Danielson Framework for Teaching Domain
1	Graduates will demonstrate the ability to integrate knowledge of business theory and practice in the design of viable business models, and to assess legal, competitive, financial, and technological challenges or opportunities for that model.	Knowledge Skill

2	Graduates will demonstrate the ability to analyze personal and corporate values utilizing the framework of a Christian worldview.	Knowledge Disposition
3	Graduates will assess, articulate, and demonstrate the function and value of interpersonal skills in organizational settings involving groups and teams.	Skill Disposition
4	Graduates will demonstrate knowledge and skills of research, problem solving, and decision-making with appropriate written and oral communication of results and action plans.	Knowledge Skill
5	Graduates will demonstrate awareness of international business trends, and assess their impact on traditional business practices in the United States.	Knowledge Disposition
6	Graduates will demonstrate the ability to integrate knowledge of global business strategies when evaluating the marketing, communications, and planning needs of a business.	Knowledge Skill Disposition

*Taken from 2018 MBA Program Review. *[The Danielson Group](#)*

3.2 Assessment of Student Learning and Development

Student learning outcomes (SLOs)

The SLO is a granular assessment of the POs. SLOs are measured with an embedded rubric in selected courses as representative of the Danielson domains of interest (see above) and the [ACBSP standards](#) in courses across the MBA Program. Detailed instructions are given to instructors on how to assess students on criteria in the SLO rubric. See the [MGMT5113 SLO Assessment Rubric](#) as an example. This data is obtained and stored in the D2L gradebook and datahub.

An area of improvement was submitted to the WIBGI email to develop reports directly from this data source in D2L for SLOs. Currently, the MBA Program Director collects and adds each SLOs from selected courses in the MBA Program by hand to tally totals for each SLO. This information is placed in an [excel spreadsheet for counting](#) for the quarterly SLO Measurement Reports deposited with Institutional Effectiveness Services. Efforts are underway to improve SLO data collection methods by leveraging existing technology within D2L. Curriculum Services have been diligently adding SLO rubrics into courses to prepare a pathway for this end. Below is a description of each SLO that is assessed in the MBA curriculum.

SLO	Description
1.1	The student will use measurable indices and ratios to identify and emphasize challenges and opportunities and to effectively design business processes based on that knowledge.
1.2	The student will identify and analyze internal and external environmental variables that affect a firm's competitive advantage.
2.1	The student will engage in discussion about business cases to identify ethical issues and challenges.
2.2	The student will demonstrate the ability to address managerial problems through ethical and legal analysis.
3.1	The student will collaborate with other students to apply teamwork principles on group projects.

3.2	The student will work in designated or ad hoc work groups to review, discuss, analyze and present solutions based on case studies or source materials.
4.1	The student will be able to make a professional and effective presentation to a group, utilizing presentation technologies such as PowerPoint, Prezi, Google Presentations, Keynote or other widely-used presentation tools.
4.2	The student will demonstrate the ability to distinguish between quantitative and qualitative measurements and to determine the value of each for testing and structuring business models.
5.1	The student will demonstrate an awareness of international perspectives and global challenges in written assignments.
5.2	The student will evaluate competitive forces, with the goal of developing and implementing appropriate strategies to compete effectively in the marketplace.
6.1	The student will discover how environmental factors and the global business environment affect strategic management decisions.
6.2	The student will analyze and apply eCommerce in international marketing strategies, including the use of social networks and methods of communication and commerce.

The SLOs are one measure of the quality of instruction in the MBA Program. In reviewing the SLOs collected quarterly, attention is given to consistently low SLOs. Course assignments are reviewed for quality of written assignment instructions, faculty performance in instruction, and other factors that could affect a group of students consistently not meeting the expected learning outcomes. Additionally, if a single student consistently falls below a 3, there are concerns about the student's success in performing and the need to remediate. These metrics play a vital role in continuous quality improvement for the curriculum and instruction in the MBA Program.

As an example of how SLOs are reviewed, the January 2023 Learning Report for POs 1-6 demonstrated that outcomes were met. The spread of the results for unacceptable to exceed expectations were as would be expected for graduate level work. The majority of students for all POs/SLOs fell into the range of Meets Expectations to Exceeds Expectations. Students who fell into the categories of Unacceptable to Unmet represent less than 0.00% to 0.1% for the lowest of the POs/SLOs.

End of Course (EOC) Surveys

The [End of Course \(EOC\) surveys](#) are used to gain feedback from students on the quality of instruction and course contents after taking the course. The EOC surveys are a data source for root cause analysis for curriculum changes. Below is an example of the January Course Report that reflects a summary of the review of the quarterly EOC surveys. This process is repeated each quarter.

For example, January 2023 Course Report data included: Q1: avg = 3.7; Q2: avg = 2.6; Q3: avg=3.6; Q4: avg=3.5; Q5 avg=3.5; Q6: avg=3.5; Q7: avg=3.5; Q8: avg=3.4; Q9: avg=3.4; Q10: avg=3.3; Q11: avg=3.5

All qualitative comments about instructors were positive. The following are examples of comments from the EOC surveys: "The instructor was conversational in approach, well prepared, and encouraging." "The feedback that was given was constructive. And, I really enjoy all of his classes that I have." "Great instructor! Also, Her instructions are clear. If you follow those instructions, the grade will reflect."

Course reviews on instructor engagement support the EOC survey results. The lowest rated question on the report (avg 3.3) was Q10 relating to appropriate course workload.

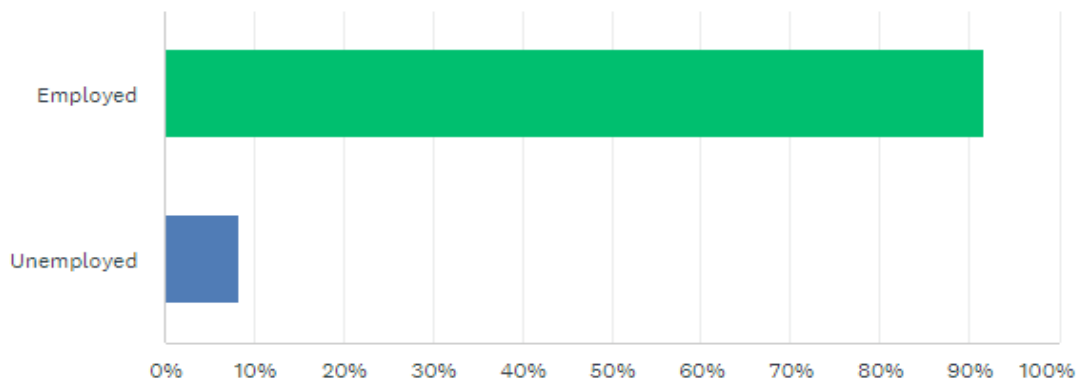
The MBA curriculum is on a continuous quality improvement (CQI) plan to assure courses include current and relevant content, work that adheres to the 45 hours instructional time, and assignments for an MBA portfolio. Moreover, the MBA Program uses the [Check Sheet Method](#) for CQI to monitor and evaluate when course revisions are needed and accomplished.

3.3 Program Contribution to Student Learning, Development, and Success

The success of the MBA student learning and development is evidenced by our alumni! Our MBA alumni represent a widespread of diverse groups of working adults and professionals from across the country. The [2022 MBA Alumni Survey](#) results reveal that our alumni are working in fields of Higher Education, Education, Government, Manufacturing, Healthcare, Supply Chain, and Not for Profit Healthcare Ministry. The following graphs illustrate other descriptive demographic information about our MBA Alumni (graduates from 2017-2022).

Employment Status:

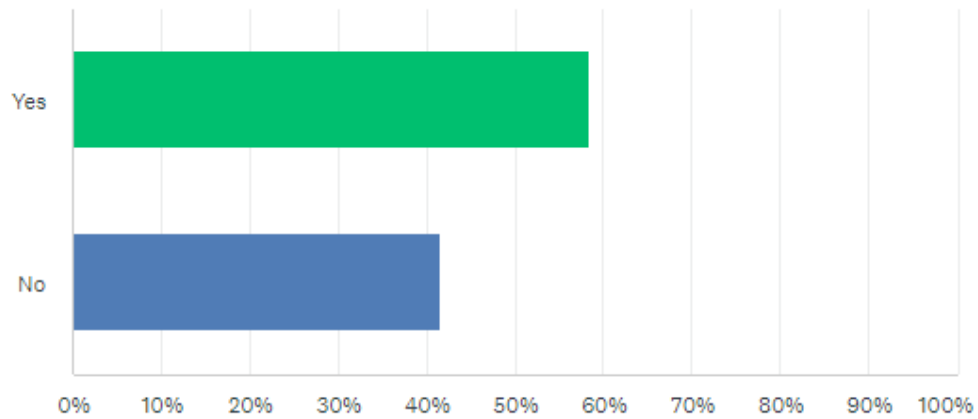
Answered: 12 Skipped: 1



Are you currently in a management or leadership position:

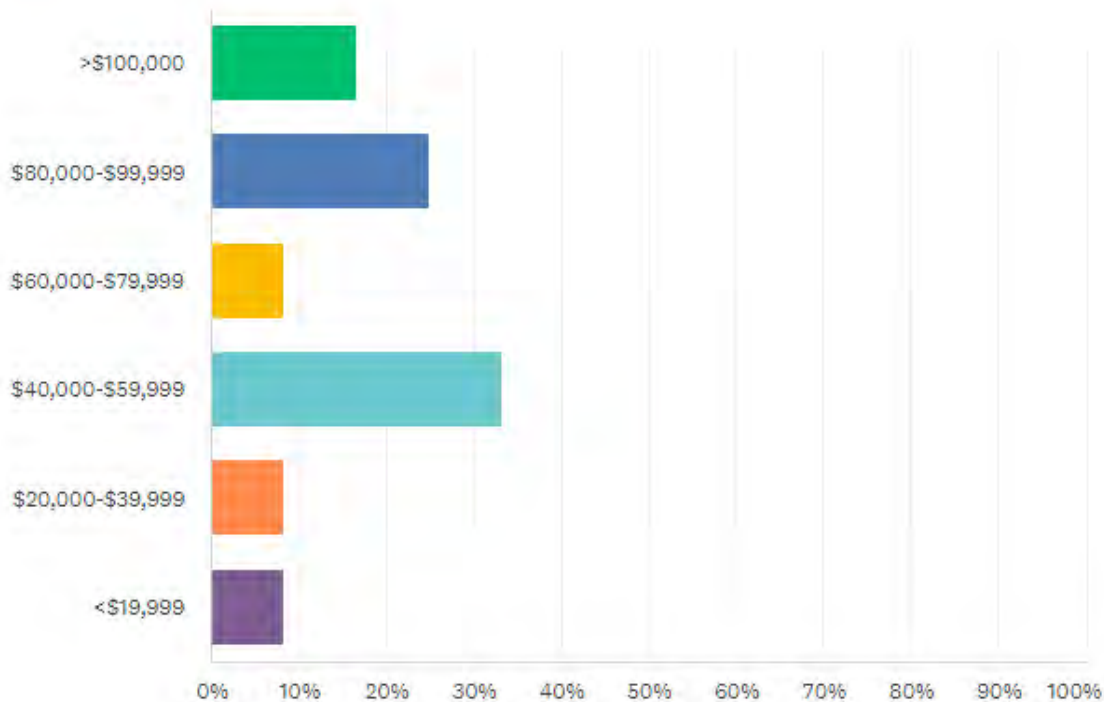
Are you currently in a management or leadership position:

Answered: 12 Skipped: 1



Which of the following best describes your annual income:

Answered: 12 Skipped: 1



Survey development and results courtesy of Ray Dillman and Triston Heron, *Institutional Effectiveness*

Our documentation process is important because it allows us to summarize important reviews and results of the MBA Program assessments. In Standard 4, the assessment process will be delineated and defined. Assessment is part of our continuous quality improvement plan [Plan, Do, Study, Act (PDSA)] and one of the central roles of the MBA Program Director.

