

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, 2013

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 operated as 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/SOBA 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: September 30, 2013
Address: 1001 Leadership Place, Killeen, TX 76549

O 3. Year Accredited/Reaffirmed: **2011 (As Branch Campus of Tarleton State University).**
This Report Covers Years: **2011-2013**

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**
- At present TAMUCT COBA offers classes supporting ACBSP accredited degrees at its main campus and online.
- A wide range of classes are offered at the Fort Hood, US Army Education Center, some seven miles from campus.
- A select few classes are being offered at Temple College.

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?

NONE

O 7. Person completing report:

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

Phone: **254-519-5725 / 254-519-5483**

E-mail address: lgarner@ct.tamus.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.**

ACBSP Co-Champion name: **Dr. Mary Kelly**

ACBSP Co-Champion name: **Dr. Wilke English**

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**.

List any organizational or administrative personnel changes within the business unit since your last report.

- **Dr. Larry Garner** was appointed Director (Interim) of the School of Business Administration, TAMUCT, in April, 2011. The appointment was changed to permanent status on January 1, 2012.
- The school was authorized to form departments in April, 2012.
- **Dr. Stephen McNett** was named Chair of the Department of Accounting, Finance and Economics.
- **Mr. Lucas Loafman, JD**, was named Chair of the Department of Management and Marketing.
- **Dr. Anitha Chennamaneni** was named Chair of the Department of Computer Information Systems.
- The School was reorganized as College of Business Administration, with a Dean in September 2013.
- **Dr. Garner** was named Dean. His confirmation as Founding Dean is pending review by the TAMUS Board of Regents

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

SOBA Strategic Planning

In the 2011-2012 Academic Year SOBA held a faculty working retreat during which the foundation was laid for its own future as the institution moved closer to separate accreditation. Over that year SOBA solidified its own Mission Values and Vision and is outlined below:

In that planning process several strategic goals were established:

SOBA STRATEGIC GOALS	
SHORT TERM GOALS (2012-2013)	
SACSCOC Accreditation for TAMUCT and SOBA -- Achieved in June 2013.	
Separate ACBSP Accreditation, post SACSCOC accreditation -- Achieved in July 2013	
Establish an Active SOBA Advisory Board -- Implemented Fall 2012	
Accomplish a deep review of the curriculum for all SOBA programs. -- Fall 2013 – Spring 2014	
Conduct a deep review of the assessment standards and processes. – Fall 2013 – Spring 2014	
Implement the MS Accounting program -- Implemented Fall 2013	
Improve Staffing in Management -- Recruiting of four additional faculty in progress Fall 2013 – Spring 2014 <ul style="list-style-type: none"> • Entrepreneurship • Strategy • International Business • Quantitative Methods & Decision Sciences • Operational Management 	
Increase Administrative Staff -- Achieved Fall 2013	
LONG TERM GOALS (2014-2016)	
Begin offering BBA program at East Williamson County Higher Education Center. First classes to be offered in Spring 2014.	
Develop and begin to implement an entrepreneurship program, specifically focused upon commercialization of new technologies.	
In partnership with CTC, expand programs to the military at distant locations	
Hire at least four additional faculty for AY 2015, with two to three more the following year.	

Develop partnership with Dale Carnegie to bring MBA to EWCHEC
Develop and implement executive leadership non-degree, training programs for OTC (West Ft Hood).
Complete Program Reviews for each degree program area.

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

ACTION PLANS
SHORT TERM PLANS
Accomplished: Contribute to the Achievement of SACSCOC Accreditation for TAMUCT. The SACSCOC Visitation Team completed its work in May 2013. SACSCOC Board of Trustees granted TAMUCT separate accreditation at its June 2013 Meeting. Effective date January 1. 2013
During summer 2013, SOBA will prepare its first separate, stand-a-lone, ACBSP QAR report. ACBSP has been notified of SACSCOC accreditation to qualify as a separately accredited institution, separate from Tarleton State.
A SOBA Advisory Board was established in the Fall 2012. They contributed to the development of general learning outcomes/expectations of SOBA graduates. Future activities will be three meetings per year with work on inputs into the curriculum development.
A complete review of the curriculum will be conducted in the 2013-2014 academic year. Goal is to make SOBA curriculum match the needs of the TAMUCT target market.
A complete review of the assessment program will be conducted in the 2013-2014 academic year. Goal is to make SOBA assessment match the needs of the TAMUCT target market.
In Fall 2013, graduate level accounting courses will begin.
LONG TERM PLANS
Offer an undergraduate degree at the EWCHEC – Hutto
Develop an entrepreneurship program, specifically focused upon commercialization of new technologies.

