

**Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs**

**TEXAS A&M UNIVERSITY – CENTRAL TEXAS
College of Business Administration**

Current as of September 30, 2015

O 1. **Overview:**

This report documents the activities and status of the College of Business Administration at Texas A&M University – Central Texas (TAMUCT) in compliance with the Accreditation Standards of the Accreditation Council for Business Schools and Programs (ACBSP).

TAMUCT was initially formed through a merger of the then University of Central Texas, a private institution, with Tarleton State University. First, under Tarleton State it was a branch campus that came to be known as Tarleton State University – Central Texas. In September 2009, Texas A&M University – Central Texas was created from TSU-CT as a separate administrative institution, while remaining regionally accredited through Tarleton. As such the Business School was accredited by ACBSP as a Branch Campus of Tarleton.

In June 2013, the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) accredited TAMUCT, retroactive to January 1, 2013. This action severed the ties between Tarleton State and TAMUCT. In July 2013, TAMUCT/COBA informed ACBSP of its regional accreditation and requested its status to be changed from Branch Campus of TSU to that of an institution fully accredited by ACBSP. In September, the school was reorganized as the College of Business Administration with the approval of the TAMUS Board of Regents.

This ACBSP QAR report is the first report from TAMUCT as a separate institution.

O 2. Institution Name: **Texas A&M University – Central Texas**

Date: **February 28, 2015**

Address: **1001 Leadership Place, Killeen, TX 76549**

O 3. Year Accredited/Reaffirmed: **2011 (As Branch Campus of Tarleton State University)**

This Report Covers Years: **AY2014-2015**

O 4. List All Accredited Programs (as they appear in your catalog):

Accounting (BBA), Computer Information Systems (BBA), Finance (BBA), Human Resource Management (BBA), Interdisciplinary Business (BBA), Management (BBA), Marketing (BBA), International Business (BBA), Business Occupations (BAAS), Master of Business Administration (MBA), Management and Leadership (MS), Human Resource Management (MS).

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Only the programs listed in item O4 above are identified as having received accreditation by ACSBP in the Texas A&M University – Central Texas (TAMUCT) Catalog. “The School of Business Administration programs in Accounting, Finance, Management, and Marketing are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).”

The following programs are not ACBSP accredited: Aviation Science (BS), Computer Information Systems (BS), Computer Science (BS), Information Systems (MS), Accounting (MSA) (new program).

O 6. List all campuses that a student can earn a business degree from your institution:

Main Campus: 1001 Leadership Place, Killeen, TX. 76549

O 7. Person completing report:

Name: **Larry Garner, Dean, College of Business Administration**

Phone: **254-519-5725**

E-mail address: **lgarner@tamuct.edu**

ACBSP Champion name: **Dr. Larry Garner**

ACBSP Co-Champion name: **Dr. Stephen McNett, Chair Department of Accounting, Finance and Economics**

ACBSP Co-Champion name: **Mr. Lucas Loafman, Chair Department of Management and Marketing.**

O 8. Conditions or Notes to be Addressed:

Not applicable for this reporting unit.

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

This Quality Assurance Report and student achievement results will be posted on the COBA webpage.

Standard #1 Leadership

Organization: The College of Business Administration is one of three colleges within the University and reports to the Provost and Vice-President of Academic and Student Affairs, **Dr. Peg Gray-Vickrey**.

- a. List any organizational or administrative personnel changes within the business unit since your last report.
 - i. **Dr. Larry Garner** was appointed Founding Dean of the College of Business Administration by the TAMUS Board of Regents, in January 2014, effective February 1, 2014.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?
 - i. At present TAMUCT COBA offers classes supporting ACBSP accredited degrees at its main campus and online.
 - ii. A wide range of classes are offered at the Fort Hood, US Army Education Center some seven miles from campus.
 - iii. A few classes are being offered at Temple College.
 - iv. In the Spring Semester 2013 TAMUCT COBA began to offer some business classes at the East Williamson County Higher Education Center in Hutto, Texas.

Standard #2 Strategic Planning

The University Mission Statement:

A&M-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The university is committed to high-quality, rigorous, and innovative learning experiences and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

The university mission statement aligns with the university's Five-Year Strategic Plan, 2011-2015 which represents the combined efforts of six diverse teams of faculty and staff, the University Planning Council, and various other stakeholders. The strategic plan is

designed to center the efforts of the university in three areas: Achieving Academic Excellence through Accountability and Classroom Rigor, Building an Environment to Foster Scholastic Achievement, and Fostering a Sense of Community. These three imperatives serve as the catalyst to move the university forward.

High Quality, Rigorous, and Innovative Learning Experiences

- Enhance Academic Standards and Increase Classroom Rigor
- Establish Unity and Consistency of Policy to Protect the Integrity of the Classroom
- Ensure Relevancy of Curricula and Courses
- Enhance Student Support Programs
- Prepare Students to be Successful after Graduation
- Develop Information Literacy and Technology Program
- Provide Independent Library Access and Services
- Enhance the Technology Infrastructure

Excellence in Teaching and Learning:

- Enhance Academic Standards and Increase Classroom Rigor
- Establish Unity and Consistency of Policy to Protect the Integrity of the Classroom
- Ensure Relevancy of Curricula and Courses
- Enhance Student Support Programs
- Develop Information Literacy and Technology Program
- Provide Independent Library Access and Services
- Enhance the Technology Infrastructure

Excellence in Scholarship:

- Enhance Academic Standards and Increase Classroom Rigor
- Ensure Relevancy of Curricula and Course
- Provide Independent Library Access and Services
- Enhance the Technology Infrastructure

COBA Strategic Planning

In the 2014 Academic Year COBA held two faculty working retreats during which the foundation was laid for its own future as the institution had gained separate SACSCOC accreditation. Over that year COBA solidified its own Mission, Values and Vision and is outlined below:

COBA STRATEGIC GOALS	
Goal 1: Accreditations	<i>The College of Business Administration is committed to maintaining ACBSP accreditation while also pursuing AACSB accreditation. In addition, COBA will support TAMUCT's effort to gain SACSCOC reaccreditation.</i>
Goal 2: Academic Excellence	<i>The College of Business Administration engages in continuous improvement with the goal of being known for quality academic courses and programs.</i>
Goal 3: Faculty Excellence	<i>The College of Business Administration promotes a culture that celebrates faculty excellence in teaching, scholarship, and service.</i>
Goal 4: Student Success	<i>The College of Business Administration has programs that are tailored to the needs of students, and foster an environment for scholastic achievement and student success.</i>
Goal 5: Community Engagement	<i>The College of Business Administration Faculty and students actively engages in community-based programs and research to promote regional economic development, and ethical socially responsible behavior.</i>

St2.2.a. Strategic Action Plans must be centered on short and long term objectives.

ACTION PLANS	
SHORT TERM PLANS	
1.	Accomplished AY2013: Contribute to the Achievement of SACSCOC Accreditation for TAMUCT. Contribute to the re-affirmation by SACSCOC AY2018.

2. A COBA Advisory Board was established in the Fall 2012. They contributed to the development of general learning outcomes/expectations of COBA graduates and provided input for the development of COBA Strategic Plan. Goal is to continue and strengthen Board input to COBA planning through semi-annual meetings.
3. A complete review of the curriculum will be conducted in the 2013-2014 academic year. Goal is to make COBA curriculum match the needs of the TAMUCT target market.
4. A complete review of the assessment program will be conducted in the 2013-2014 academic year. Goal is to make COBA assessment plan
5. Expand course offerings at EWCHEC. Goal is to offer 40% of BBA and MBA courses on site at EWCHEC by AY2018.
LONG TERM PLANS
1. Offer an undergraduate degree at the EWCHEC – Hutto, TX
2. Develop an entrepreneurship program, specifically focused upon commercialization of new technologies.
3. Strengthen faculty staffing through additional FT faculty bringing FT/PT faculty ratio to 80/20. Keep Tenured/tenure track faculty percentage above 75% of FT.
4. Increase scholarly production of faculty, with 75% of tenure track faculty meeting AA- AQ scholarship standards.
5. Complete initial program reviews for all grad and undergrad programs before end of AY 2020.

Standard #3 Student and Stakeholder Focus

A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relations with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

CRITERIA

Use the following criteria to document the extent to which the business school or program meets the standard for Student and Stakeholder focus. Justify any omissions.

Criterion 3.1 The business school or program must determine (or target) the student segments its educational programs will address.

Texas A&M University – Central Texas (TAMUCT) is a regional institution offering both undergraduate degrees and master’s degrees. It has three primary student constituencies. One group of students enters the university from area community colleges. These students are seeking undergraduate degrees in their chosen fields.

A second major constituency is military personnel stationed at Fort Hood who are seeking undergraduate degrees. When transferred or deployed many of these students choose to complete their degrees with TAMUCT through online course offerings. The third constituency is composed of individuals seeking an MBA or other business master’s degree. These students come from a variety of regional businesses or the military.

Criterion 3.2 The business unit will have identified its major stakeholder, and found methods to listen and learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

The business unit’s major stakeholders include:

- the students
- community colleges
- employers
- the military
- the communities within the region

The primary source of gathering information from students is through student evaluations of faculty. Comments from this source of input has resulted in changes in curriculum and provided suggestions for new degree programs.

The business unit interacts with regional community colleges through working together in the development of general education requirements, transferability of coursework, recruitment, two plus two programs, and through direct contact between the administrators and faculty of the institutions.

The business unit interacts with employers, the military, and the community through the Advisory Board. The members of the Advisory Board are regional business leaders who volunteer their time to help provide guidance to the business unit. The Advisory Board was heavily involved in the development of the Mission and Values statements. Through discussions with Board members, the business unit is exploring the introduction of offering business degrees through a regional education center.