Standard 4: Assessment

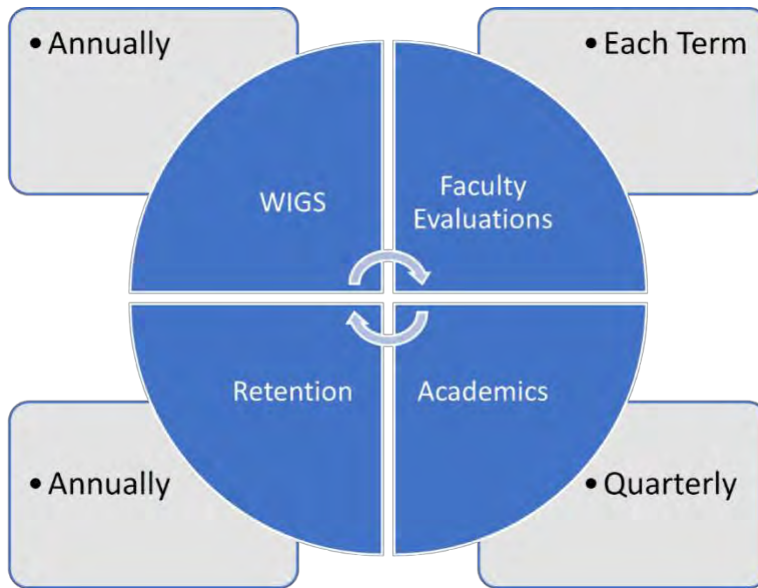
“For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it? Otherwise, when he has laid a foundation and is not able to finish, all who see it begin to mock him, saying, ‘This man began to build and was not able to finish.’ Luke 14:29-30 (ESV)

Assessment tells us about the strength of our foundation. Just as Jesus tells us to evaluate what it takes to be His disciple; we must do the same as we consider what it takes to build an effective MBA Program. The MBA Program Director uses all the assessment tools available for evaluating the program needs, performance of faculty and assignments to produce desired outcomes, and efforts to retain students. As course revisions occur and assignments are aligned with SLOs, rubrics are developed to assess student learning goals. Assignments are continually revised to match current trends and new knowledge in the field of business. As desired student outcomes and new course contents are updated, it is vital to ensure part-time faculty are teaching to this level. The EOC surveys play an important role to this end as well as the Faculty Evaluations.

A new initiative has begun in Curriculum Services to better align SLOs to specific course contents for a more accurate measure of learning and program outcomes. As reviewed in Standard 3, our culture of assessment is an ongoing process of reviewing courses each term through Faculty Evaluations, quarterly Academic Reports, and annually through the Retention report. Another review is carried out by the MBA Program Director annually as part of her Performance Review process. The Program Review process adds yet another layer of providing documented measures of student learning and other activities to achieve the MBA Mission and MACU Ends Policy.

4.1 Establishing a Culture of Assessment

The following chart displays the Assessment Cycle in the MBA Program.



WIGS 2020-2021

The School of Business Leadership Chairs (CAGS & CAS) report on the WIGS.

Each program director is actively involved in the planning and implementation of the WIGS. The implementation of the 2022-2023 WIGS #1 is described in detail in the alignment of Standards. Efforts toward 2022-2023 WIGS#2 are actionable through finding guest speakers for the [MACU Leadership Connection Webinar series](#). Promoting, connecting, and interacting with community leaders and influencers serves to bring greater awareness about MACU to the community and show these same constituents what is happening at MACU. The MBA Program is a central piece to 2022-2023 WIGS#3 by finding ways to promote and build a DBA Program at MACU. Research to this end is available to view at [DBA Course Development Research/Integration of MBA to DBA](#) (See Kelly tab). See [DBA Shared Drive](#) for research and other activities contributed by the MBA Program.



W.I.G. #2

By May 31, 2021, SBL will support the Operational Values of Accountability and Adaptability by achieving a 2% increase in retention rates, as measured by current student enrollment reported monthly, and annual Bi/Analytic portal data.

W.I.G. #1

By May 31, 2021, SBL will support Operational Values of People and Communication by increasing student awareness of Program Directors and Chairs by a minimum of 5%, as measured by positive responses to Question 4-1 of the Student Satisfaction Inventory; "I know the Chair and/or Program Director of my school."

How were results used to make improvements?	Percentage Achieved
<p>Although student awareness improved, we have elected to remove required newsletters as part of our engagement strategy, and move to a web platform model. The reason for this is that statistics showed us that fewer than 10% of the newsletters were being opened, and average read times were very low.</p> <p>For both WIGs, (and for WIGS generally in the 4DX strategic planning model) the continuing challenge is to understand how our inputs are related to outcomes. Although we are careful to select lead measures that we can control and measure, we realize that many of the important inputs to fundamental outcomes like retention and engagement are beyond our control. We only control <i>some</i> of the inputs, but that doesn't mean we shouldn't do everything we can to influence those positively on the assumption that the desired outcomes are too important to ignore in favor of more tightly correlated, but less important, outcomes.</p>	<p>79%</p> <p>Increase of .15 vs goal increase of .19</p>
How were results used to make improvements	Percentage Achieved
<p>Although results in undergraduate programs were encouraging, the results of this WIG have demonstrated that our grad students may be encountering more challenging circumstances that impact the older/professional population disproportionately. We are currently discussing how we can use the proposed SBL website to create a community of support for grad students, particularly.</p>	<p>75%</p> <p>Since our best performance was in CAS, which is historically the most challenged population for retention, and grad programs have both fewer students and less potential to improve, we think that good performance in CAS and CAGS retention improvements partially offsets the decrease in grad school.</p>

	
SPU WIG #1 (From X to Y by When)	SPU WIG #2 (From X to Y by When)
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.	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.

Summary of Evaluation Results	How were results used to make improvements?	Percentage Achieved
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%.	Several initiatives moved forward on a degree-by-degree basis to create forums for networking, most notably in the ML degree. We realized that it would not be possible in the short term to have a combined event without greater institutional support, so adopted an alternate strategy to leverage a LinkedIn #macusbl group to create a content base and connection points.	195%
Summary of Evaluation Results	How were results used to make improvements	Percentage Achieved
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%.	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.	195%

WIGS 2022-2023

Within five years, receive ACBSP Accreditation for SBL https://drive.google.com/drive/folders/0AI_PhPI-SWUWUk9PVA	CAS & CAGS Chairs and Program Directors	TBD	TBD	TBD
Within five years, establish the connections needed to endow SBL https://drive.google.com/drive/folders/0AOvE1TcdhyXxUk9PVA	CAS & CAGS	TBD	TBD	TBD

	Chairs and Program Directors			
Within five years, it becomes the home to the first doctoral program offered at MACU. https://drive.google.com/drive/folders/0A17AMag7xGgMUk9PVA	CAS & CAGS Chairs and Program Directors			
Note: Since the long-term planning sheet has no facilities for recording incremental meetings and activities to further the strategic goals, we have created a shared folder for each of these goals, accessible at links above. Within each folder, individual dated contributions and a schedule of meetings document activity.				

Faculty Evaluations

The [MBA Program EOC Survey Results 2020-2023](#) provide quantitative and qualitative data from student feedback on instructor performance. These are reviewed each term by the MBA Program Director. Students are encouraged in the 5th week of each course to complete the End of Course Survey as part of the MBA Program Continuous Improvement Plan. The instructor and Program Director receive the EOCs for review. EOC information along with Faculty Audits are used to evaluate issues reported from students about instructors. This assessment data is used to resolve course and faculty issues.

Academic Reports

Learning Reports

This assessment process is used to determine if assignments and instruction are meeting the requirements for program and student learning outcomes objectives. Below is a sample of these reports.

January 7, 2022 Fall 2021 Report

- Spreadsheet for <https://docs.google.com/spreadsheets/d/1uTCnw797LddUovo7RQZ9C1-ztgIU92MnOdRMBu3Jf5U/edit?usp=sharing>. The following courses were assessed: MGMT5413 05W1 21SS, MKTG5113 05W1 21SS; MKTG5113 11W1 21FS; MGMT6423 09W1 21FF; ACCN5133 08W1 21FF; ACCN5133 08W1 21FF; MGMT5353 08W1 21FS
- SLO Report: https://macu.az1.qualtrics.com/jfe/form/SV_ah2jBM6dILsOoke

PO 1.1 (Met requirement):The student will use measurable indices and ratios to identify and emphasize challenges and opportunities and to effectively design business process based on that knowledge.

PO 1.2 (MET): The student will identify and analyze internal and external environmental variables that affect a firm's competitive advantage.

PO 2.1 (MET):The student will engage in discussion about business cases to identify ethical issues and challenges.

PO2.2 (MET):The student will demonstrate the ability to address managerial problems through ethical and legal analysis.

PO 3.1 (MET):The student will collaborate with other students to apply teamwork principles on group projects.

PO 3.2 (MET): Students will work in designated or ad hoc work groups to review, discuss, analyze and present solutions based on case studies or source materials.

PO 4.1 (MET):The student will be able to make a professional and effective presentation to a group, utilizing presentation technologies such as PowerPoint, Prezi, Google Presentations, Keynote or other widely-used presentation tools.

PO 4.2 (MET): Students will demonstrate the ability to distinguish between quantitative and qualitative measurements and to determine the value of each for testing and structuring business models.

PO 5.1 (MET):Student will demonstrate an awareness of international perspectives and global challenges in written assignments.

PO5.2 (MET):The student will evaluate competitive forces, with the goal of developing and implementing appropriate strategies to compete effectively in the marketplace.

PO6.1 (MET): The student will discover how environmental factors and the global business environment affect strategic management decisions.

PO 6.2 (MET):The student will analyze and apply eCommerce in international marketing strategies, including the use of social networks and methods of communication and commerce.

July 14, 2022 Spring 2022 Report

- Evidence Sheet:
<https://docs.google.com/spreadsheets/d/1onokfcsbonD1zsATv1GvFd2q1wC5HV7S2QxmE5e1KI8/edit?usp=sharing>
- SLO 1.1, 1.2,. 2.1, 2.2, 3.2, 4.1, & 4.2

1.1: Fail = 7; Partially achieved = 2; Achieved = 0; Exemplary = 20; Total = 29

1.2: Fail = 6; Partially achieved = 1; Achieved = 1; Exemplary = 18; Total = 26

2.1: Fail = 9; Partially achieved = 4; Achieved = 7; Exemplary = 19; Total =39

2.2: Fail = 4; Partially achieved = 0; Achieved = 0; Exemplary = 17; Total = 22

3.2: Fail = 0; Partially achieved = 1; Achieved = 1; Exemplary = 5; Total = 7

4.2: Fail = 3; Partially achieve = 1; Achieved = 3; Exemplary = 14; Total = 21

January 6, 2023 Fall 2022 Report

- <https://docs.google.com/spreadsheets/d/1uTCnw797LddUovo7RQZ9C1-ztgIU92MnOdRMBu3Jf5U/edit?usp=sharing>
- MBA PO/SLO Assessment Sheet 2021-2022, see Fall 2022 tab
- MBA POs 1-6

The anticipated results were met. The spread of the results for unacceptable to exceed expectations was as would be expected for graduate-level work. Most students for all POs/SLOs fell into the range of Meets Expectations to Exceeds Expectations. Students who fell into the categories of Unacceptable to Unmet represent less than 0.00% to 0.1% for the lowest of the POs/SLOs.