Expand program offerings to the US Military at distant locations in partnership with CTC.
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.
Increase scholarly production of faculty, with 75% of tenure track faculty meeting AA- AQ scholarship standards.
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 areas 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 processes and procedures. We were granted the status of College in September of 2013. As the university and the college have been constantly evolving, our processes and procedures have been steadily evolving as well.

An examination of the past will show that our listening and learning methods have been highly effective with the introduction of new programs and course offerings and elimination of low enrollment programs. The Fall Semester 2013 enrollment shows an increase of 20%.

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.

This process will be formalized under the direction of the Founding Dean of the College.

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.)

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.

Currently we are transitioning to a separate university and this system is under development. In September 2013 a formal alumni organization was formed and a list of past graduates has neared completion. This new alumni association will include graduates of our predecessor schools, ATU, UCT, and TSU-CT as well as TAMUCT. We consider these to be important steps in being able to develop an assessment system for student satisfaction and dissatisfaction. In addition we will develop appropriate assessment measures for our key stakeholders.

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

The assessment system appropriate to us as institution separate from Tarleton State University is under development. No data available at this time.

Standard #4

Measurement and Analysis of Student Learning and Performance

Preface

Before describing and illustrating the current assessment system/process and results from the last three cycles at A&M-Central Texas, it is essential that we note the significant changes that are presently being made to improve what we do in teaching and assessment. We were administratively separated from Tarleton State University in 2009, but we were only academically separated in June of 2013. Until we received our separate SACSCOC accreditation in June, we did not have substantial freedom to modify the content of the academic programs inherited from Tarleton and, as such, we were also significantly tied to Tarleton with regards to the existing assessment system and culture as well. As we progressed through our SACSCOC accreditation process, we quickly realized that our assessment system was not as robust as it needed to be, but we were unable to make significant adjustments at that time due to the curriculum tie to Tarleton and the need for multiple cycles of data for SACSCOC. However, times have now changed.

We formally began a significant assessment and curriculum revision process in July of 2013, beginning with the analysis and revision of programmatic learning outcomes. The Management and Marketing department took the lead in revisiting all programmatic learning outcomes in an effort to have a completely revised assessment process in place by the fall of 2014, though our university assessment cycle is actually based on the calendar year. To illustrate the significance of the change, our present assessment system (shown below) has three to six outcomes per program (degree) compared to more than twenty assessed outcomes that would likely exist under the new system. Also, we are working on a previously identified deficiency in closing the loop in assessment. As we separated from Tarleton, we were still tied to their assessment system and our work was mostly data collection and dissemination, in support of the main campus, rather than analysis and decision making due to the curriculum limitations placed on us at the time. Now that we finally have true curriculum freedom to make potentially substantive changes to our degrees, we have needed to progress from disseminators to decision makers, which is a significant change in culture. To begin this culture change, a single person was appointed as assessment chair for the school (now college) in the fall of 2012 to be responsible for the assessment process. Before assessment had been largely directed by the university's institutional effectiveness office or only involved the reporting of data to Tarleton, which triggered little school/college wide involvement in the process. Now that we are all taking responsibility for assessment, we have created an assessment committee within each department (meets biannually after each semester's data is reported and entered), as well as a College of Business Committee (meets annually each February). These committees are charged

with reviewing all assessment data gathered to close the loop and suggest any necessary adjustments or bring areas of potential concern to faculty, as well as consult on any university or external assessment requirements, such as program review. As a part of our assessment changes, we also began to explore new assessment tools in the fall of 2013. We presently have used the ETS major field test as our major assessment instrument, but we tested the Peregrine exam with great success recently. One interesting and pleasing result, which has been disseminated to faculty and administration, was that the score of our outbound students exceeded those of the inbound students by 23%, thus evidencing significant learning across the students and subjects tested in their time in our programs. We know that our assessment system is a work in progress, but we now have a clear direction and the freedom to make it all it needs to be.

It is also important to note that there are several programmatic deletions that will impact the results shown in our response to this standard. To prevent duplication and maximize efficiency, we are in the process of eliminating all B.S. degrees where a corresponding B.B.A. exists. Second, we are in the process of phasing out the B.S. and B.B.A. in Economics due to low enrollment. Finally, we are also eliminating both the B.B.A. and B.S. in Administrative Systems, as we never offered those courses at our location under Tarleton and will not going forward. As result of these two deletions, they are not included here as being relevant to the present and future assessment process at A&M-Central Texas. Due to its current significant enrollment, we have included the results for the B.S. Business Administration that is also being phased out this year. It is duplicative of the B.B.A. Interdisciplinary Business, but presently had the most data points.