The business unit has contact directly with the military through Dr. Steve Vitucci who serves as Director of Military Programs and Relations. His role is liaison with the military in the area of program availability and on-post course offerings at Fort Hood.

Criterion 3.3 The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions.

The College of Business Administration at TAMUCT (COBA) is a “new” unit in many ways. Although it has been in existence for a number of years, it was accredited under Tarleton State University and was required to use Tarleton’s procedures. Along with separate accreditation for the entire University in 2013,

we were granted the status of College in September of 2013. Our Founding Dean was appointed in January 2014. Since his appointment and the subsequent appointment of permanent Department Chairs, the COBA has been aggressively defining its own mission, strategic goals and programs. Evidence of “listening and learning” is the ongoing Faculty retreats where much of this work has been accomplished and the semi-annual meetings with the COBA Advisory Committee.

Criterion 3.4 The business unit will periodically have a process to use the information obtained from the students and stakeholders for purposes of planning educational programs, offerings and services: marketing; process improvements: and the development of other services.

Since 2013 we have been engaged in curriculum revision, based on faculty, student and advisory committee input. The new COBA Assessment Plan (described later in this report) outlines an extensive process for continuous improvement based on sound student assessment data.

Criterion 3.5 The business unit should have processes to attract and retain students, and to build relations with desired stakeholders.

In cooperation with university student recruitment efforts, COBA faculty create materials for distribution to potential students, receive telephone inquiries from potential students, attend a variety of recruitment events at area community colleges, and provide recommendations to the university recruitment officers for improvement of events.

The Advisory Board is a significant tool in building relations with external stakeholders. COBA administrator, faculty, and staff are active in community organizations and they attend community functions (Chamber of Commerce dinners, etc.) The members of the board are shown below:

Name	Organization	Job/Role
Bryon Borchers	Regions Bank	Branch Manager
Perry Cloud	Cloud Construction, Inc.	Owner
Brenda Coley	Metroplex Hospital	Human Resource Director
Diane Connell	Connell Chevrolet (sold)	Retired Business Owner
Steve Hanik	Century Link	Regional Director
Susan Kamas	Texas Workforce Board	Director
Rick Kasberg	KPA Engineers	Owner
Bill & Mary Kliewer	BKCW Insurance Agency & Patriot, Buick, GMC	Owner
Paula Lohse	Toyota Of Killeen	Owner

Name	Organization	Job/Role
Gregg Miller	Round Rock Express (AAA Baseball)	VP Business Development
David Nix	Nationwide Insurance Agency	Owner
Ron Stepp	Lott/Vernon (CPA Firm)	Owner
Jerry Tait	CGI (Computer Hi-tech)	Director
Pete Taylor	Lt. General, Ret. (US Army)	Community Leader
Jerry Tyroch	Lott/Vernon (CPA Firm)	Owner
Martha Tyrock	McLane Group	Personal Relations
Ken Schiller	K&N Management (Restaurant Entrepreneur)	Owner
Coleen Beck	Union State Bank	President/CEO

Criterion 3.6 The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

The University and COBA have prescribed procedures for students to use when filing a complaint. Information and building opportunities for pursuing common purposes has been done through student forums and communication with student organizations.

The procedures for other stakeholders have been based on the Advisory Board.

Criterion 3.7 The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

Students participate in course/faculty evaluations every semester for every course through administration of the IDEA course evaluations. Reports based on these evaluations are provided to faculty and Department Directors. The data is used in annual faculty evaluations and faculty are encouraged to make course changes based on the feedback. In addition, we are planning a process for collection of alumni data at the University level.

Criterion 3.7 The business unit should present graphs or tables of assessment results pertinent to this standard.

See next section, we have implemented a new Assessment program this past year and have begun collecting data.

Standard #4 Measurement and Analysis of Student Learning and Performance

Measurement and Analysis of Student Learning and Performance

Preface

In the 2013 QAR, we noted the assessment path we needed to take upon our separation from Tarleton State University and subsequent accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). We also noted that upon accreditation by SACSCOC, the College of Business Administration (COBA), Texas A&M University Central Texas (TAMUCT) established a college level assessment committee, charged with developing an assessment program with which continuous programmatic improvement can be conducted. Finally, we noted that changes were being made to eliminate programs that were either obsolete or redundant. The following table shows the current undergraduate and graduate programs within COBA.

Undergraduate Programs

Program	Major
Bachelor of Applied Arts and Sciences (B.A.A.S)	Business Management
Bachelor of Business Administration (B.B.A.)	Accounting Computer Information Systems Finance Human Resource Management Interdisciplinary Business Management Marketing
Bachelor of Science (B.S.)	Aviation Science – Aviation Management Aviation Science – Professional Pilot Computer Information Systems – Management and Networking Computer Information Systems – Software Engineering and Database Design Computer Science

Graduate Programs

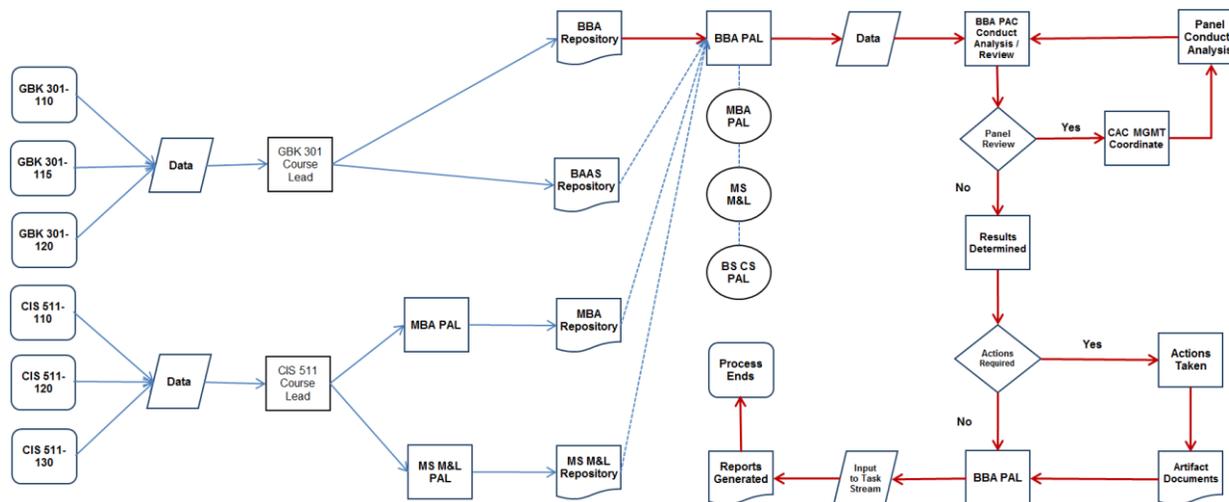
Program	Major
Masters of Business Administration (M.B.A.)	Business Administration
Masters of Science (M.S.)	Accounting

Human Resource Management
Information Systems
Management and Leadership

Current Assessment Program

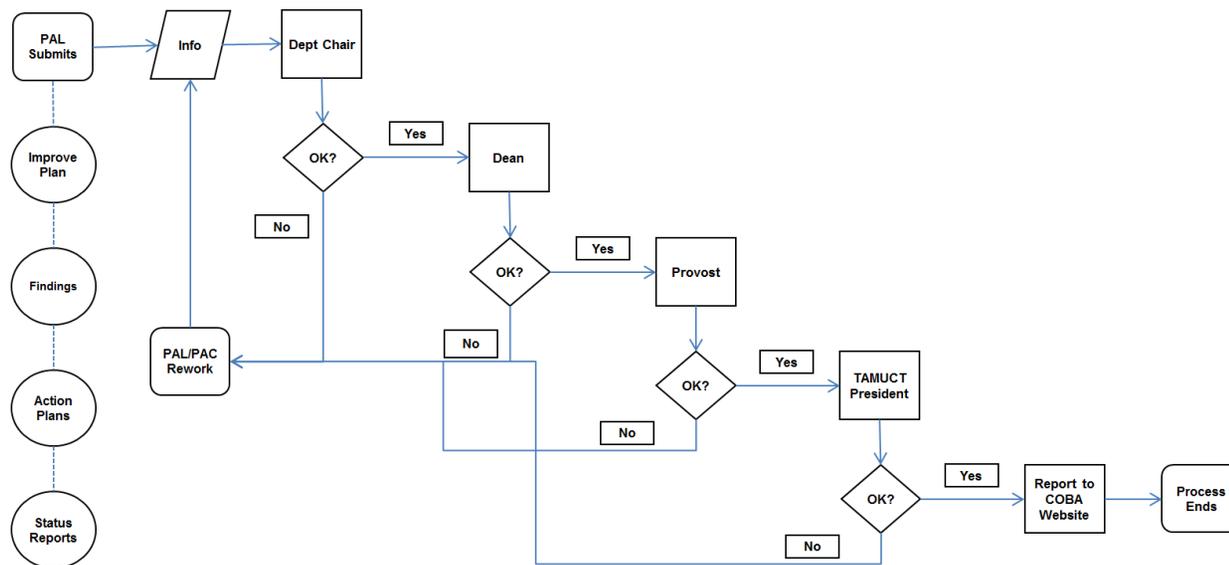
COBA Assessment Program. Since the submission of 2013 QAR, the COBA assessment committee developed the current assessment program for COBA. This work included the development and publishing (within COBA) an assessment guide that is centered on assisting faculty members, course leads, program leads, and supervisors in developing and/or improving assessment in new or current programs. The primary assessment tool and data repository by which this guide was written is Taskstream assessment and repository system. The guide is divided into 9 sections from which a program assessment plan can be developed from initial establishment through sending reports and closing the loop. Included in these sections are step by step instructions as well as best practice examples.