Course Reports

Data for course reports are extensive. The course report is an overview of how courses are performing on specific items from the End of Course survey. Please see [MBA Program EOC Survey Results 2020-2023](#) for the full three years of data. This table provides a summary of the Course Reports for 4th quarter 2022 and 1st quarter 2023. The EOC during this reporting period revealed no major concerns but student ratings on course contents [1 = failed to achieve, 2 = partially achieved, 3 = achieved, and 4 = exemplary achievement] reveal that students most frequently rate course content achieved to exemplary achievement.

Date	Reporting Period	Term	Results
1/6/2023	FF and FS 2022 End of Course Reports	FA 22	<p>Q1: avg = 3.7; Q2: avg = 2.6; Q3: avg=3.6; Q4: avg=3.5; Q5 avg=3.5; Q6: avg=3.5; Q7: avg=3.5; Q8: avg=3.4; Q9: avg=3.4; Q10: avg=3.3; Q11: avg=3.5</p> <p>All qualitative comments about instructors were positive. For example, the instructor was conversational in approach, well-prepared, and encouraging. The feedback that was given was constructive. And I really enjoy all of the classes that I have. Great instructor! Also, her instructions are clear. If you follow those instructions, the grade will reflect.</p> <p>Course reviews on instructor engagement support the EOC survey results. The lowest rated question on the report (avg 3.3) was Q10 relating to appropriate course workload. The curriculum is on a continuous improvement plan to assure courses include current and relevant content, work that adheres to the 45 hours of instructional time, and assignments for an MBA portfolio.</p>
7/8/2022		SP 22	<p>The MBA Courses are being revised and updated. Questions 9-11 on the Student EoC surveys provide data on CQI. One course in this report was revised in 2022: MGMT5113. Overall, MGMT5113 received 4s on all three questions; one student gave 2s on questions 9 & 10. Other courses in this report have not yet been revised. ECON5223 was revised in July 2022 and will run with the new content in August 2022. ECON5223 received 1s on all three questions. See the spreadsheet in the attached file for details on all the courses during this reporting period.</p>

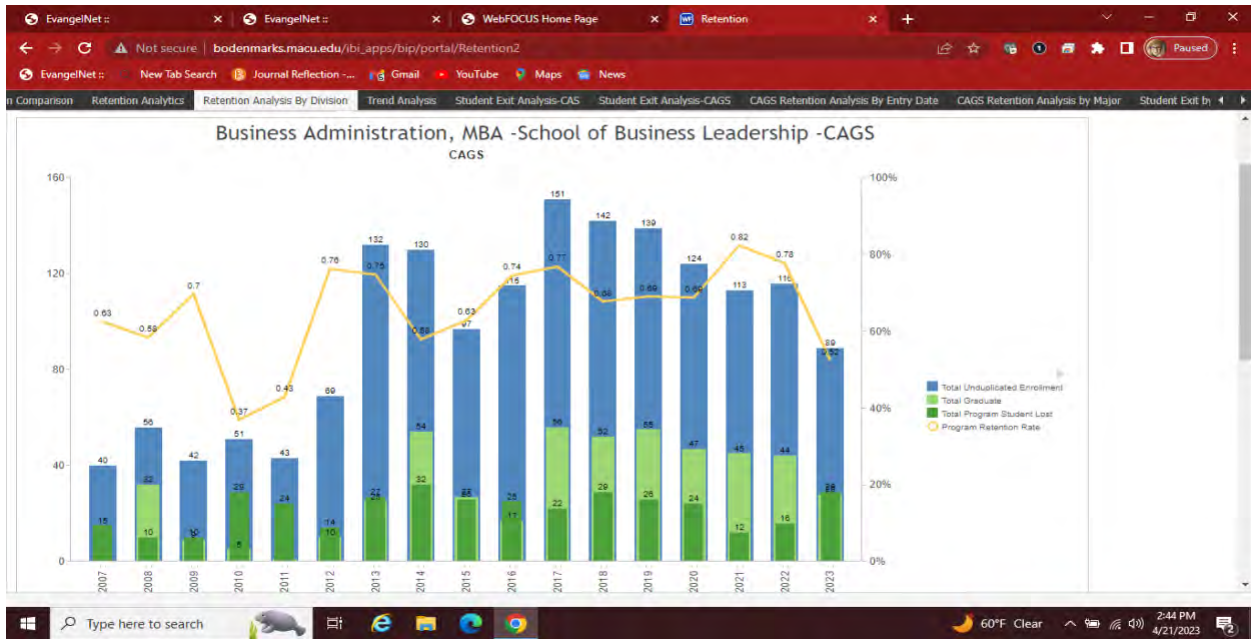
1/11/2022	<p>Student EoC Evaluations for Fall 2021. Student EoC questionnaires were only received for the 11W1 21FS (November courses). No EoC submissions were received in August, September, October, and December.</p> <p>Instructors falling below an overall score of 33 points will be coached on specific areas where Q1-11 fell below 3 points and specifically relating to Q12-15 identified specific concerns. The course audit will be used as source material to coach the instructors on areas to improve.</p>	FA 21	<p>Responses 1/13 students: Shelly Carbajal FINC5233 11W2 21FS Modern Corporate Finance Total Score=44/44 Q1-11; Q12=Very nice, quick response, Q13=not sure; Q14=learning things in excel. Q15=nothing.</p> <p>Responses 1/3 students: Daniel Zimmerman HR5213 11W1 21FS Compensation and Benefits Administration Total Score =44/44 Q1-11; Q12=Communication; Q14=Information</p> <p>Responses 2/14 students: David Lee MGMT5413 11W1 21SF Legal Environment Q1=1,3; Q2=3,2; Q3=4,1; Q4=3,4; Q5=3,2; Q6=2, 3; Q7=3, 3; Q8=2, 1; Q9=2, 2; Q10=3, 3; Q11=3, 2; Q12=Very understanding and willing to help when needed. Will reply to emails and give feedback. Q13=Maybe explain things in more detail at times. Clearly state expectations. Example, for discussions, make it known that each student is responsible for replying to the professor's post AND their three comments. Q14=Did not like this course. Learning the legal side. Q15=I would suggest this course not be a mandatory course. Specify more.</p>
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SLO Measurements

See the [SBL Program Analyses Sheet](#): The data collected on SLO Measures are extensive. Refer to Standard 3.2 for details about the SLO data collection method.

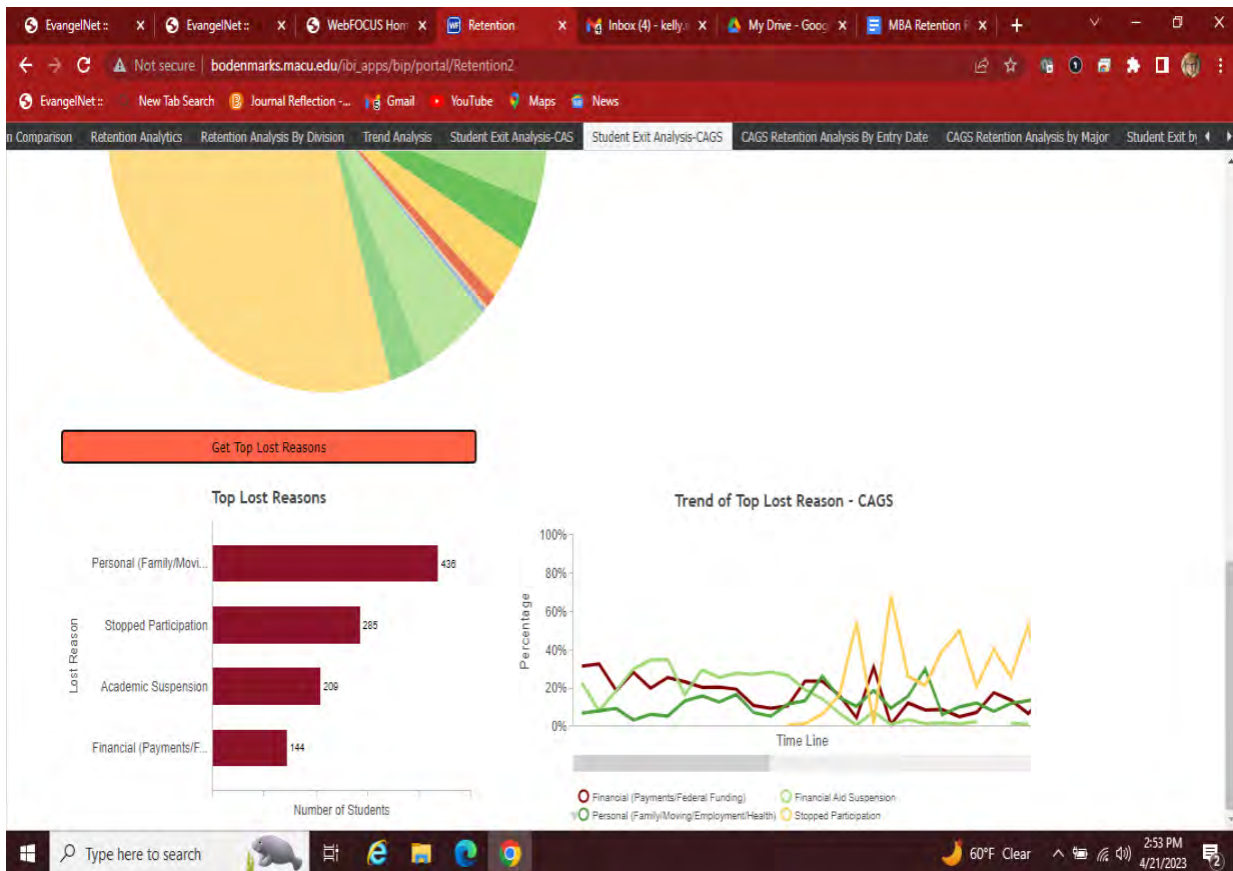
Retention Report

The MBA Program retention has fluctuations in retention rates from 2020-2022, with 2023 in the mid-point for retention data. There was a sharp drop in retention in the fall 2021 with a steep rise in 2022-2023. The following results were taken from Bi/Analytics Retention Rate Dashboard for the following periods:



Bi/Analytics Report

Note comparatives, the MBA Program students exits are included in the following data which indicates the challenges in adult learning where personal and family issues often present a conflict with continuing in a degree program.