A. A&M-Central Texas College of Business Administration Program Outcomes for 2013

1. B.A.A.S – Business Occupations

- a. Global Business (International Knowledge and Skills) – Students will critically analyze and apply business concepts to a dynamic global-business environment.
- b. Academic Foundation for Professional Growth (Utilize technology prevalent within the business community) – Students will competently employ business spreadsheet technology for professional applications in decision making and problem solving.
- c. Academic Foundation for Professional Growth (Summative Business Knowledge) - Through the School of Business Administration's exit exam, students will demonstrate summative knowledge in the subject areas of Accounting, Management, Marketing, Finance, Economics, Statistics, Legal and Global aspects.

2. B.B.A./B.S. Accounting (B.S. being phased out by fall of 2014)

- a. Legalities and Ethics for Accountants – Students in the B.B.A./B.S. program in Accounting will recognize and apply the professional standards for legal and ethical behavior of accountants.
- b. Generally Accepted Accounting Principles – Students in the B.B.A./B.S. program in Accounting will research and apply generally accepted accounting principles.
- c. Technological Skills - Students with a B.B.A./B.S. program in Accounting will demonstrate competence using electronic spreadsheets.

- d. Generally Accepted Auditing Standards - Students in the B.B.A./B.S. program in Accounting will recognize and apply Generally Accepted Auditing Standards.
- e. Functional Area of Business – Through the College of Business Administration's exit exam, students of the B.B.A./B.S. in Accounting will demonstrate summative knowledge in the subject areas of accounting, management, marketing, finance, and economics.

3. B.B.A./B.S. Computer Information Systems (B.S. being phased out by fall of 2014)

- a. Effective discipline-specific written communication skills – Students will demonstrate effective discipline-specific written communication skills.
- b. Effective utilization of technologies in CIS field – Students will demonstrate effective utilization of appropriate technologies, such as database management systems, development environments, design tools, etc.
- c. Functional business knowledge related to CIS careers – Students will demonstrate basic knowledge in functional areas of business related to CIS careers, particularly management and accounting.

4. B.B.A./B.S. Finance (B.S. being phased out by fall of 2014)

- a. Technology Skills in Finance – Students will demonstrate competence using discipline specific technologies, such as electronic spreadsheets, accounting software, financial databases, etc.
- b. Legal and Ethical Standards – Through senior-level exam items students will espouse the importance of adhering to established laws and ethical standards of the field.

5. B.B.A./B.S. Human Resource Management (B.S. being phased out by fall of 2014)

- a. Global Human Resource Management (International Knowledge) – Students will critically analyze and apply business concepts to a dynamic global-business environment.
- b. Academic Foundation for Human Resource Management (General Business Knowledge) - Through the School of Business Administration's exit exam, students will demonstrate summative knowledge in the subject areas of Accounting, Management, Marketing, Finance, Economics, Statistics, Legal and Global aspects.
- c. Academic Foundation for Human Resource Management (Utilize technology prevalent within the business community) – Students will competently employ business spreadsheet technology for professional applications in decision making and problem solving.
- d. Academic Foundation for Human Resource Management (Summative Knowledge in Human Resource Management) – Students will demonstrate summative knowledge of human resource management theory and practices.

6. B.B.A. Interdisciplinary Business

- a. Academic Foundation for Business (Utilize technology prevalent within the business community) - Students will competently employ business spreadsheet technology for professional applications in decision making and problem solving.

- b. Academic Foundation for Business (General Business Knowledge) - Through the School of Business Administration's exit exam, students will demonstrate summative knowledge in the subject areas of Accounting, Management, Marketing, Finance, Economics, Statistics, Legal and Global aspects.
- c. International Business Knowledge and Skills -Students will critically analyze and apply business concepts to a dynamic global-business environment.

7. B.B.A./B.S. Management (B.S. being phased out by fall of 2014)

- a. Global Management Preparation (International Knowledge and Skill) - Students will critically analyze and apply business concepts to a dynamic global-business environment.
- b. Academic Foundation for Management (Employ Technologies for professional applications) - Students will competently employ business spreadsheet technology for professional applications in decision making and problem solving.
- c. Academic Foundation for Management (General Business Knowledge) - Through the School of Business Administration's exit exam, students will demonstrate appropriate levels of knowledge relative to their peers in the subject areas of Accounting, Management, Marketing, Finance, Economics, Statistics, Legal and Global aspects.
- d. Academic Foundation for Management (Knowledge of Management Principles) – Students will display appropriate knowledge with regards to the principles of management.