So that all stakeholders (faculty members, course leads, program leads, supervisors, etc.) were aware and understood the flow of data for assessment, the following chart was developed. In the chart, the process begins with data being collected from those courses designated in the assessment plan. Faculty members within each section provide the course lead the data, who then compiles the data in the appropriate form, as designated by each program assessment lead (PAL). The PAL then compiles all data received for the program and meets with the program assessment committee to conduct the analysis and determine the results. Certain assessments were determined to be analyzed by a panel; the COBA assessment committee (CAC) departmental representative assists in coordinating the pane to conduct the data analysis, which then is sent back to the PAC to determine the results. The PAC then determines and conducts actions that are required to improve the program. The process ends with the archiving of the data, analysis, and results, as well as the generation of appropriate reports through Taskstream.



CAC: COBA Assessment Committee Department Representative
 PAL: Program Assessment Lead
 PAC: Program Assessment Committee Members
 (acronyms and final data/assessment flow to be finalized and adjusted as needed)

Throughout the assessment period each PAL is required to continuously update the status of her or his program in Taskstream. Once sections are updated in Taskstream, signals are generated by which the chain of supervisors, in turn, review and, as appropriate, approve updates or other changes. The following chart depicts the report flow established in Taskstream. The process begins when the PAL updates and submits changes to the identified Taskstream sections within each cycle [i.e. Assessment Plan, Assessment Findings, Continuous Improvement (CI) Plan, or Status Report on CI Plan]. A signal is then generated in Taskstream for the Department Chair to review the changes, once changes are approved, the signals continue forward for each succeeding level for review and/or approval. Once an assessment cycle has been fully approved, reports are generated for any accreditation needs and for archiving. The process ends with the archiving of the results for each program.



Program Assessment Plan Changes. With the implementation of the COBA assessment plan, each department then undertook the review of, and either updated or fully restructured, each program’s assessment plan. The COBA assessment committee established the following milestones as guide to ensure enough data are collected, analyzed, and acted upon, during a minimum of three assessment cycles, prior to TAMUCT’s accreditation reaffirmation with SACSCOC.

Milestone	Expected Finish
Assessment Plan (Part 1): Vision (optional)/Mission, Goals, Learning Outcomes Complete	May 15, 2015
Outcome to Course Maps Complete	May 15, 2015
Assessment Plan (Part 2): Measures, Achievement Targets, Dissemination and Use Plan Complete	August 21, 2015
Program Assessment Schedule Complete	August 21, 2015
TaskStream: Initial program entry or update (according to COBA Assessment Guide)	August 21, 2015
Collect data for CY 2015	Fall Term 2015 (may begin in SU15)
Analyze data/close loop/update TaskStream (CY 2015)	January 22, 2016
Prepared for new assessment cycle (CY 2016)	January 22, 2016

Substantive changes were completed within the B.B.A., and B.A.A.S. programs, and minor changes were conducted in the B.S. CIS programs, as they are currently under an official program review (2015-2016). These changes included a complete rework of all program missions, goals, outcomes, methods of assessment, and assessment targets. Changes within the within the B.S. Aviation and graduate programs are ongoing. The substantive changes to the B.B.A. included the development and implementation of a core curriculum used across all majors. In the previous B.B.A. program, there was not a consistent core of courses which gave the impression that the majors could have been individual programs. Once the core was set in the B.B.A., the process of developing goals, outcomes, and measures proceeded. The substantive change within the B.A.A.S program was an alignment of its core with that of the B.B.A. to ensure those students achieve the same business and management foundations required in the B.B.A. A final change to the B.B.A. program is the projected elimination of the Interdisciplinary Business major. This major underwent an official program review, over the 2014-2015 academic year, with the final recommendation that the major be eliminated. Currently, COBA is awaiting administrative level review and approval prior to the official request for elimination through the curriculum process.

A. TAMUCT COBA Outcomes for 2015

1. Undergraduate Program Outcomes. The following outcomes were developed for the B.B.A. program (all majors) and adopted by the B.A.A.S program:

Professional Communication Ability:
Students will be able to demonstrate proficiency in written communications
Students will be able to demonstrate proficiency in oral presentations
Ethical Reasoning:
Students will be able to evaluate the implications of an ethical dilemma from a variety of ethical frameworks.
Students will be able to design and defend a reasoned resolution to an ethical challenge.
Global Business Awareness:
Students will identify the differences in business environment between countries may impact business decisions.
Students will be able to exhibit cross-cultural competencies that will aid in working with people from different cultures.
Business Integration & Decision Making
Students will be able to demonstrate knowledge proficiency in the core business disciplines.
Students will be able to integrate knowledge across multiple business disciplines.
Students will be able to demonstrate how technology can support business decision making.

The following tables provide the major specific outcomes for the B.B.A. and B.A.A.S programs.

Accounting:

Generally Accepted Accounting Procedures:
Students will be able to analyze an accounting situation and determine the appropriate treatment using GAAP.
Students will demonstrate the ability to research an accounting problem using relevant computer resources (ASC or IFRS).
Ethics and the Law:
Students will be able to identify and analyze ethical accounting and business problems.
Students will demonstrate knowledge of the laws relevant to the practice of accounting.

Generally Accepted Auditing Standards:
Students will demonstrate knowledge of generally accepted auditing standards.
Students will be able to explain the design and steps of an audit.
The student will be able to communicate the results of an audit.
Functional Areas of Business
The student will be able to differentiate the functional areas of business.
The student will be able to explain the interrelationship of the functional areas of business and accounting.
Technological Skills
The student will demonstrate the ability to use technology for the processing and analysis of accounting information.
The student will be able to use technology for effective communication in accounting practice.

Finance:

Financial Literacy
Students will be able to demonstrate the fundamental features and common usage of financial assets.
Students will be able to describe the roles of different types of financial institutions.
Financial Analysis
Students will be able to analyze the dynamics of the risk-return trade-off.
Students will be able to compare and contrast various valuation methods.

Computer Information Systems:

Critical Thinking and Decision Making Skills
Students will be able to analyze business information systems problems and design appropriate solutions.
Students will be able to evaluate alternative solutions and select the most appropriate to apply to information needs of organizations.
Applied CIS Knowledge and Skills
Students will be able to evaluate, design, develop, and implement networking solutions to organization-wide Information Systems needs.

Students will be able to evaluate, design, develop, and implement software application solutions to organization-wide Information Systems needs.
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Students will be able to evaluate, design, develop, and implement database solutions to organization-wide Information Systems needs.
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Human Resource Management:

Global Human Resource Management Preparation

Students will critically analyze and apply business concepts to a dynamic global-business environment.
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Academic Foundation for Human Resource Management
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Students will demonstrate summative knowledge in the subject areas of Accounting, Management, Marketing, Finance, Economics, Statistics, Legal, and Global aspects.

Students will competently employ business spreadsheet technology for professional applications in decision making and problem solving.
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Students will demonstrate summative knowledge of human resource management theory and practice.

Management, Interdisciplinary Business, and B.A.A.S program:

Management Knowledge

Students will be able to demonstrate management knowledge proficiency.
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Students will be able to demonstrate comprehension of leadership principles.
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Marketing:

Marketing Knowledge

Students will be able to demonstrate proficiency in the principles of marketing.
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Students will be able to exhibit an understanding of the consumer decision making process.
--

Students will be able to demonstrate proficiency in marketing research techniques.
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The following table provides the outcomes for BS Aviation Science program:

Aircraft Systems

Demonstrate technical knowledge of advanced aircraft systems
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Demonstrate knowledge of laws, regulations, and legal issues affecting the aviation industry.
Demonstrate knowledge of the issues affecting aviation safety and safety management.
Professional Communication Ability
Students will be able to demonstrate proficiency in written communications
Students will be able to demonstrate proficiency in oral presentations
Ethical Reasoning
Students will be able to evaluate the implications of an ethical dilemma from a variety of ethical frameworks.
Students will be able to design and defend a reasoned resolution to an ethical challenge.
Management Knowledge
Students will be able to demonstrate management knowledge proficiency
Students will be able to demonstrate comprehension of leadership principles

The following tables provide the outcomes for the B.S. Computer Information Systems program:

CIS – Management and Networking Concentration
Graduates should demonstrate ability to communicate effectively on technical and non-technical subjects in computer information systems orally and in writing. Graduates should be able to work well independently and as a part of diverse teams.
Graduates should be able to apply ethics, critical thinking, and decision making skills to come up with alternative solutions and select the most appropriate one to deal with information needs of organizations.
Graduates should demonstrate skills to design, develop, evaluate, and apply computer information systems to solve complex, organization-wide problems.
Graduates should demonstrate a depth of knowledge of Networking and Management technologies in order to address complex networking design problems.

CIS – Software Engineering and Database Design Concentration
Graduates should demonstrate ability to communicate effectively on technical and non-technical subjects in computer information systems orally and in writing. Graduates should be able to work well independently and as a part of diverse teams.
Graduates should be able to apply ethics, critical thinking, and decision making skills to come up with alternative solutions and select the most appropriate one to deal with information needs of organizations.

Graduates should demonstrate skills to design, develop, evaluate, and apply computer information systems to solve complex, organization-wide problems.
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Graduates should demonstrate a depth of knowledge of Software Engineering and Database technologies in order to address complex software development or database design problems.

The following table provides the outcomes for the B.S. Computer Science program:

Communication
An ability to function effectively on teams to accomplish a common goal.
An ability to communicate effectively with a range of audiences.
Critical Thinking and Decision Making Skills
An ability to apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline.
An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
Applied BS-CS Knowledge and Skills
An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
An ability to apply current techniques, skills, and tools necessary for computing practice.
Ethics
An ability to describe the professional, ethical, legal, security and social issues and responsibilities that occur in software development.
An ability to analyze the local and global impact of computing on individuals, organizations, and society.
Recognition of the need for and an ability to engage in continuing professional development.