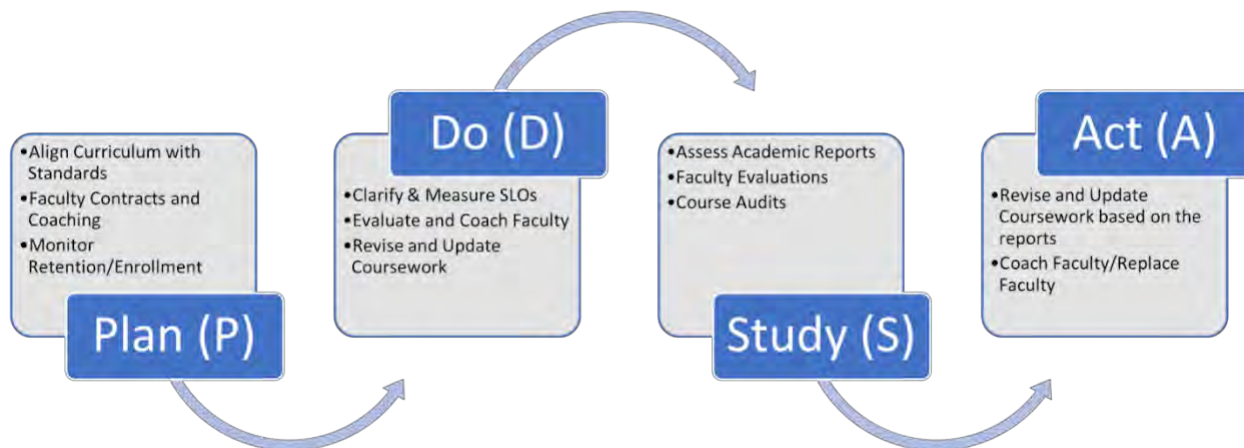
Bi/Analytics Report

WIG Retention Plan	Timeline	Expected Outcomes	Update Report Date	Reporting Period	Actual Results	Evidence
Monitor Courses and Track the SS 2022 Participation spreadsheet weekly. Identify trends for instructor presence, grading feedback, interactions, and if the instructor is working with students as indicated on SS spreadsheet. This action plan is based on SBL 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. Research on student retention suggests that student engagement and tracking student participation are two key approaches to improving student retention. Identifying at risk students through student services participation sheet is a leverage point.	2021-2022	The anticipated result is to retain at risk students in the first 6 months of this action plan. The goal is to improve retention over time. The MBA retention goal is expected to remain 82% January 2022 to May 2022.	1/29/2023	AY 21-22	77.78%	BI/Analytics, Retention Rate Dashboard

Chair's Report

4.2 Assessment Plan and Process

The assessment plan is illustrated in the figure in Standard 4.1 that shows a continual review starting Faculty Evaluations, Academic Reports, and ending annually with a Retention Report The MBA Program follows a PDSA cycle of ongoing and continuous improvement (see below).



The root cause analysis used to identify why so many phone calls and complaints from students about MGMT6423 Strategic Business Management provides a good example of the assessment process.

Note [MBA Program EOC Survey Results 2020-2023](#) comments made about the course in EOC surveys from 2020-2022. In addition, question 11 “The resources provided in the course helped me achieve course objectives.” for MGMT6423 were receiving 1-2, even though instructor ratings were high with glowing remarks about each instructor teaching the course. In fact, consistently Dr. Roddy was referred to as being key to success in the course. Moreover, an in-depth discussion with CAGS Program Coordinator revealed that the 3rd Party Platform code distribution was a chronic problem for students. After interviewing Dr. Roddy, Dorothy Koglin-Lopez (CAGS Program Coordinator) and two high performing students (Lisa Bell and Matt Worchester) in the course, and the MBA Director going through the CAPSIM training recommendations were made to Scott McMurry, CAGS SBL Chair.

The recommendations based on the assessment cycle resulted in the following steps:

- Purchase inventory of the CAPSIM codes to distribute to students prior to the start of course.
- Train a high performing part-time faculty in CAPSIM to complement our primary instructor for the course.
- Revise the course contents to provide additional teaching tips and improve course instructions.
- CAPSIM is designed to be a 16-week traditional semester course. Due to limitations in a 6 week format, expand the course MGMT6423 Strategic Business Management I to another term immediately following MGMT6453 Strategic Business Management II.

Based on these findings, Dr. Roddy revised and updated the online content for MGMT6423. The successful outcome from preliminary changes made to MGMT6423 reflect even greater gains expected from expanding this course into two terms (MGMT6423-6523). The term following course revisions, Dr. Roddy’s course placed

very well in international competition rounds in CAPSIM. MACU Team Baldwin competed against 251 teams, including teams from Ohio University, the University of Texas at Arlington, Universidad Tecnica Federico Santa Maria, University of Wisconsin, DeVry University-Illinois, and Institute of Management Technology-Ghaziabad, among others.

- MACU Team Baldwin placement:
- 4th in the Profit
- 7th in the Cumulative Profit
- 3rd in the Stock Price
- They also place 11th place among the 251 teams in Return On Sales (ROS)

Team Baldwin is Taylor Hampton, Erica, Jones, Lori Boyd, and Tyler Worsham



The PDSA study phase of this improvement based on the assessment plan will begin in August 2024.

4.3 Reporting Results and Implementing Improvement

All reports are housed on the Institutional Effectiveness (IE) Assessment Site. Correspondence regarding process improvements is accomplished routinely through email. All outcomes are recorded as guided by IE services.

Enterprise tools needed for assessment.

WIBGI we had learning reports generated from D2L data. This is possible and as a WIBGI submission I made last fall, a team from SBL, Curriculum Services, and IT are exploring the best approach to using D2L to generate SLO reports and eventually, a PO report using the D2L datahub.

WIBGI MACU had reports that provided statistical differences between course outcomes and EOC survey results, such as an ERP system or at minimum a scrap report. The raw data is great but only gives us a visual review of the raw data. Existing tools, such as Bi/Analytics provides general data according to School and Program, but we cannot generate any degree of specificity on our Programs.

We need tools that generate reports from the data that elucidate specific differences and better identify differences that can help us interpret and understand the data over time. This would allow us to make more informed decisions. Importantly it would save time and allow Chairs, Directors, and Program Directors to focus on strategies and methods of improving performance on all these measures.

Standard 5: Access, Diversity, and Inclusion

“Walk in wisdom toward outsiders, making the best use of the time.

Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person.” Colossians 4:5-6 (ESV)

The approach to Access, Diversity, and Inclusion (AD&I) in the MBA Program for students, faculty, and staff is interdependent, interdisciplinary, and ongoing. A primary statement to make clear from an academic perspective is a strong belief in Academic Freedom. Academic Freedom is defined as the freedom of teachers and students to teach, study, and pursue knowledge and research without unreasonable interference or restriction from law, institutional regulations, or public pressure ([Encyclopedia Britannica, 2023](#)). [Academic Freedom has boundaries](#), here are a few key areas:

- Allows intellectual debate without fear of censorship or retaliation.
- Allows a faculty member’s right to remain true to his/her pedagogical philosophy and intellectual commitments as long as it serves the public good.
- The right to free speech in writing, communication, without fear unless the faculty member demonstrates ignorant incompetence, dishonestly, or disregard for the field and discipline.
- Political, religious, or philosophical beliefs cannot be imposed on students or faculty.
- Faculty cannot harass, intimidate, ridicule, or impose his/her views on students.
- Does not deny the faculty member the right to require students to master course material and the fundamentals of the discipline that faculty teach.
- Academic freedom does not protect students or faculty from disciplinary action, but it does require that they receive fair treatment and due process.

As the Apostle Paul declares “For freedom Christ has set us free; stand firm therefore, and do not submit again to a yoke of slavery.” Galatians 5:1 (ESV). He was reminding us that we are free to think based on the Truth reflected in Christ and to do anything beyond that may produce hyper-individualism and moral libertinism ([Kruschwitz, 2011](#)). These concepts of access, diversity, and inclusion are encased in these concepts.

The [MACU Bylaws](#) (2023) provide protections for our religious and faith declarations. Our goal is always to draw people to Christ, not through coercion but out of love as guardians over their souls (Hebrews 13:17). Students who do not believe in God are not penalized for a different faith perspective but are required to fulfill assignment instructions that include analysis of scripture and Christian ethics.

5.1 Inclusive Educational and Work Environments.

“There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.” Gal. 3:28 (ESV).

Students and Learning

MBA Program Goal#1 and objectives center on inclusion and developing a Biblical worldview including:

Goal 1: The MACU MBA Program offers industry-validated, research-based curriculum that delivers foundational knowledge and competencies necessary for executive leadership in the marketplace.

Objectives:

- a. Develop a robust program of study based on ACBSP and MBA R&CC standards (See [MBA Curriculum Standards Matrix](#)).
- b. Design assignments based on real-world concepts that require students to actively engage their business community (e.g., [MGMT6423 syllabus](#)).
- c. Incorporate projects that develop competencies needed at the management and executive leadership levels (e.g., [MGMT6443 syllabus](#)).
- d. Create global awareness through a program of study with an international focus on business trends, issues, and ethics (See [SBL MBA Curriculum Map](#)).

This goal focuses on the global and international community in business. Objective (d) concentrates on better understanding how to conduct business considering the customs and practices of other religions. An emphasis on developing cultural competencies is accomplished by identifying biases and breaking away from prejudicial mindsets by developing inclusive and caring regard to others regardless of differences.

Part-Time Faculty

The MBA Program offers instructor contracts based on the most qualified and credentialed faculty for a given course. These faculty are selected from a pool of part-time faculty whose qualifications have been verified based on the candidate's Curriculum Vitae (CV) and official transcripts from the universities where the candidate received degrees. The candidate may be interviewed by the MBA Program Director. Candidates from around the US and the world are encouraged to apply. The hope is that we can enhance the diversity of part-time faculty in race, age, location of residence, and work experience to provide rich and varied perspectives for students during their matriculation through the program.

At this time, no diversity audit has been conducted on part-time faculty in the MBA Program. Inclusion factors should be discussed within the School of Business Leadership for specific factors to audit and a clear statement of purpose established for developing an audit program.

5.2 Implementing Aspects of Access, Diversity, and Inclusion

Students

Access. In collaboration with [Student Success Services](#), the MBA Program makes accommodations for students according to the Americans Disabilities Act of 1990, para. 602, section 102. Students with invisible disabilities (e.g., immunodeficiency diseases, autoimmune diseases) and visible disabilities (e.g., blind, deaf, paralysis) are equipped with anything needed to be successful in the course. Closed captions on videos and a multimedia mix format are used to supplement various physical and learning disabilities. Moreover, students experiencing illness, auto accidents, and natural disasters are given grace and every effort is made to help students succeed in the MBA Program.

Diversity. The [MBA Program works with Enrollment and Marketing](#) at MACU to develop content representative of the diverse student population we serve and desire to reach.

An MBA Degree With Christian Principles and Integrity at Its Core

MBAs are among the most popular graduate degrees in the country. It is one of the few degrees with international recognizability. But development of the business intellect without development of leadership integrity leaves a void in the business world. A Christ-centered education from MACU builds that missing integrity into the curriculum, strengthening the ethical foundation of our MBA graduates.

The MBA degree program at MACU teaches students the value of ethical business leadership practices as they grow their Christian faith, incorporating the strong morals and principles required to lead in today's complicated business climate.



Image taken from the MACU, MBA Website

A screenshot of the Mid-America Christian University (MACU) website. The top navigation bar includes the MACU logo, "ACADEMICS", "ADMISSIONS", "STUDENT LIFE", "ABOUT", and "MORE". The main content area features a dark grey sidebar on the left with white text and a large image on the right. The sidebar text reads: "Military Program Covers Tuition 100% for Active Military*", "*If you are an active military member, you could qualify for up to 100 percent tuition coverage for your undergraduate degree at MACU.", "At MACU, we have a long history as a military-friendly college and are a proud participant of the Post-9/11 GI Bill's Yellow Ribbon Program, designed to help pay for higher out-of-state, private school, or graduate school tuition that the Post-9/11 GI Bill doesn't cover.", "Get Started With MACU's College Military Program", and "When you reach out to an enrollment counselor, you can begin exploring how your VA Education Benefits and MACU can help you achieve your educational goals. We will assist you every step of the way!". The image on the right shows a woman in a military uniform hugging a young child.