2. Graduate Program Outcomes. The following tables provide the outcomes for each graduate program in COBA.

M.B.A.:

Analytical Thinking and Ethical Decision Making Skills
Students will demonstrate proficiency in analytical thinking through the research and analysis of business problems.
Students will demonstrate proficiency in ethical decision making through the generation of solutions for business related problems or issues.

Leading & Managing in the Global Environment
Students will demonstrate knowledge of leadership principles necessary for the global business environment.
Students will demonstrate the effects of the global environment on business management and operations.
Applied Business Knowledge and Skills
Students will demonstrate knowledge proficiency in the core business disciplines.
Students will demonstrate the ability to integrate the core knowledge into effective organizational decisions.

M.S. Accounting:

Professional Accounting Knowledge
Students will be able to identify and describe the foundational principles of GAAP, GAAS, and US Tax law.
Students will be able to compare and contrast the professional standards set forth by the governing bodies of accounting practice.
Students will be able to apply the accounting standards and the professional standards to practical accounting problems.
Critical Thinking
Students will be able to identify alternative solutions to accounting or ethical situations.
Students will evaluate alternative solutions and defend their chosen solution.
Business Environment
Students will demonstrate a general knowledge of the global business environment.
Students will be able to identify an ethical problem, formulate a set of possible solutions, and select a solution.
Professional Communication
Students will be able to compose professional communications in an audience-appropriate format.

M.S. Human Resource Management (Please note that this program is one that is still under revision):

Communications
Students will demonstrate effective research skills in preparing for written and oral communications.

Students will demonstrate effective written and oral communications that advance appropriate HRM practices in various organizational environments.
Decision-Making
Students will demonstrate proficiency in critical thinking through the research and analysis of organizational HRM issues.
Students will demonstrate proficiency in using analytics to inform decisions for specific HRM issues.
HRM Expertise
Students will demonstrate ability to apply HRM knowledge to make appropriate HRM recommendations.
Students will demonstrate knowledge proficiency in HRM functional areas, including strategic management, employment law and staffing, human resource development, compensation management, employee and labor relations, and risk management.

M.S. Information Systems:

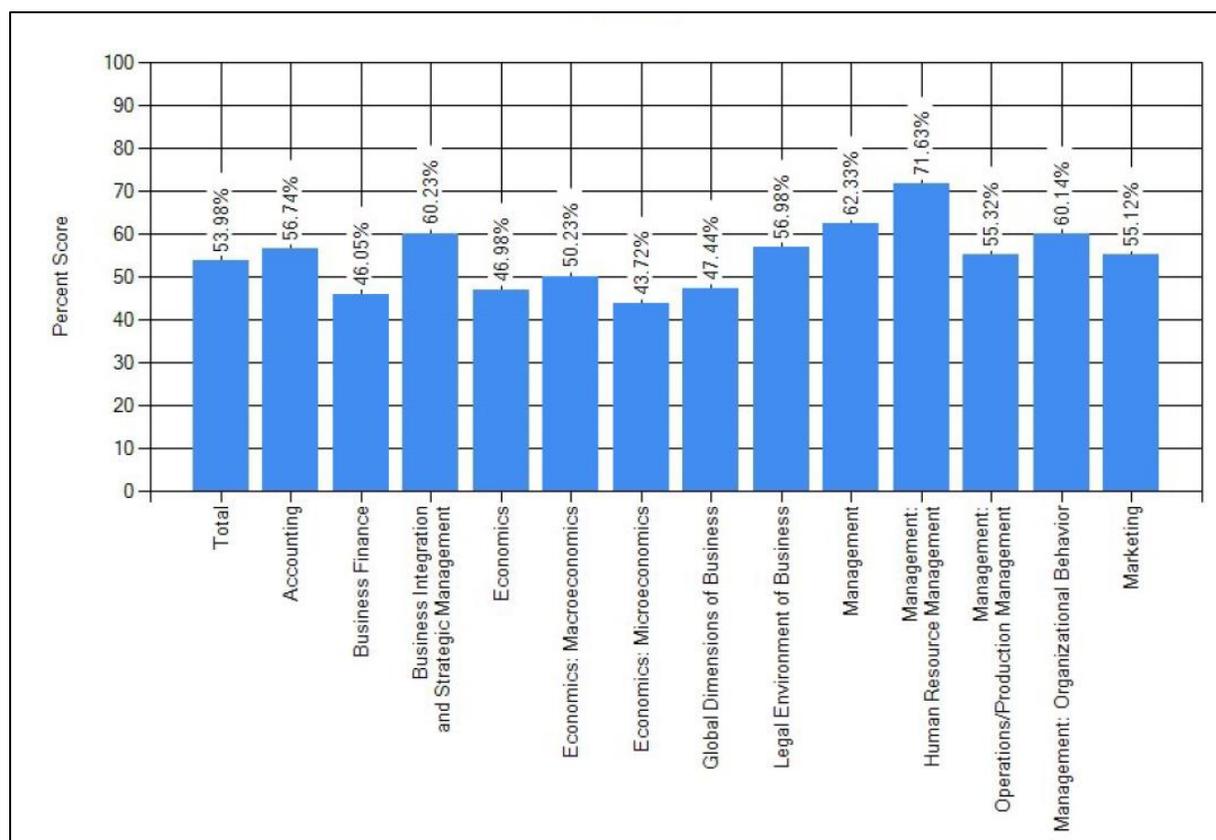
Communications
Graduates should demonstrate skills and abilities necessary to communicate individually and in groups of various sizes both in industrial and academic environments.
Applied Professional Knowledge and Skills
Graduates should be able to demonstrate knowledge and skills (including, but not limited to ethical, legal, security and social issues) inherent in the decision making, selection and operation of information systems to address business needs. Graduates should be able to demonstrate the knowledge required to engage in continued professional development.
Applied Managerial and Technical Knowledge and Skills
Graduates should demonstrate: an understanding of the role information systems in supporting organizational decision-making and for achieving competitive advantage; the knowledge, skills and abilities necessary to analyze business needs, and then acquire and/or design and develop the appropriate solution from existing and emerging technologies and tools; the skills and abilities to research and evaluate current and emerging trends and technologies in order to build effective organizational solutions.

M.S. Management and Leadership:

Communication Skills

Students will enhance their leadership and management capacity through the effective use of written communication skills to effectively explain, justify, and/or argue for the particular stance or course of action they are advocating from within their leadership role.
Students will enhance their leadership and management capacity through the use of effective oral communication skills to effectively explain, justify, and/or argue for the particular stance or course of action they are advocating from within their leadership role.
Team Skills
Students will demonstrate the ability to successfully organize a collaborative team, and to maintain positive collaborative relationships through the completion of a complex team task.
Social Responsibility
Students will evaluate corporate ethics and socially responsible behaviors for a current firm according to an established set of benchmarks. Students will formulate managerial actions to mitigate any found weaknesses.
Leadership Skills
Students will demonstrate proficiency in applying research and management and leadership theory and related principles to problems/issues encountered in a dynamic business environment. Students will formulate leader actions to foster and achieve an organizational vision and to better align organizational form and function.

B. TAMUCT COBA Results for 2015: The leadership for COBA determined that a suspension of data collection was required during the period in which the program assessment plans were developed and improved, particularly in goals, outcomes, measures, and targets. As per the milestone table, data collection resumes in the fall term of 2015 to meet the 2015 assessment cycle. However, there was an opportunity for the collection of data for the B.B.A. and B.A.A.S. program, when the ability to test student overall knowledge of business and management topics, across all majors was realized in the Peregrine standardized exam. As discussed in the 2013 QAR, the ETS Major Field Test exam was to be replaced with the Peregrine exam. The first students to take this exam were in the undergraduate programs during the summer 2015 term. A total of 45 students took the exam and represented the B.B.A. majors of accounting, finance, human resource management, and management students. Additionally there were four students representing the B.A.A.S. program. The following chart shows the overall results of this first iteration.



The sample sizes per major were too small to make inferences about the knowledge of the students within the major; however, and the sample size for the B.B.A. core, overall, might be used to provide an indication of overall learning. As this was the first iteration of students to take the exam, it is too early to infer any conclusions to the B.B.A. population as a whole, with any statistical significance. The following table shows the results for the exam by major.