Image taken from the MACU, MBA Website

Faculty

A formal diversity and inclusion training program will be developed and implemented for the MBA part-time faculty. Many training resources are available for purchase, but it is possible to develop a microlearning system on diversity and inclusion that could be routinely delivered via email to part-time faculty. The content would focus on bringing greater respect for others and being aware of personal biases relating to age, gender, race, nationality, abilities, proximity, and other differences. Barriers exist for establishing a meeting time with part-time faculty. Most part-time faculty have full-time careers and teach part-time for MACU. Developing a variety of online delivery systems that are designed for self-paced engagement would facilitate their accessing the material and interacting about the topics.

Society of Human Resource Management (SHRM) identifies the following factors for diversity and inclusion training:

- 1. Internal diversity:** ‘Relating or belonging to or existing within the person’, these are differences a person is born into, and in *most* (not all) cases, cannot change. They include race, age, ethnicity, national origin, (**MACU Bylaws exclude sexual orientation**), cultural identity, (**MACU Bylaws exclude assigned sex, gender inclusion**), and physical and mental ability.
- 2. External diversity:** Differences that influence a person and *can* be changed, although socio-political or economic systems may make that change difficult. They include education, religion, spirituality, socioeconomic status, family status, citizenship, geographic location, and personal experiences. An area of external diversity often forgotten is proximity bias in developing a collegial relationship with part-time faculty and students.
- 3. Organizational diversity:** Factors regarding work and organizational life, including job function, department, seniority, management status, and committee membership. MACU appreciates that each department and job function is diverse and inclusive.
- 4. World view diversity:** God placed us in unique borders and boundaries for His purposes (Acts 17:26). He uses these distinctions for missional purposes. A Biblical worldview honors and celebrates diversity that brings honor to God in political beliefs, outlook on life, [cultural capital](#), and family upbringing. We also see these differences as opportunities to understand where His love and kindness is needed toward others. We work to identify our own biases that may exist due to worldview differences and strive to work in unity as one in Christ Jesus.

Faculty have been apprised of the amended [MACU Bylaws](#) which protects faculty Statement of Faith (See Appendix A) and explains the Moral Clause (See Appendix B),

and Marriage, Gender, and Behavior Provision (See Appendix C). The MACU Bylaws with amendments were disseminated to all part-time faculty in the MBA via email in October 2022.

Standard 6: Leadership, Management, and Supervision

“And as you wish that others would do to you, do so to them.” Luke 6:31 (ESV)

The chain of command at MACU is clear. God’s Word provides an excellent point of view in following the MACU chain of command. Hebrews 13:17 says “Obey your leaders and submit to them, for they are keeping watch over your souls, as those who will have to give an account. Let them do this with joy and not with groaning, for that would be of no advantage to you.” (ESV). The MBA Program Director develops and directs the MBA Academic Program according to the governance of MACU Board of Directors, University President, Vice President, Executive Vice President, Dean, and Chair. The MBA Program Director has been given authority to develop and advance the MBA mission in alignment with the CAGS SBL and MACU Ends Policies.

6.1 Leadership and Supervision

The MBA Program Director

The MBA Program Director reports directly to the CAGS SBL Chair, Scott McMurry. Ultimately, performance assessment and guidance is under the discretion of the Vice President of Academics and Executive Vice President also serving as CAGS Dean, Dr. Sharon Lease and Dr. Bobbie Spurgeon-Harris, respectively.

The *Performance Review* for the MBA Program Director follows these guidelines (taken from the Performance Review document).

At the annual faculty performance review conference, each faculty member, in collaboration with the respective school chair and dean, will determine the percentages that teaching, scholarship, and service will contribute to the annual faculty performance review during the subsequent year. The ranges are designated as follows with the total percentages of the three categories totaling 100 percent. In making these decisions, variables including but not limited to the college and university needs/requirements/ for accreditation, academic program expectations, and primary level of the faculty member’s teaching assignment should be considered.

Teaching

The teaching responsibilities of a faculty member are multi-faceted and complex. Included in this responsibility is participation in the design and delivery of curriculum, teaching load, and the advising and the involvement in student support and retention.

Design and Delivery of Curriculum involves the development of curriculum and its effective delivery including the expectation of

continuous quality improvement in instruction which encompasses collaboration with CLT.

Faculty Workload represents the administrative component of teaching. Included within the category are course load, number of preparations, and student enrollment.

Advising and Retention of Students references the relational aspect of teaching. It includes components at each level of the institution: course, program, and university.

Because of the complexities of these responsibilities, the evaluation of teaching involves multiple courses of information.

Scholarship

Scholarship and creative activities are essential aspects of faculty's contribution to the academic community and are critical to inform their teaching on an ongoing basis. Forms of scholarship vary widely across the University, depending upon a faculty's discipline. Examples of scholarship include: Presentations, publications, professional development, scholarly/professional liaisons, external funding, and creative activity in the faculty's discipline.

Service

Service to the University, the profession and discipline, and the community is an important component of a faculty member's responsibilities. Evaluating the service role of a faculty member is complex because of the array of activities that may be defined as service and the numerous factors such as time commitment, quality of contributions, etc. that impact each activity. Service activities shall be based on specific assignments and accomplishments in conjunction with supporting documentation (e.g., a letter from the school chair/program director of a committee stating faculty member's performance). Examples include within the University (e.g., committees), profession/discipline, community.

Change in MBA Program Directorship. In December 2021 the MBA Program Director role was transitioned to Dr. Kelly Riesenmy. The MBA Program was already functioning at a high level under the direction of Scott McMurry, CAGS SBL Chair. Retention was high, the curriculum was strong and aligned with established MBA Program Standards, the curriculum had accepted POs, and a large pool of part-time faculty were in place. The tasks for the new MBA Program Director began by being inspired to continue heading in the strong tradition of the program development and faculty support.

2022-2023 MBA Program Director Goals

Goal 1: All MBA Courses include designated SLOs/POs

Major strategy planned to accomplish goal: The curriculum map will have all emphasis courses aligned with SLOs/POs with assessment rubrics in each course.

Resources needed to complete goal: Curriculum design team will need to assist in adding this content into D2L courses.

Measure of accomplishment: 100% of MBA core courses and emphasis courses will have SLO assessments.

Goal 2: Spread MACU Values

Major strategy planned to accomplish goal: Develop robust and pithy content for URX presentations.

Resources needed to complete goal: None

Measure of accomplishment: Completed presentations for the quarterly URX presenters.

Goal 3: Increase student enrollment and retention in the MBA Program

Major strategy planned to accomplish goal: a) Meet with the Enrollment Counselors to update and apprise them of the MBA Program curriculum changes (e.g., new emphasis in Communications). b) Attend Open Houses and New Student orientations/send email follow-ups to students who RSVP'd to these events. c) Use Aviso to monitor participation and communicate with struggling students.

Resources needed to complete the goal: Time to meet with enrollment counselors. Access to Aviso.

Measure of accomplishment: Student enrollment and retention percentage increase 0.05%

Goal 4: Visible MBA Program Community

Major strategy planned to accomplish goal: Create “bookends” to the MBA Program by hosting a zoom Welcome event and a Graduation event. [A co-occurring on ground event is also a possibility.] A) Improve student performance by casting a vision for expectations during the program. B) Enhance a sense of community in the online environment by allowing students to see each other and understand that the online environment is not anonymous and isolated. In addition, students see and hear from

their Dean, Chair, and Program Director, and in attendance adjunct faculty. Students realize there is a physical presence within their virtual experience. C) Give students inspiration that they are entering into graduate school or exiting from graduate school. The bookend celebrates both events.

Resources needed to complete the goal: Participation by all the stakeholders involved. If an on ground reception accompanies the event with refreshments. Awards may be given at the Graduation celebration.

Measure of accomplishment: Sixty percent of students know their Program Director's name.

Part-time Faculty

Part-time faculty are under the direction of the MBA Program Director. As previously described, part-time faculty have routine contact with the MBA Program Director and CAGS SBL Program Coordinator. The following support resources are provided to part-time faculty.

Faculty Gathering. This event launched in 2018 to express appreciation to part-time faculty and provide professional development. The site for the [Faculty Gathering Event](#) is available on the MACU Portal, Faculty Resources and accessible to new part-time faculty. Other training for part-time faculty is available at the MACU Portal, Faculty Resources page. *Below is a preview of the Faculty Resource page.*



FACULTY EVENTS

[Faculty Gathering 2023 Coming Soon!](#)

[Faculty Gathering 2021](#)

[Faculty Gathering 2020](#)

[Faculty Gathering 2019](#)



BADGING AND TRAINING

[FERPA Training](#)



RESOURCES

[Faculty and Administration Contact Information](#)

[Support Department Contact Information](#)

[D2L & Course Resources](#)

[Forms](#)

[Payroll Information](#)

[EMERGENCY ALERT SIGNUP](#)

Compliance with FERPA, MACU bylaws and standards, and instructor contract expectations are monitored by the MBA Program Director. [Faculty audits](#) are protected and securely stored with the Program Director, Program Coordinator, and CAGS SBL Chair.

The [monitoring sheet](#) provides space for feedback, embedded links to resources, opportunities and invitations for coaching, and any tips to improve faculty performance. If a faculty violates FERPA in discussion board or any public forum, they are immediately notified. The faculty is required to go through FERPA training. If the problem persists, they are removed from the instructor pool for contract offers.

6.2 Strategic Planning

In Standards 1-5, detailed explanations have been given to the planning and assessment of each of these factors in the strategic plan for the MBA Program. The “bookends” described in goal #4, under Standard 6.1 is illustrated below. Preparing students for the journey, providing them with innovative and engaging learning experiences, with the highest quality faculty who appreciate and care for them, and celebrating success is the strategy. This is a simplified illustration with all the points from Standards 1-5 describing the measurable action steps to reach each goal. This builds upon the history of the MBA Program and bridges the previous three years into 2026.



In reviewing the MBA Program thus far, the hope is that the evidence and explanation for the SWOT Analysis are clear. The MBA Program goals and objectives address each of these concerns in terms of overcoming weaknesses, requesting support for pursuing

opportunities, and the work required to overcome threats to the success of the MBA Program. The image below summarizes the SWOT analysis of the MBA Program.



Standard 7: Human Resources

“And in your godliness, brotherly affection, [develop Christian] love [that is learned to unselfishly seek the best for others and to do things for their benefit.” 2 Peter 1:7 (AMP)

The MBA Program Director is responsible for communication with part-time faculty about performance, MACU policy and standards, and changes in curriculum. Often, the MBA Program Director interviews and selects new part-time faculty. The CAGS Program Coordinator maintains the [SBL Dashboard](#) with a list of Faculty credentialed to teach in the MBA. These part-time faculty have been reviewed and approved to teach according to criteria that they possess a doctorate degree in the specific field of interest, 18 hours or more of graduate level courses in the field, and other qualifications and certifications.