Accounting Students		HRM Students	
ACC AVG:	70.0	HRM AVG:	67.4
Overall AVG:	56.9	Overall AVG:	49.0
n =	6	n =	11

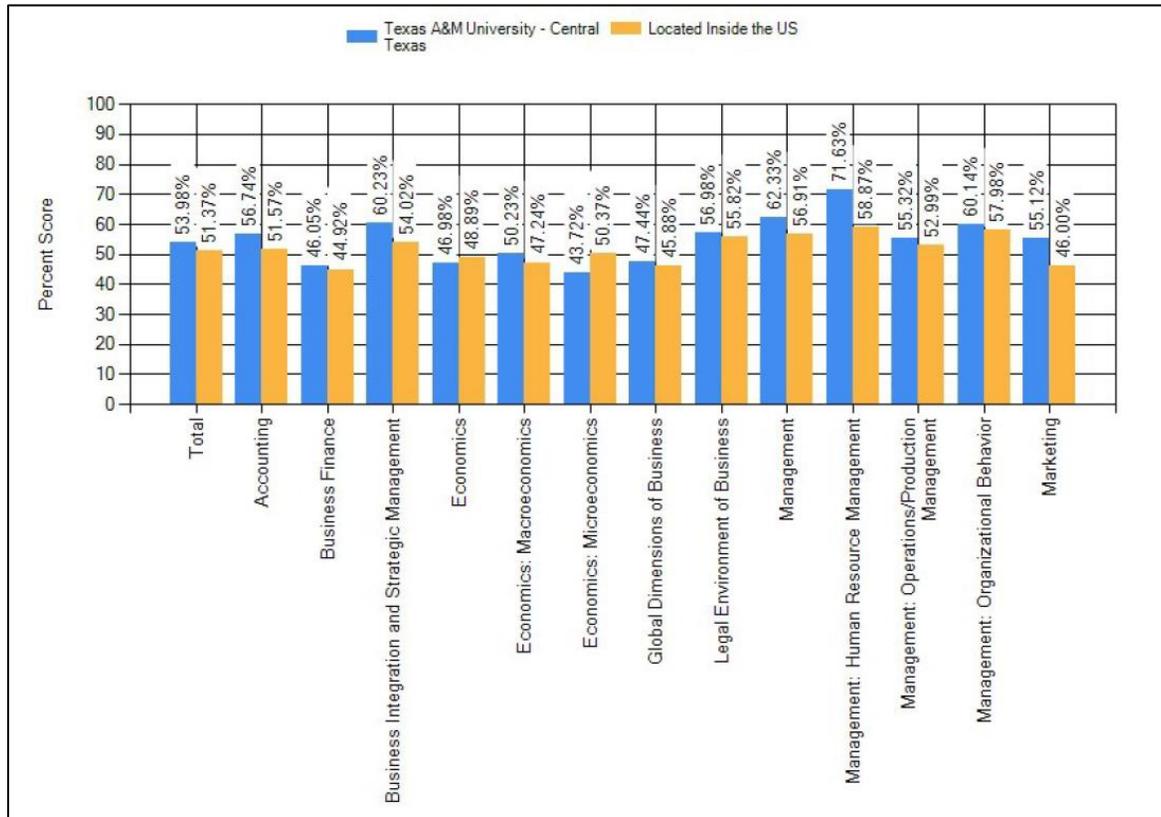
Business Admin Students		Management Students	
MGMT AVG:	64.0	MGMT AVG:	66.0
Overall AVG:	66.0	Overall AVG:	52.8
n=	5	n =	5
B.A.A.S Students		BBA Students (Overall)	
MGMT AVG:	70.0	BBA Overall:	54.7
Overall AVG:	55.3	n=	36
n =	4		
Finance Students			
Finance AVG:	44.3		
Overall AVG:	53.8		
n =	8		

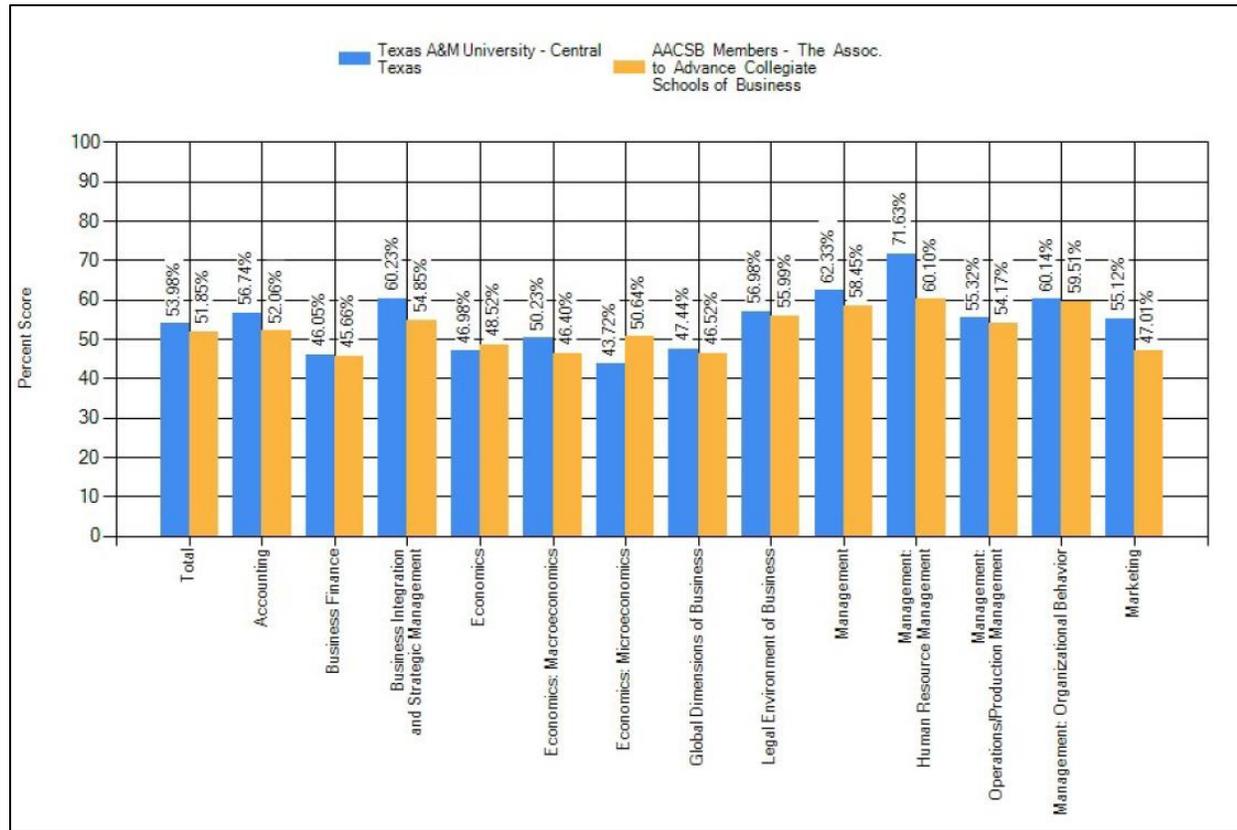
As shown in the following table, the students ranked in the given percentiles. Overall, approximately 40% of the students scored in the 70th percentile or higher. However, 33% of the students scored less than the 50th percentile.

Percentile	Count	%
90th%	9	20%
80th%	6	13%
70th%	4	9%
60th%	3	7%
50th%	8	18%
<50th%	15	33%

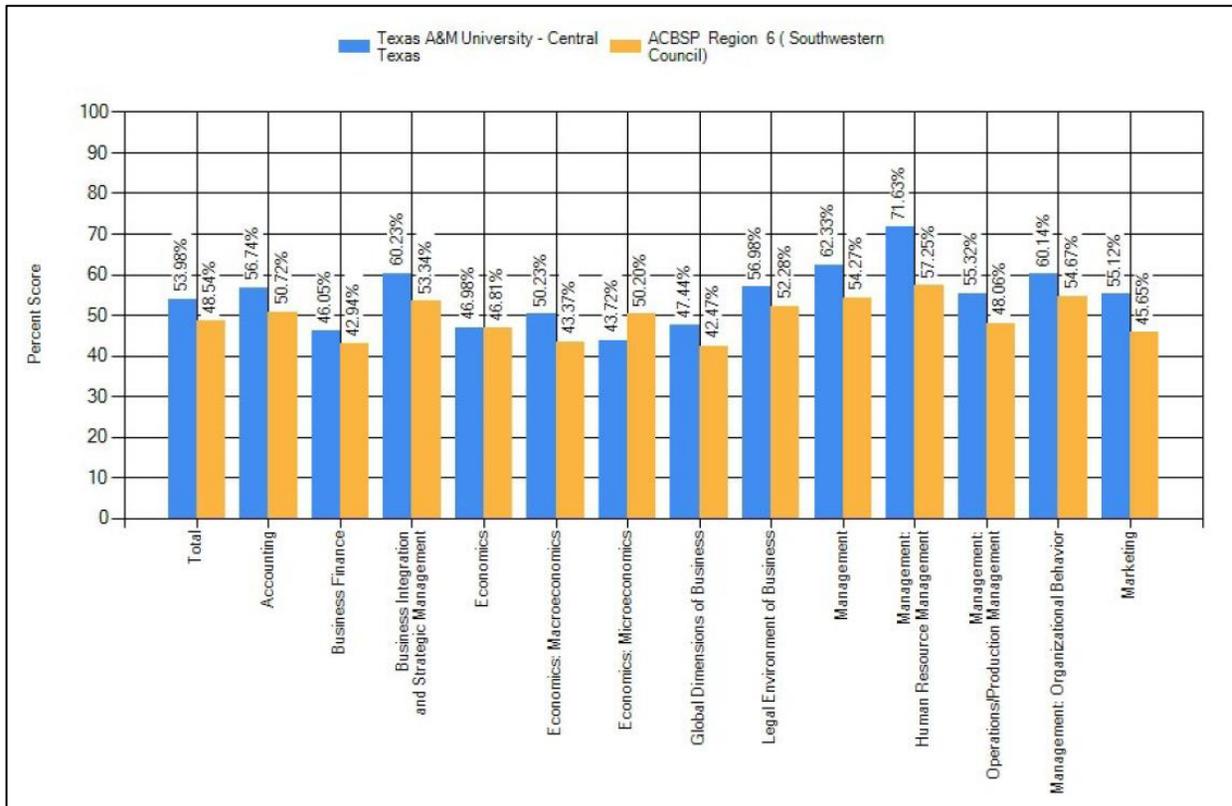
When comparing the overall results with those external to TAMUCT, our students seem to be at or above the averages for all exams located within the United States, within AACSB, and within ACBSP.

Located Inside the U.S.

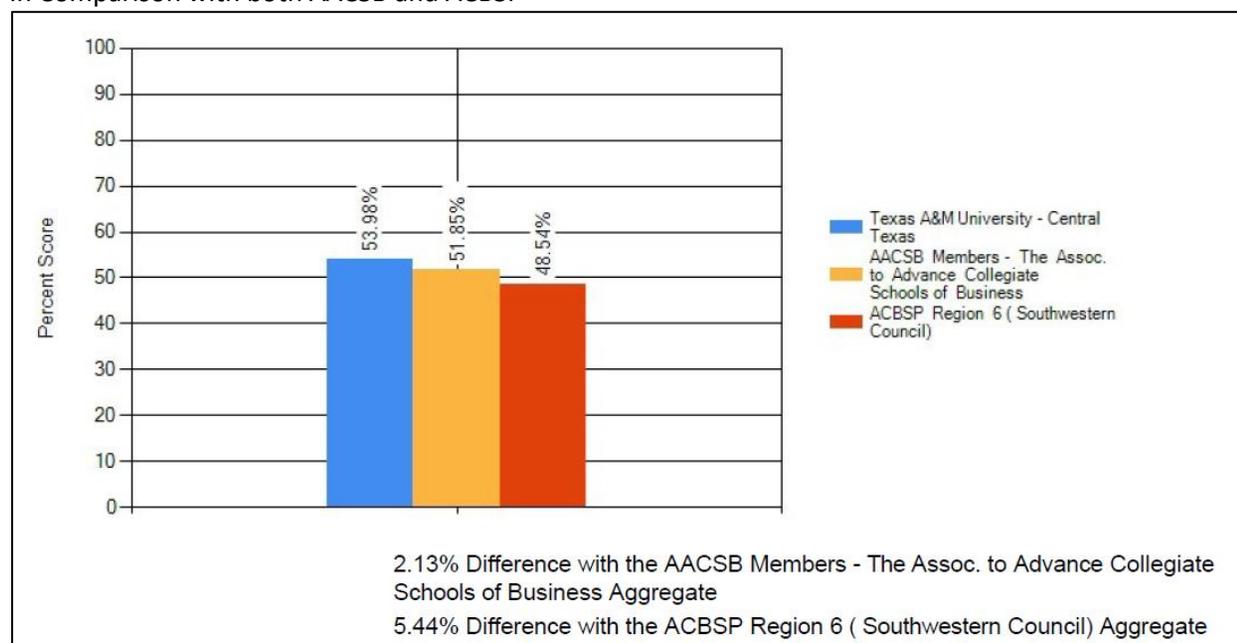




Within ACBSP Region 6 (Southwestern Council)



In Comparison with both AACSB and ACBSP

Summary/Conclusions

Since the last QAR, COBA has accomplished much in developing and implementing its assessment program. All programs/majors were reviewed and, in some form, either restructured or improved. Measurable outcomes were developed and data collection officially commenced in the Fall 2015 term. The first iteration of data collection with analysis and results took place during the Summer 2015 term, through the Peregrine Academics standardized tests for the outgoing seniors. The initial results show that our students' knowledge in all tested business common areas is about 2% higher than AACSB members and about 5% higher than our ACBSP Region 6 counterparts. As seen in the results, there are areas in which improvement may be required, however based on the small sample size, at least another iteration of exam results will be needed.

Standard #5 Faculty and Staff Focus

Performance Measure	Measurement Process	Current Results	Analysis of Results	Action Taken or Improvement Made
Increase the number of full-time business faculty to meet demands from pursuing independent accreditation at the institution-level by SACSCOC, in addition to independent accreditation at business program-level by ACBSP	Determine number of new business faculty needed	There is a direct relationship between growth of full-time faculty and pursuing, as well as attaining, independent accreditation of the institution its business programs	Four new faculty positions were added in FY 2014, bringing the total authorization to 32. In FY2015 ten new faculty were hired, six as replacements and four into new positions. In FY2015 three new positions were added. Initially two are visiting faculty slots. Two new hires filled vacancies and one new position was filled.	We are recruiting for the two visiting positions, with expectations they will be filled before the end of the year. Additional, two faculty positions are programed for FY 2017.
Increase scholarly activity by faculty	Annual Performance Review for Department Chair and Dean; Contributing to Provost's webpage that highlights faculty scholarship	Faculty are presenting and publishing with greater frequency from year to year	Scholarly activity for promotion and tenure has been defined in new institutional policies to promote an increase in faculty activity in this area	COBA faculty have establishing a process to define and measure various scholarly activities consistent with new institutional policies

Increase professional development of faculty to meet new standards for online courses at the institution-level and COBA-level

Annual Performance Review for Department Chair and Dean; Participation in faculty training to meet institutional and COBA standards for online courses.

More business faculty are obtaining certification that their online courses meet new "QM*" standards" established by the institution and COBA.

*stands for Quality Matters, a nationally recognized set of Principles for benchmarking online course design

Teaching online courses is now linked to faculty who demonstrate certification of QM standards in order to promote an increase in faculty training

Attaining 'QM standards' is now linked with promotion and tenure

Standard 5, part 2.

Complete the next two tables for new and part-time faculty members since last self-study or QA Report. Do not include faculty members previously reported.

Full-Time and Part-Time Faculty Qualifications ¹

Academic Years 2014 and 2015

FULL-TIME FACULTY:

Name		Rank	Department	Discipline	Qualification*	New Faculty
Almond	Brad	Assoc Prof	MM	Mgmt	SA	
Altman	Barb	Asst Prof	MM	Mgmt	SA	
Brown	Randy	Asst Prof	CIS	CIS	SA	FY14
Brown	Lee	Asst Prof	MM	Mgmt	SA	
Calk	Rusty	Assoc Prof	AFE	Acctg	SA	FY15

Name		Rank	Department	Discipline	Qualification*	New Faculty
Carey	Kay	Asst Lec	MM	Mktg	PA	
Cargill	Willie	Asst Lec	AFE	Acctg	PA	
Chennamaneni	Anitha	Assoc. Prof	CIS	CIS	SA	
Dyer	Doug	Assoc Prof	AFE	Econ	Other	
English	Wilke	Asst Prof	MM	Mktg	PA	
Eruysal	Ferdi	Asst Prof	CIS	CIS	SA	FY15
Fry	Jody	Prof	MM	Mgmt	SA	
Fullingim	James	Assoc Lec	AVI	Aviation	PA	
Fullmore	Anthony	Asst Lec	AFE	Acctg	PA	
Kelly	Mary	Asst Prof	AFE	Finance	SA	
Lalone	John	Asst Lec	MM	Mgmt	IP	
Lee	Kevin	Asst Prof	AFE	Finance	SA	FY15
Liou	Ru-Shiun	Asst Prof	MM	Mgmt	SA	FY15
Loafman	Lucas	Assoc Prof	MM	GB	SA	
Lyon	Barbara	Prof	MM	HRM	PA	
McNett	Stephen	Assoc Prof	AFE	Acctg	PA	
McPherson	Rebecca	Asst. Prof	MM	HRM	SA	FY16
New B-Comm		Asst. Prof	MM	B-Comm	PA	
New CIS		Asst. Prof	CIS	CIS	SA	
Noelting	Tevis	Visiting Prof	MM	B-Law	SA	FY 16
Park	Seung-Jae	Asst Prof	MM	Mgmt	SA	FY15

Name	Rank	Department	Discipline	Qualification*	New Faculty	
Patrick	Angela	Asst. Lec.	MM	Mgmt	PA	FY15
Phillips	Brandon	Asst. Prof	CIS	CIS	SA	FY16
Ritter	David	Assoc Prof	AFE	Acctg	SA	
Salazar	Dalila	Asst Prof	MM	Mktg	SA	FY15
Simmons	Rick	Assoc Lec	MM	Mgmt	SA	
Villarreal	Marco	Asst Prof	CIS	CIS	SA	FY15
Wei	Monica	Asst Prof	MM	Mktg	SA	FY15
Woodcock	Tim	Asst Prof	CIS	CIS	SA	

- Note that AACSB categories of faculty qualifications are used here – Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP)

PART-TIME FACULTY

NAME	DEGREE	QUAL
M&M PT Adjuncts		
Bondi, Mr. James	MS	PQ Instructional Practitioner
DeLaO', Mr. Michael	MS	PQ Instructional Practitioner
Eads, Ms. Amanda	MS	PQ Instructional Practitioner
Flores-Nevarez, Ms. Tina	MS	PQ Instructional Practitioner
Fullerton, Caren	MS	PQ Instructional Practitioner
Geigle, Dr. David	PhD	AQ Practice Academic
Graham, Mr. Nicholas	MS	PQ Instructional Practitioner

Klein, Dolores	MBA	PQ	Instructional Practitioner
Ledger, Dr. Les	MBA	PQ	Instructional Practitioner
Luciano, Ms. Christine	MS	PQ	Instructional Practitioner
MacDonald, Ms. Michelle	MS	PQ	Instructional Practitioner
Middaugh, Lindsay	MS	PQ	Instructional Practitioner
Montoya, Melinda	MS	PQ	Instructional Practitioner
Robin, Jessica	MBA	PQ	Instructional Practitioner
Shampton, Dr. John	PhD	AQ	Practice Academic
Silva, Mr. Marshall	MS	PQ	Instructional Practitioner
Wells, Mr. Robert	MS	PQ	Instructional Practitioner
Winters, Anthony	JD	PQ	Instructional Practitioner
Wright, Taylor	MAC	PQ	Instructional Practitioner
ACCT, FIN, ECO PT Adjuncts			
LaBombard, Tamara	MS	PQ	Instructional Practitioner
Shampton, Dr. John	PhD	AQ	Practice Academic
CIS PT Adjuncts			
Elder, Ms. Betty	MS	PQ	Instructional Practitioner
Gray, Mr. Emmet	MS	PQ	Instructional Practitioner
Hill, Stephen	MS	PQ	Instructional Practitioner
Marshall, Mr. Donald	MS	PQ	Instructional Practitioner
Thai, Mr. Son	MS	PQ	Instructional Practitioner

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results**Table 5.3 Standard 5, Criterion 5.8
Scholarly and Professional Activities****Recent Faculty Scholarly Contributions****Accounting, Finance and Economics Faculty****Publications**

Calk, Rusty. 2013. The need for personal financial planning for new accounting graduates: how fast can \$100,000 disappear? *New Accountant*.