7.1 Staffing and Support

At this time, the MBA Program has sufficient coverage of MBA courses however, its goal is to have a primary, secondary, and at least one back-up instructor for each course. Instructor’s information is housed in the [SBL Dashboard](#). The rich history with the part-time faculty at MACU allows the CAGS SBL Program Coordinator to routinely offer courses to faculty who in many cases have taught the course for several years.

Subject Matter Experts (SME)

Part-time faculty also serve as SMEs for course revisions and rewrites. The [MBA Course Revision](#) list shows the part-time faculty (2020-2023 N=7) and corresponding courses they were contracted to be SME for a revision, rewrite, or development. Part-time faculty are offered \$1,500 for this work and it provides another opportunity to bring new perspectives and ideas to coursework. Our part-time faculty have extensive marketplace experience to enrich the course contents.

Part-time Faculty Support and Development

Faculty Gathering. As previously described, the Faculty Gathering is an event to bring part-time faculty together for community, fellowship, appreciation, and professional development. As with all our unpaid offerings to part-time faculty participation is not mandatory but desired. Details about the keynote speakers and training conducted at the Faculty Gathering events can be seen on the MACU portal, Faculty portal, [Faculty Resources](#) page.

Faculty Portal. The MACU portal, [Faculty](#) tab provides our part-time faculty entrance into the site to enter midterm and final grades, view course lists for previous, current, and future courses, and other necessary documents for course and student maintenance including the grade change form and incomplete request form. Faculty can also find other resources to help in D2L the MACU Curriculum Services site, IT ticket for problems with technology, access to the MACU Library, and pay stubs.

Attempts at part-time faculty meetings. The SBL part-time faculty are working professionals who teach as a service or call to develop others. The majority have full-time jobs and numerous obligations. Attempts have been made to meet with part-time faculty members, but attendance is poor. For this reason, the MBA Program Director regularly emails part-time faculty with updates relating to MACU life, closely follows courses in progress, and forwards exciting professional development opportunities such as MACU Leadership Connection Webinar series and external professional development opportunities. They are encouraged to join [Christian Business Faculty Association](#) for bi-annual professional development and opportunities to contribute to the literature and scholarship of Christian Business education.

7.2 Employment Practices

Selection Process and Maintenance of Part-time Faculty Records

As can be viewed from the [SBL Dashboard](#), the tabs for *the Jenzabar 2023*, *instructor tracking by year*, and *instructor credentials/contact information* provide evidence of the width and scope of Part-time faculty qualified to teach in the MBA Program. The CAGS SBL Program Coordinator is vigilant about the quality of instructors assigned to courses. As new candidates apply to work in SBL, CAGS SBL Program Coordinator reviews application materials and forwards appropriate candidates to Program Directors for an interview. Qualified candidates are interviewed to ensure teaching philosophy, pedagogical methods, and statement of faith match the MACU standards and practices.

Part-time Faculty Evaluation Process

Part-time faculty are given an offer, identical to the one pictured below:

SCOTT MCMURRY, INTERIM CHAIR - SCHOOL OF BUSINESS LEADERSHIP



DATE: 23 March 2023 **TO:** Kelly Riesenmy

You are invited to join the MACU community of instructors by teaching the following course:

Start Date	End Date	Location	Course	Section
04/04/2023	05/15/2023	Online	HR5243	04W1
Course Title			Weeks	**Payment
Labor Law and Employee Relations			6	\$2500.00

HOLIDAY: None

****Pay will be reduced for classes with less than five students. If the course has over twenty (20) students pay will be increased \$ 100.00 per student above 20. Payment is dependent on instructor fulfilling the terms of this agreement and payment will not be disbursed until Final Grades are posted in the Portal. Failure to fulfill these terms can lead to no extension of future agreements and/or immediate withdrawal from current class and cancellation of any existing agreements.**

If you choose to accept this course assignment you are agreeing to meet the expectations below:

1. Course setup
 - a. Welcome message/video posted to the news section 5 days prior to the start date
 - b. Please do not to create a new register and do not to change anything in the participation register provided
 - c. Calendar developed for the course by start date
 - d. News item with office hours and means of contact posted
2. Instructor Presence
 - a. Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).
 - b. Respond to student inquiries or requests for assistance within 24 hours
 - c. Post weekly updates to the News Section of the course
 - d. Post a biblical concept or truth weekly via discussions or the News Section
3. Deadlines
 - a. Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.
 - b. Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3
 - c. Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.
4. Discussions
 - a. Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.
 - b. Discussion posts should be instructive, referencing course materials or supplemental resources
 - c. Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with student posts
5. Feedback
 - a. Feedback on all student work must be completed, with comments, within 5 days of the due date.
 - b. When available, rubrics must be used for grading and specific rubric scores explained in student feedback
 - c. Feedback should be:
 - i. Personalized to the student
 - ii. Encouraging
 - iii. Instructive, explaining both strengths and areas for improvement
 - d. As appropriate, feedback should point students to tutorial resources

Please sign and return this agreement if you accept these terms. An electronic signature is acceptable.

Notice that expectations are clearly given. A note about holidays is provided and stipulations about pay increase/decrease depending on student enrollment. The Instructor Audits are based on the Instructor Agreement.

The MBA Program Director conducts a formal review of the course engagement and faculty contribution and instruction using the Faculty Monitoring Sheet (See [Sample Faculty Course Audit](#)). As noted on the monitoring sheet, faculty who fall below a score of 16 on the audit are required to meet with the MBA Program Director for coaching before the next course is offered. Coaching is usually a video chat (Program Director is remote, often the part-time faculty are remote) to discuss tips to enhance engagement with students and improve faculty performance. Also, inquiries are made regarding personal issues in the faculty member's life or other constraints that may account for not fulfilling the Instruction Agreement expectations. A file with all instructor audits for 2022 is placed in this [Instructor Audit folder](#) as evidence.

The [MBA Program EOC Survey Results 2020-2023](#) provide quantitative and qualitative data from student feedback on instructor performance. These are reviewed each term

by the MBA Program Director. Students are encouraged in the 5th week of each course to complete the End of Course Survey as part of the MBA Program Continuous Improvement Plan. The instructor and MBA Program Director receive the EOCs for review. EOC information along with Faculty Audits are used to evaluate issues reported from students about instructors. This assessment data is used to resolve course and faculty issues.

Part-time faculty are kept apprised of updates and changes to policies and procedures at MACU. The most frequently used form of communication is email. Most recently, the [President's Ends Policy](#) and [MACU Bylaws Amendment](#) were disseminated to part-time faculty On January 28, 2023. Part-time faculty are responsive and communicate well through email, phone call, and video chat.

Standard 8: Collaboration and Communication

“For as in one body we have many members, and the members do not all have the same function, so we, though many, are one body in Christ, and individually members one of another. Having gifts that differ according to the grace given to us, let us use them: if prophecy, in proportion to our faith;” Romans 12:4-6 (ESV)

Standard 2 provided an overview of the collaborations between the MBA Program and the Co-curricular Services at MACU. This evidence is presented again here to support Standard 8. The MBA Program Director works closely with the Master of Leadership (ML) Program Director to assure that all student interests are represented in the curriculum. Several core courses in the ML Program are shared with the MBA Program. In order to ensure that the students from both programs receive a perspective representing their field of interest, the MBA Program Director shares course templates under development with the ML Program Director for his review.

Other Program Directors are consulted and given authority over MBA emphasis course development. The HCM Program Director has the responsibility to assure that the HCM-MBA course work reflects the standards necessary to be effective in healthcare executive leadership. The Accounting Program Director provides guidance over course development for the Managerial Accounting and CPA emphases. The Business Administration Program Director has a law degree and is considered the subject matter expert in law to teach and develop our MBA courses dealing with the legal environment of business. The CAGS SBL Chair, as prior MBA Program Director, a constant support, and collaborator on any aspect of the MBA Program.

The following provides a review of some of the collaborations across MACU and resulting outcomes.

8.1 Collaboration

Collaborations Across MACU

To ensure quality and continuity of products and deliverables to students, the MBA Program Director works closely with Co-Curricular Services to achieve the MBA Program Goals and Objectives. The table below illustrates the valuable and essential roles the Co-Curricular Services routinely play in bringing success to our students and ultimately the MBA Program. The table is not inclusive of all the services that support the MBA Program but those where collaboration occurs on a regular basis.

Co-Curricular Service	Collaboration	Outcomes
Library	<ul style="list-style-type: none">• Course Resources	<ul style="list-style-type: none">• Enhance course contents.

	<ul style="list-style-type: none"> • Research Pages for each subject in MBA 	<ul style="list-style-type: none"> • Refine research process for students to find articles/industry information for assignments. • Provide scholarly and industry peer-reviewed sources to expand students' fund of knowledge, improve students' research skills.
Student Services	<ul style="list-style-type: none"> • Monitors and responds/contacts PD about student participation and persistence. • Early Alert and/or other academic issues. 	<ul style="list-style-type: none"> • Administers real time information about student participation across the MBA Program. • Provides contact for students who are unaware of the system in the academy. • Collaborates with the PD to improve retention and student participation.
Curriculum Services	<ul style="list-style-type: none"> • Course Development • Professional Development • Faculty Support <ul style="list-style-type: none"> ◦ Faculty Roundtable 	<ul style="list-style-type: none"> • Participates with SMEs to bring quality content to courses through expertise in curriculum design and development, editing, course building in D2L. • Provides ongoing improvements for D2L and SLOs measurements. • Administers ongoing professional development to full-time and part-time faculty.
Enrollment	<ul style="list-style-type: none"> • Student Recruitment • Program Promotion 	<ul style="list-style-type: none"> • Discuss offerings about the MBA Program with potential students. • Present robust media to promote the MBA Program.
Registrar	<ul style="list-style-type: none"> • Course Scheduling • Change of Grade 	<ul style="list-style-type: none"> • Construct course sequencing to meet program changes.

		<ul style="list-style-type: none"> Execute changes to student grades for incomplete status.
Student Success	<ul style="list-style-type: none"> Online Writing Center Online Tutoring 	<ul style="list-style-type: none"> Resolve writing deficiencies by providing feedback to students on how to improve grammatical and other writing errors. Explain concepts or prepare students for assignments when a deficiency is outside the scope of the course instruction.
Institutional Effectiveness	<ul style="list-style-type: none"> End of Course Evaluations Student Learning Assessments Program Outcome Measures 	<ul style="list-style-type: none"> Provides feedback from students on course content and instruction that are necessary for continuous improvement. Elucidates longitudinal data on student learning outcomes. Examines program outcomes to better understand program needs.

Each of the Co-Curricular Services work together to make MACU's MBA Program one of the best in the Oklahoma area (Journal Record, 2023).

MACU Leadership Connection Webinar Series

The Master of Leadership Program Director invited the MBA Program Director to partner with him to bring students an ongoing webinar series featuring world class leaders as examples for students to model. This offering launched in August 2022. The [MACU Leadership Connection Webinar Series](#) actively collaborates with MACU Marketing to promote the event. The recorded [Leadership Connection Webinar series](#) is located on the MACU website. The recordings are also available on [MACU's YouTube Channel](#). The webinar is live, every third Thursday of the month at noon. Registration is linked to promotional materials disseminated through [social media, other external constituents](#), and [internal constituents](#). Students are advised via Watermark mass message and social media promotional materials are posted in course D2L news announcements.

The Leadership Connection is a vital form of communication between faculty and staff, community leadership, students, alumni, and the international community of business leaders.