Dyer, S. Douglas (co-authors with Majdi Quattinah and Penfgei Yw). 2014. Privatization, Intermediation, and Performance: Global Evidence. *Managerial Finance*.

Kelly, Mary H. (co-authors with Radhames Lizardo). 2014. Why Does China Invest So Heavily In U.S. Treasury Securities? *Global Economy Journal*.

Kelly, Mary H. (co-authors with Radhames Lizardo). 2014. Monetary Policy Convergence in the NAFTA Region: Evidence from Cointegration Analysis and Contagion Effects. *Business Studies Journal*.

Kelly, Mary H. (co-authors with Wilke D. English, Ms. Kelly Kelley, student) 2013. Tom, Dick and Harry Contemplate What A Bank Should have Done with their "25¢ to open" Bank Accounts: An Ethical 'Critical Incident'. *Mustang Journal of Business and Ethics*.

Lee, Kevin. 2014. The Effects of Bank Capital Constraints on Post-Acquisition Performance. *Journal of Economics and Finance*.

Lee, Kevin. 2013. Foreign Direct Investors as Change Agents: The Swedish Firm Experience. *Corporate Governance An International Review*.

Lee, Kevin. 2013. The Effects of Investor Bias and Gender on Portfolio Performance and Risk. *The International Journal of Business and Finance Research*.

Ritter, David E. 2014. Investing by Utilizing a Self-Directed Individual Retirement Account. *Southern Journal of Business & Ethics*, Vol. 6.

Ritter, David E. 2013. Sarbanes-Oxley: The Aftermath Evaluated. Mustang Journal of Accounting and Finance.

Ritter, David E. 2013. Removal of Metadata from Document Files: Professional Misconduct or Ethical Obligation. Mustang Journal of Law and Legal Studies.

Conference Proceedings and Presentations

Calk, Rusty. 2013. Wilton Memorial Hospital (teaching case). American Accounting Association Southwest Regional Meeting

Calk, Rusty. 2013. BBB Oil and Gas Enterprises (teaching case). American Accounting Association Southwest Regional Meeting

Cargill, Willie. 2015. Texas Ethics Training Revisited (presentation and proceedings). Mustang International Conference.

Kelly, Mary H. (co-authors with Wilke D. English). 2014. Financial Ratios: The Missing Tool in Financial Analysis: 'A Critical Incident'. Annual Conference of Federation of Business Disciplines - Southwest Case Research Association - Finance and Accounting Track.

Kelly, Mary H. (co-authors with Wilke D. English, and J. Robertson, student). 2013. Tom, Dick and Harry Contemplate What A Bank Should have Done to Protect against Embezzlement: 'A Critical Incident'. Annual Conference of Federation of Business Disciplines - Southwest Case Research Association - Finance and Accounting Track.

Lee, Kevin. 2014. Institutional Distance and Ownership Strategy: An Examination of Emerging Market Multinational Companies' Cross-border M&A's in a Developed Market. Academy of International Business U.S. Southwest Chapter – Federation of Business Disciplines.

Lee, Kevin. 2013. Market Discipline and Bank Subordinated Debt Yields during the lead up to the Financial Crisis. Financial Management Association International Annual Meeting.

Lee, Kevin. 2013. Market Discipline and Bank Subordinated Debt Yields during the lead up to the Financial Crisis. Southwest Finance Association Annual Conference – Federation of Business Disciplines.

Computer Information Systems Faculty

Publications

Brown, Randy. 2013. A Survey of Professor Acceptance And Use Of E-Textbooks In Higher Education. Contemporary Issues in Education Research.

Chennamaneni, Anitha. 2014. Achieving Knowledge Management (KM) Success: Examining A Task-KM Strategy Fit Model. *Journal of InformationTechnology Management*.

Conference Proceedings and Presentations

Chennamaneni, Anitha. 2014. Use of Educational Data Mining and Intelligent Agents to provide Adaptable, Personalized Computer Science Education in e-Learning Environment. *Proceedings of the Second Workshop on AI-supported Education for Computer Science (AIEDCS)*.

Chennamaneni, Anitha. 2013. Towards an Integrated Framework for Applying the Agile Project Methodology to Manage Task Uncertainty in Disaster Management. *Proceedings of the 19th Americas Conference on Information Systems*.

Chennamaneni, Anitha. 2013. Improving Knowledge Management in E-Learning: A Contingent Framework for Efficient Knowledge Transfer. *Proceedings of the 2013 International Conference on e-Learning, e-Business, Enterprise Information Systems, and e-Government*.

Management and Marketing Faculty

Publications

Almond, Brad. 2014. The “Acts” of Paul: micro-proceses and new institution creation. *Journal of Management, Spirituality & Religion*.

Almond, Brad. 2014. Serving two masters: Transformative resolution to institutional contradictions. *Research in the Sociology of Organizations*.

Altman, Barbara W. and Vitucci, Stephen. 2015. Constituent Building to Form a New University and Promote Regional Economic Development. *Journal of Case Studies*.

Altman, Barbara W. (co-author with Andria Schwegler). 2015. Analysis of Peer Review Feedback: QM Recommendations and Feedback Intervention Theory. *American Journal of Distance Education*.

Altman, Barbara W. (co-authors with Andria Schwegler and Lisa Bunknowski). 2013. Beliefs Regarding Faculty Participation in Peer Reviews of Online Courses. *Internet Learning*.

Brown, Lee. 2014. The Use of Character in Organizational Research: A Review and Future Directions. *Book Chapter in Research in Management Vol. 10, Information Age Publishing*.

Brown, Lee. 2013. Environmental influences on individual burnout and a preventative approach for organizations. *Journal of Applied Biobehavioral Research*.

- Fry, L. Jody (co-authors with M. Benefiel and D. Geigle) 2014. Spirituality and religion in the workplace: History, Theory, and Research. Psychology of Religion and Spirituality.
- Fry, L. Jody. 2013. The Origin and Essence of Maximizing the Triple Bottom Line Through Spiritual Leadership. Quiddity.
- Fry, L. Jody (co-author with Y. Altman). 2013. Spiritual Leadership in Action: The CEL Story. Charlotte, NC: Information Age Publishing.
- Fry, L. Jody (co-author with M. Nisiewicz). 2013. Maximizing the Triple Bottom Line through Spiritual Leadership. Palo Alto, CA: Stanford University Press.
- Fry, L. Jody (co-author with C. Wigglesworth). 2013. Toward a Theory of Spiritual Intelligence and Spiritual Leader Development. International Journal of Organization Leadership.
- Loafman, Lucas. 2014. Race, Employment, and Crime: The Shifting Landscape of Disparate Impact Discrimination Based on Criminal Conviction. American Business Law Journal.
- Loafman, Lucas and Altman, Barbara W. 2014. Going Online: Building Your Business Law Course Using the Quality Matters Rubric. Journal of Legal Studies Education.
- Loafman, Lucas. 2014. Direct Interstate Wine Shipments: Commerce Clause and Regulatory Chaos for Small Wineries. Southern Law Journal.
- Lyon, Barbara J. 2015. S-3 Learning: A Simplified Model for Leveling Integrated Learning Outcomes. Journal of Business and Economics.
- Park, Seung Jae. 2015. Supply Chain Design and Carbon Penalty: Monopoly vs. Monopolistic Competition. Production and Operations Management.
- Park, Seung Jae. 2013. New Results on the Newsvendor Model and the Multi-Period Inventory Model with Backordering. Operations Research Letters Journal.
- Patrick, Angela. 2013. Statistics-risk and return. Advanced financial management: Theory and application (book chapter). Advanced Financial Management I, pp. 89-105. Redding, CA: BVT Publishing.
- Patrick, Angela. 2013. Statistics-risk and return. Introductory financial management: Theory and application (book chapter). Advanced Financial Management II, pp. 92-108. Redding, CA: BVT Publishing.
- Simmons, Gerald R. (2014). Business statistics: a comparison of student performance in three learning modes. Journal of Education for Business.

Conference Proceedings and Presentations

Almond, Brad. 2014. Operation Help-a-Soldier (Teaching Case). Southwest Case Research Association.

Almond, Brad. 2014. Trinity Classical Academy: Small Market Conflicts (Teaching Case). Southwest Case Research Association.

Almond, Brad. 2013. Dorothy Sayers and the Creative Impulse: An Educational Manifesto. C.S. Lewis Foundation Fall Conference Academic Roundtable.

Almond, Brad. 2013. God is Love: A Theology of Work. Christian Business Faculty Association.

Almond, Brad. 2013. What (and How) Do Students Learn from Case Studies? Southwest Case Research Association.

Altman, Barbara W. 2014. Using Popular Press Leadership Books to Teach Students to Become Discerning Readers. Conference Proceedings and Presentation. Association of Leadership Educators Annual Conference.

Altman, Barbara W. 2013. Using the "Giving Voice to Values" (GVV) Curriculum as a Supplemental Module to Teach Ethics in Leadership Courses Conference Proceedings and Presentation. Association of Leadership Educators Annual Conference.

Brown, Lee. 2014. Examining the Effects of Race and Communication Style on Ethical Leadership Perceptions. Academy of Management Annual Conference.

Brown, Lee. 2014. Where did we come from, and where do we go? A critique of the dynamic capability literature. Academy of Management Annual Conference.