As you can see from the Webinar [March 2023 participants sheet](#) the outreach is expanding to Mexico, Canada, Guatemala, and throughout the USA. The goal of the Leadership Connection is to communicate the MACU leadership brand nationally and internationally.

Coca Cola T-Factor Event

The CAGS SBL hosted the Coca Cola T-Factor Event for invited MACU faculty, staff, and students. The MBA Program invited six students and three were able to attend. The simulcast leadership conference provided students with a panel of experts in taking a large organization, such as Coca Cola and integrating faith and ministry into the core culture of the organization. Students attended the event on campus and interacted with the University President, each other, and faculty. Students learned about [Legal Religious Harassment Policy](#), [Legal Religious Accommodations](#), and received the [T-Factor Workbook](#). Besides the workbook, students received The Transformation Factor book by J.Frank Harisson, III the chairman and CEO of Coca-Cola Consolidated, encased in a folio with a bottle of Coke and Dansi water.

8.2 Communication

MBA Promotion

Ongoing efforts to spread the word about MACU MBA Program includes:

- [MACU Meet Your Professor: Dr. Kelly Riesenmy](#)

A promotional graphic for the MACU MBA program. It features a smiling man in a suit and glasses with his arms crossed, set against a red circular background. The text reads: "Start Your MBA Today!" in large bold letters, followed by "First Course Free!" in a similar font. Below this is a red button with the text "Learn More:" and the URL "MACU.EDU/MBA". At the bottom left is the MACU logo, a large red "M" with a white outline, and the text "MID-AMERICA CHRISTIAN UNIVERSITY" below it.

Start Your MBA Today!

**First Course
Free!**

Learn More:

MACU.EDU/MBA

M

MID-AMERICA
CHRISTIAN UNIVERSITY

-
- See full [MBA Promotional Materials](#) folder for other marketing tools
- MACU Leadership Connection Webinar Series

MID-AMERICA CHRISTIAN UNIVERSITY'S
FREE MONTHLY LEADERSHIP CONNECTION WEBINAR SERIES

THE JERUSALEM ENTREPRENEUR: A QUEST FOR SUCCESS IN BUSINESS

Presented by MACU's School of Business
Leadership, Master's in Leadership
& MBA Programs

 DECEMBER 15, 2022

 12:00 PM CST

WITH GUEST SPEAKER
WOUTER DROPPERS
President of Europartners, a movement for Christian Business Leaders
Former president of several automotive companies in his 25+ year career
Theologian and Author of the, 'The Jerusalem entrepreneur, becoming a
source of well-being'



macu.edu/leadership-connection

-
- Social Media (see above)
- Intranet at MACU
 - students
 - faculty/staff

MBA Faculty and Students

- D2L
- Aviso
- Email
- Google Meet Videochat

Standard 9: Ethics, Law, and Policy

“So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets.” Matthew 7:12 (ESV)

Standards 1-8 explain the ethics, liabilities and legal protections, and policy applied in the MBA Program and how they are communicated to part-time faculty and other MBA Program stakeholders. These ethical considerations, legal concerns and protections, and MACU policies have been provided in writing and discussed through in the following contexts:

- Faculty Gathering
- Faculty Roundtable
- Coca-Cola T-Factor
- MACU Leadership Connection Webinar Series
- Faculty Portal
- Onboarding practices
- MACU Bylaws
- MACU Ends Policies and Objectives.

9.1 Ethical Statements and Practice

FERPA, MACU bylaws and standards

Compliance with FERPA, MACU bylaws and standards, and instructor contract expectations are monitored by the MBA Program Director. [Faculty audits](#) are protected and securely stored with the Program Director, Program Coordinator, and CAGS SBL Chair.

- *FERPA*. New part-time employees are required to do FERPA training.
- [MACU Ends Policies](#)
- [MACU Bylaws](#)
- [Instructor Agreement](#)
- *Copyright material*. Curriculum Services provide valuable support in this area as we develop courses. The Library has added a search engine to help faculty identify material that is not copyrighted for use.

9.2 Communication of Ethical and Legal Obligations

Examples of communications of MACU Ethics and Legal Obligations:

- *MACU Bylaws and Ends Policies and Objectives*. [Updates are emailed to part-time faculty](#).

- MACU Policy Governance was explained by the Chairman of the Board, Dr. Randall Spence at the MACU Leadership Connection Webinar Series.

JOIN THE
"LEADERSHIP CONNECTION"
WEBINAR

POLICY GOVERNANCE: LEADING THE
NONPROFIT IN A BETTER WAY

MARCH 16TH
12 PM (CST)

DR. RANDALL SPENCE
• EXPERIENCED CONSULTANT AND CHURCH ADMINISTRATOR
• PH.D. IN ORGANIZATIONAL LEADERSHIP
• DIRECTOR OF MINISTRIES STUDIES
• PAST PRESIDENT & CEO OF WELLS RIVER
BETHELEHEM COMMUNITY IN MIDBETHELM, OHIO
• MID-AMERICA CHRISTIAN UNIVERSITY (MACU)
CHAIRMAN OF THE BOARD OF TRUSTEES
• EXECUTIVE TRUSTEE OF BETHLEHEM COMMUNITY CHURCH (FLORIDA)

• SPEAKER •

MID-AMERICA
CHRISTIAN UNIVERSITY

www.macu.edu/leadership-connection @macu

- During the T-Factor Summit we discussed [ethical and legal issues in business](#)



Join Us For A Virtual Summit December 2022

Date: Thursday, December 8, 2022

Time: 10:00am - 2:30pm EDT



Frank Harrison
Chairman & CEO
Coca-Cola Consolidated



Dave Katz
President & COO
Coca-Cola Consolidated



Sonya Richburg
Legal Counsel
Coca-Cola Consolidated



Jeff Patton
Partner
Spiman, Thomas & Battle



Morgan Everett
Vice Chair
Coca-Cola Consolidated



Josh Dorminy
Senior Vice President
Coca-Cola Consolidated



Larry Griffith
CEO, Corporate Chaplains
of America



Brent Tollison
Senior Vice President
Coca-Cola Consolidated



Mark Whitacre
Executive Director
t-factor



Dave Greenberg
Vice President
Coca-Cola Consolidated

- [Faculty Roundtable](#) the topic of Academic Freedom and ethical consideration in classroom management were discussed.
- [Faculty audits](#) provide oversight of FERPA regulations and other important ethical and legal policies for the SBL part-time faculty.

Standard 10: Financial Resources

“One who is faithful in a very little is also faithful in much, and one who is dishonest in a very little is also dishonest in much. If then you have not been faithful in the unrighteous wealth, who will entrust to you the true riches? And if you have not been faithful in that which is another’s, who will give you that which is your own?”

10.1 Funding

This is an area where I would like to grow in knowledge and understanding. The full budget folder for this reporting period is located in the [2020-2023 Budget Worksheets Folder](#). Below is an image of the actuals from 2019-2021 with the proposed 2022-2023 budget. The funding meets the most basic requirements of the MBA Program.

GL ACCOUNT DESCRIPTION	GL Account	acct_ede	2019-2020 Actuals	20-21 First Qtr Actuals	20-21 Revised Budget	20-21 Original Budget	Approved Budget	Proposed Budget
470 - Master of Business Admin.								
Salaries - General	80200	80200470 000 1 OK10	\$32,639.28	\$1,500.00	\$79,400.00	\$80,938.00	\$59,090.00	\$61,900.00
Salaries - General	80200	80200470 101 3 OK10	\$24,947.85	\$6,875.04	\$-	\$-		\$-
Salaries - Adjunct	80210	80210470 000 1 OK30	\$162,340.00	\$27,745.00	\$118,751.33	\$128,625.75	\$117,500.00	\$119,000.00
Professional Development	80460	80460470 000 1 OK10	\$-	\$-	\$-	\$-		\$-
Travel & Entertainment Expense	80510	80510470 000 1 OK10	-\$1,502.00	\$-	\$-	\$-		\$450.00
Hospitality	80550	80550470 000 1 OK10	\$188.00	\$-	\$73.78	\$660.00	\$360.00	\$360.00
Professional Dues	80650	80650470 000 1 OK10	\$-	\$-	\$-	\$-		\$188.00
Instructional Supplies	80700	80700470 000 1 OK10	\$8,702.99	\$122.98	\$1,800.00	\$1,800.00	\$1,500.00	\$1,000.00
Copier Supplies	80710	80710470 000 1 OK10	\$496.25	\$30.10	\$415.35	\$200.00	\$480.00	\$468.00
Office Supplies	80720	80720470 000 1 OK10	\$-	\$-	\$40.00	\$48.00	\$48.00	\$50.00
Book Expense	80725	80725470 000 1 OK10	\$424.62	\$-	\$-	\$-	\$120.00	\$-
Commercial Printing	80730	80730470 000 1 OK10	\$-	\$-	\$-	\$100.00		\$-
Postage	80740	80740470 000 1 OK10	\$-	\$-	\$46.24	\$-	\$60.00	\$60.00
ERC Room	80950	80950470 000 1 OK10	\$-	\$-	\$-	\$-		\$-
Student Services	81030	81030470 000 1 OK10	\$-	\$-	\$-	\$1,000.00		\$-
Assessments	81040	81040470 000 1 OK10	\$-	\$-	\$-	\$-		\$-
Rent	81080	81080470 000 1 OK10	\$-	\$-	\$-	\$-		\$-
Graduation Expense	81320	81320470 000 1 OK10	\$-	\$-	\$-	\$-		\$-
Bad Debt Expense	81430	81430470 000 1 OK10	\$161,384.07	\$5,755.13	\$-	\$-		\$-
Legal Expense	81810	81810470 000 1 OK10	\$-	\$-	\$-	\$-		\$-
Scholarships - Unfunded	84135	84135470 023 1 OK10	\$-	\$-	\$-	\$-		\$-
Totals	470		\$416,747.30	\$46,050.82	\$220,542.28	\$234,504.18	\$179,158.00	\$183,481.00

10.2 Financial Planning and Management

The [2020-2023 Budget Worksheets](#) provide an overview of the past to present budgetary goals and actuals.

The proposed budget creation is based on the previous year's spending. The CAGS SBL Chair provides support for reviewing and maintaining budget information for the SBL Programs. The Program Directors review and make forecasts regarding budget needs by reviewing required part-time faculty for the year, professional development, travel expenses, professional dues, and books. Certain line items have not been included in previous years' budgets and therefore, are recommended to be disregarded. Miscellaneous line items such as postage, copier, and other expenses are transferred based on the previous year's final budget.

The MBA Program Director has a fiscal responsibility not to exceed the proposed budget goals.

Desired Funding:

Bookends

One of the strategic goals for the MBA Program is to prepare our new students to become scholars and connect with the MACU community of learning. The other is to celebrate their victory at the end of their matriculation through the MBA degree! The following describes the funding needed to support those efforts.