Brown, Lee. 2014. Give Us This Day Our Daily Bread: A Theology of Work and Implications for Managers. Academy of Management Annual Conference.

Brown, Lee. 2014. An institutional perspective of the boom and bust of the mortgage industry in the late 2000s. Southwest Academy of Management Annual Conference.

Brown, Lee. 2013. Does it matter who says it and how they say it? Examining the effects of race and ethical communication style on follower ethical leadership perceptions. Southern Management Association Annual Conference.

Fry, L. Jody. 2014. Invited Keynote Presentation. Effective Personal and Organizational Leadership: Spiritual and Ethical Aspects International Conference, Russia.

- Fry, L. Jody (with J. Latham, S. Clinebell, & K. Krahnke). 2014. Spirituality and religion in the workplace: History, Theory, and Research. Academy of Management Annual Conference.
- Fry, L. Jody (with E. Egel). 2013. Spiritual Leadership as a Model for Islamic Leadership Development. Academy of Management Annual Conference.
- Fry, L. Jody (with R. Rollins). 2013. Impact of Spiritual Leadership on Information Technology Projects. Academy of Management Annual Conference.
- Liou, Ru-Shiun. 2014. A foreign subsidiary's identity typology: Enabling cooperation in emerging-market multinationals. Academy of Management Annual Conference.
- Liou, Ru-Shiun. 2014. Buying to catch up: Examining emerging market corporations' ownership strategy in cross-border mergers and acquisitions. Academy of Management Annual Conference.
- Liou, Ru-Shiun. 2014. A social perception perspective on managerial HR decisions. Annual Conference of the Society of Industrial and Organizational Psychology.
- Liou, Ru-Shiun. 2014. Institutional distance and ownership strategy: An examination of emerging market multinational companies' cross-border M&As in a developed market. Academy of International Business Southwest USA Conference.
- Liou, Ru-Shiun. 2014. The Institutional Impact of Entry Mode Decisions by Emerging Market and Advanced Market MNCs. Southwestern Finance Association Conference.
- Liou, Ru-Shiun. 2013. Stigmatized identity disclosure at work: The role of support in disclosure of the intimate partner violence victim identity. Society for Industrial and Organizational Psychology Annual Meeting.
- Loafman, Lucas. 2014. Aguinda v. Texaco: Who Needs a Textbook for Learning about International Dispute Resolution? Academy of Legal Studies in Business Annual Conference.
- Loafman, Lucas. 2013. The Changing Landscape of Disparate Impact Discrimination: Criminal Conviction Policies, EEOC, Enforcement, and the Courts. Academy of Legal Studies in Business Annual Conference.
- Loafman, Lucas. 2013. Going Online: Building Your Business Law Course using the Quality Matters Rubric. Southern Academy of Legal Studies in Business Annual Conference.

Lyon, Barbara J. 2014. Learning Objective Taxonomy—Easy as 1-2-3. Annual Assessment Conference, Texas A&M University.

Lyon, Barbara J. 2014. Building Character for 21st Century Leaders. American Democracy Project Annual Meeting.

Lyon, Barbara J. 2014. S-3 Learning: A Simplified Model for Leveling Integrated Learning Outcomes. Academy of Business Research.

Park, Seung Jae. 2013. Inventory Sharing in the Presence of Commodity Markets. Institute for Operations Research and the Management Science.

Patrick, Angela. 2014. Generation Y College Students: Workplace Motivation Attitudes. Society for Advancement of Management (SAM).

Vitucci, S. Stephen. 2013. Sears Holding Company (Case Presentation and Proceedings). Southwest Case Research Association.

Wei, S. Monica. 2014. Customers' Responses to Service Failures: The Interactive Effects of Self-Congruence and Coping Strategy (Proceedings and Presentation). Association for Consumer Research Annual Conference.

Standard #6 Educational and Business Process Management

Criterion 6.1.1 Educational Design

The College of Business Administration offers academic programs that are consistent with the University's mission at that of the College and strives to serve the needs of various segments of our student body as identified on the section on student and stakeholder focus (Standard #3)

As mentioned previously, the COBA is well- aware of Curricula changes that need to be made to better meet the educational needs of our student body. As explained earlier, major curricula issues and changes could not be addressed until we were officially SACS accredited separate from Tarleton.

Curricula issues are a top priority for the college. An all-day retreat is scheduled for September 13th, 2013 to discuss these issues and form committees to deal specifically with the various changes that will need to be made.

Over the past two years, faculty have worked on updates and changes to the BBA curriculum in accordance with faculty and student input. The cyclical Program Review process implemented has been extremely beneficial in defining these needed changes.

Curriculum

List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

Changes that have been made were to renumber and refine course tiles. Pre-requisites have been revised for certain courses. No substantive changes have

List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

No new degree programs have been added.

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)**UNDERGRADUATE COMMON PROFESSIONAL COMPONENT**

The following undergraduate degree programs in the College of Business Administration require the COBA Common Professional Component (CPC):

Bachelor of Business Administration (BBA) Undergraduate Degree Programs

- Accounting
- Computer Information Systems
- Finance
- Human Resources Management
- Interdisciplinary Business
- Management
- Marketing

Bachelor of Applied Arts and Sciences (BAAS) Undergraduate Degree Program

- Business Occupations

College of Business Administration (COBA) Common Professional Component (CPC) Courses: The following common body of courses (or their equivalents) is required of all majors seeking the BBA degree:

ACCT 2301	Prin of Accounting I-Financial	3
ACCT 2302	Prin of Accting II-Managerial	3
BCIS 1301	Microcomputer Applications (or higher with spreadsheet component)	3
ECON 2302	Principles of Microeconomics	3
FINK 301	Prin of Fin Mgmt	3
G BK 301	Business Communications and Research	3
G BK 311	Business Statistics	3
G BK 332	Legal Environment of Business	3
G BK 344	Introduction to the Global Business Environment	3
G BK 401	Business Ethics	3

G BK 459 Business Strategy	3
MGTK 301 Principles of Management	3

1. List any accredited programs that have been terminated since your last report.

NONE

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

Organizational Effectiveness Results	<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p> <p><i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i></p>
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Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																			
Increase Student Enrollment by 5% per year.	Enrollment data provided by the Office of Institutional Effectiveness	A trend analysis of COBA enrollment for the past five-six years shows a 5% increase, continuing a general trend.	COBA continues to grow steadily.	A Strategic Enrollment Plan (SEP) has been developed by Academic Affairs. From that plan changes have been developed to increase recruiting efforts particularly with emphasis on the southern area of our service area specifically ACC & EWCHEC.	<p style="text-align: center;">Head Count Enrollment Fall Semester</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>COBA</td> <td>1096</td> <td>1116</td> <td>1181</td> </tr> <tr> <td>% increase</td> <td></td> <td>2%</td> <td>6%</td> </tr> </tbody> </table>		2013	2014	2015	COBA	1096	1116	1181	% increase		2%	6%																							
	2013	2014	2015																																					
COBA	1096	1116	1181																																					
% increase		2%	6%																																					
Enrollment by Program Area	Enrollment data provided by the Office of Institutional Effectiveness				<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: left;">Enrollment Fall 2015</th> </tr> <tr> <th style="text-align: left;">By Program</th> <th>U-Grad</th> <th>Grad</th> <th colspan="2">Total</th> </tr> </thead> <tbody> <tr> <td>Accounting, Finance, and Eco</td> <td>144</td> <td>18</td> <td colspan="2">162</td> </tr> <tr> <td>Aviation</td> <td>43</td> <td>0</td> <td colspan="2">43</td> </tr> <tr> <td>Computer Information Systems</td> <td>205</td> <td>33</td> <td colspan="2">238</td> </tr> <tr> <td>Management & Marketing</td> <td>542</td> <td>196</td> <td colspan="2">738</td> </tr> <tr> <td>COBA</td> <td>934</td> <td>247</td> <td colspan="2">1181</td> </tr> </tbody> </table>	Enrollment Fall 2015					By Program	U-Grad	Grad	Total		Accounting, Finance, and Eco	144	18	162		Aviation	43	0	43		Computer Information Systems	205	33	238		Management & Marketing	542	196	738		COBA	934	247	1181	
Enrollment Fall 2015																																								
By Program	U-Grad	Grad	Total																																					
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Computer Information Systems	205	33	238																																					
Management & Marketing	542	196	738																																					
COBA	934	247	1181																																					

<p>Full-time Faculty Staffing</p> <p>Increase to 35 Positions Authorized</p>	<p>Canopy Employment Data and Financial Reporting System</p>	<p>Authorized Positions are at 35, with two positions now vacant</p>	<p>Full-time faculty numbers have been insufficient to meet class demands, resulting in excessive reliance upon adjunct faculty.</p>	<p>Several faculty have moved on to other positions or retired. Active recruiting has significantly improved the quality of our present faculty.</p>	<table border="1"> <thead> <tr> <th>Discipline</th> <th>AY2013</th> <th>AY2014</th> <th>AY2015</th> <th>AY2016</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>11</td> <td>11</td> <td>12</td> <td>14</td> </tr> <tr> <td>Marketing</td> <td>2</td> <td>2</td> <td>4</td> <td>4</td> </tr> <tr> <td>Accounting</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Finance</td> <td>2</td> <td>2</td> <td>3</td> <td>3</td> </tr> <tr> <td>Computer Info Systems</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>Aviation</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>COBA TOTAL</td> <td>27</td> <td>27</td> <td>31</td> <td>33</td> </tr> </tbody> </table>	Discipline	AY2013	AY2014	AY2015	AY2016	Management	11	11	12	14	Marketing	2	2	4	4	Accounting	5	5	5	5	Finance	2	2	3	3	Computer Info Systems	6	6	6	6	Aviation	1	1	1	1	COBA TOTAL	27	27	31	33
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