- **Orientation.** As described in the strategic plan, an orientation for new graduate students would provide incoming adult students with needed support and inclusion into an online environment with new expectations. Helping new students identify with MACU is important, especially for an online program. Tangible artifacts of the organization will help them connect with the brand. For example, MACU swag such as a pen and pad, mouse pad, or mug would be a way to welcome them to the program. Estimated costs for 140 new students each year during this Program Review period **140 X \$15 = \$2,100 annually.**
- **Graduation.** The second part of the strategic plan is to celebrate success with students. Celebrations are important especially for completing this level of investment of money, time, and energy. Moreover, it speaks to our brand to celebrate the victory of our students' experience and supports our MBA alumni connections. As part of the MACU Graduation Celebration for Online Graduates, for many who live across the country and internationally, a gift demonstrating their success would be a final way to thank them for choosing MACU to accomplish their degree. Estimated costs for 70 graduates each year during this Program Review period **70 X \$30 = \$2,100 annually.**

- **\$4,500 for Bookends Annually**

MACU Leadership Connection

One of the greatest ways the MBA Program collaborates within the CAGS SBL Program and across the community is through the MACU Leadership Connection. We would like to thank our guest speakers who are typically paid for speaking engagements with a MACU brand gift. In addition, we would like to have funds to give a small MACU brand gift to a selected participant at the end of the event. The Leadership Connection is held monthly.

- Guest Speaker Gift 12 X \$25 = \$300
- Participant Gift 12 X \$10 = \$120

- **\$420 for Leadership Connection Annually**

Standard 11: Technology

“But you, Daniel, shut up the words and seal the book, until the time of the end. Many shall run to and fro, and knowledge shall increase.” Daniel 12:4 (ESV)

11.1 Systems Management

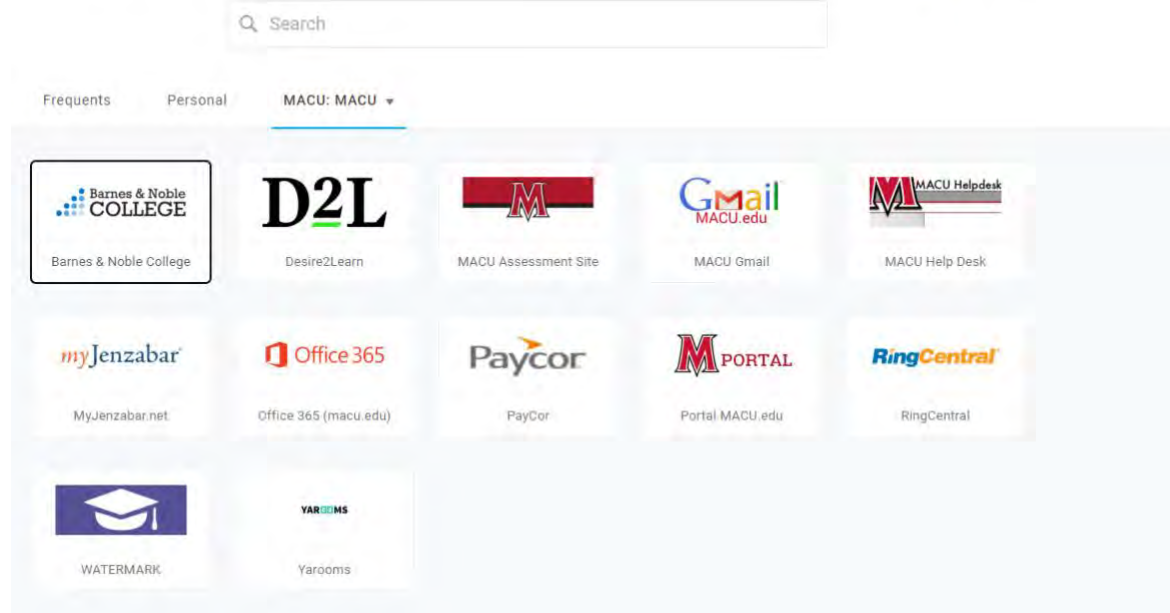
As a primarily online program, the technology used is simply a laptop (2018), a telephone (2021), and ring light (2022) all supplied by MACU.



A personal desktop with multiple monitors is used and purchased with personal funds. Other items such as a copier/fax/scanner are used and purchased with personal funds.

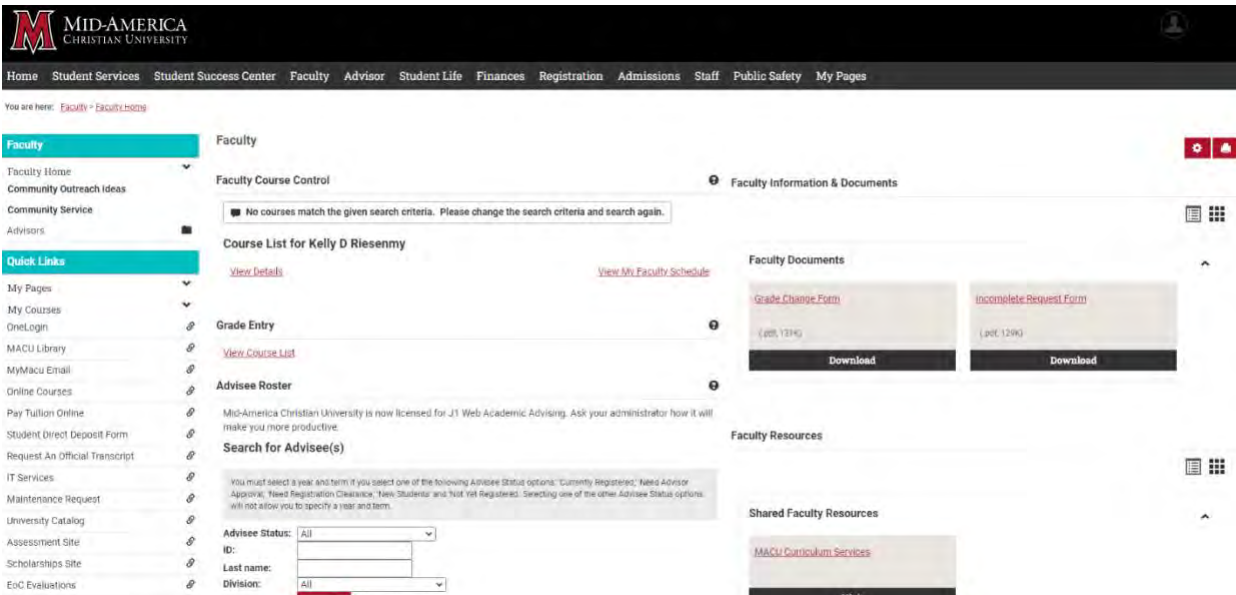
11.1 Systems Management

The Program Director has access to a variety of technology tools via OneLogin:



The following systems are used routinely in the MBA Program:

- **Brightspace Desire to Learn (D2L).** D2L is the learning management system (LMS) used to house all courses for the MBA Program. Curriculum Services is responsible for maintaining and managing the LMS data output and building courses. D2L can be integrated with many third-party platforms that enhance student learning, for example Cengage and McGraw Hill have courses with immersive learning that can be linked to the D2L platform. Accessed through Onelogin.
- **Watermark/Aviso.** Watermark is managed by Student Services but is a vital tool used to advise and communicate with students, student services staff, and understand student standing in the program. Accessed through Onelogin.
- **Evangelnet.** Only accessible through the MACU designated VPN, this site houses many important documents relating to HR, Academic Programs, Strategic Planning, Advancement, Policies, and Academic Analytics.
- **MACU Portal.** This site provides access to the following sites. Accessed through Onelogin.



11.2 User Engagement

The entire MBA Program is conducted on the D2L platforms. In a few instances, students may have an onground course and use D2L to view assignment instructions and submit assignments, view grading, and communicate if discussion board work is required. Students must have access to a computer for all course work.

CAPSIM is a third-party platform used in the MBA capstone course. It requires access to a computer to download the platform and enter the simulation business environment where students work in teams. CAPSIM codes are delivered to students from the CAGS Program Coordinator.

As a remote employee, the MBA Program Director uses zoom, google meet video conferencing, and other technologies to interact with the Oklahoma City, OK campus. These same technologies are used to connect with students and other faculty and colleagues for a virtual face-to-face dialogue about course work, issues, training, coaching, and fellowship. Youtube is used to upload teaching resources to D2L and to access MACU Chapel services.

11.3 Compliance and Information Security

All information pertinent to MACU MBA Program and other MACU information is securely stored on a flip drive (e.g., course development materials) or on the MACU google drive where information is protected by the MACU firewalls.

Online access to confidential information is limited for part-time faculty. Part-time faculty only have access to limited areas of the Faculty Portal and D2L. In the faculty portal they can enter grades and view course lists and other important documents for part-time instructors.

It would be valuable to add part-time faculty to the training required for technology use and security.

Standard 12: Facilities and Infrastructure

“For we are God's fellow workers. You are God's field, God's building.”
1 Corinthians 3:9 (ESV)

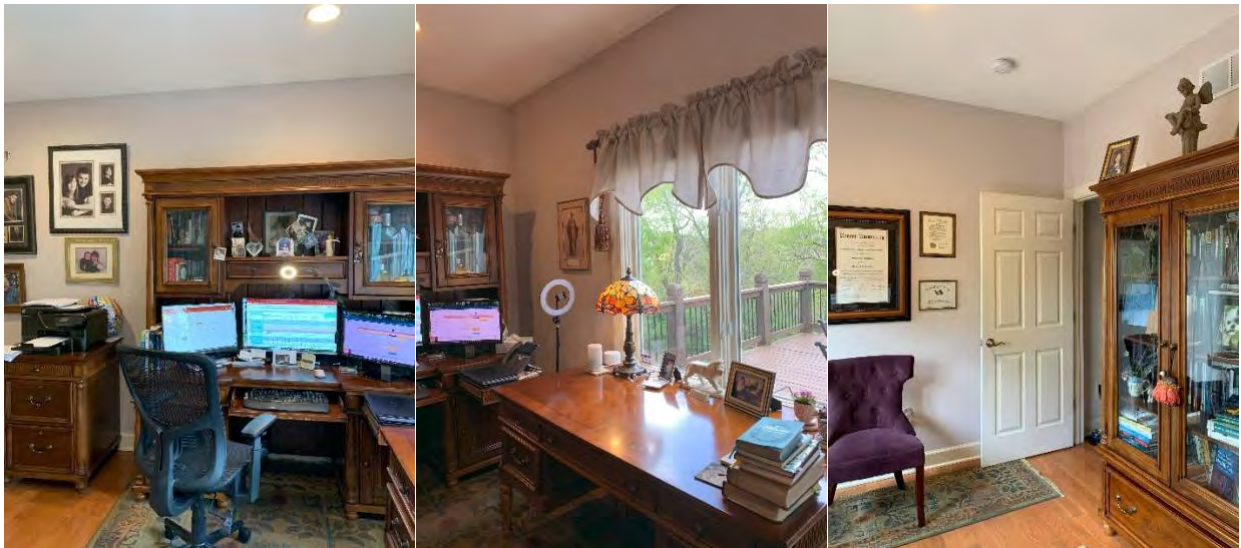
12.1 Design and Use of Facilities and Equipment

The infrastructure for the MBA Program is primarily digital - all information about students from enrollment to registration and graduation is conducted online. Faculty are available to teach a course on ground. Those courses are taught in Kennedy Hall.



12.2 Workspace

Office space is required to house a laptop and phone. High speed Internet is required to stream online meetings and the various technologies used to conduct business and teach courses in D2L. A quiet and private environment provides confidentiality to teach, research, write, speak with students or colleagues, and participate in meetings.





12.3 Equipment Acquisition
Not applicable currently.

References

- Accreditation Council for Business Schools and Programs (ACBSP) (2021, January 1). Standards and criteria for demonstrating excellence in business degree programs. Retrieved from <https://drive.google.com/drive/folders/1GPKOdAQm6aCZLCW4WXWsqGErwzKpI-WF>
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