8. B.B.A./B.S. Marketing (B.S. being phased out by fall of 2014)

- a. Global Marketing Preparation (International Knowledge) - Students will critically analyze and apply business concepts to a dynamic global business environment.
- b. Academic Foundation for Marketing (Utilize technology prevalent within the business community) - Students will competently employ business spreadsheet technology for professional applications in decision making and problem solving.
- c. Academic Foundation for Marketing (Summative Knowledge of Marketing) – Through marketing questions on the School of Business Administration exit exam, students will demonstrate summative knowledge of marketing theory and principles.
- d. Academic Foundation for Marketing (General Business Knowledge) - Through the School of Business Administration's exit exam, students will demonstrate summative knowledge in the subject areas of Accounting, Management, Marketing, Finance, Economics, Statistics, Legal and Global aspects.

9. B.S. Applied Science (Being phased out by the fall of 2014) – Until the fall of 2012, this degree was not generally assessable, as the students had no required business courses. Though an assessable list of courses replaced the elective block in the fall of 2013, this degree is already being merged into the B.A.A.S. below to improve advising and assessment efficiency and will not be offered starting in the fall of 2014. An outcome was added for the first time in the fall of 2012.

- a. Professional Preparation - The intent of BS Applied Science is to provide students who have a technical degree, or technical skills, with the capability of using those technical skills in a business environment. BS APSC advisors have been advising students to fulfill their required business knowledge with those management and general business courses that best fits the students' needs.

10. B.S. Business Administration (Being phased out by the fall of 2014)

- a. Global Business (International Knowledge and Skills) – Students will critically analyze and apply business concepts to a dynamic global-business environment.
- b. Academic Foundation for Professional Growth (Utilize technology prevalent within the business community) – Students will competently employ business spreadsheet technology for professional applications in decision making and problem solving.
- c. Academic Foundation for Professional Growth (Summative Business Knowledge) - Through the School of Business Administration's exit exam, students will demonstrate summative knowledge in the subject areas of Accounting, Management, Marketing, Finance, Economics, Statistics, Legal and Global aspects.

11. M.B.A. Business Administration

- a. Literature Review (Critical Thinking and Decision Making Skills) - Graduate business students will practice a research study of a current business problem using literature from peer-reviewed, editor-reviewed and professional business sources.
- b. Applied Business Knowledge and Skills (Professional Advancement) - Students will exhibit proficiency in applying research and business administration theory and related principles to problems/issues encountered in a dynamic business environment.

12. M.S. Human Resource Management

- a. Business Literature (Professional Advancement) - HRM students will conduct reviews of current business literature utilizing peer-reviewed, editor-reviewed and professional business sources.
- b. Applied Human Resource Management Knowledge & Skills (Professional Advancement) - Students will exhibit proficiency in applying research and human resource management theory and related principles to problems/issues encountered in a dynamic human resource environment.

13. M.S. Management & Leadership

- a. Business Literature (Critical Thinking for Management & Leadership) - Management and Leadership students will conduct reviews of current management and leadership literature utilizing peer-reviewed, editor-reviewed and professional business sources.
- b. Applied Management and Leadership Knowledge and Skill (Professional Advancement) - Students will exhibit proficiency in applying research and management and leadership theory and related principles to problems/issues encountered in a dynamic business environment.

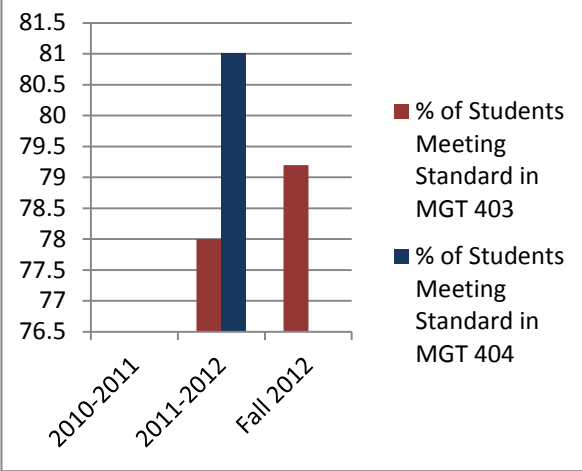
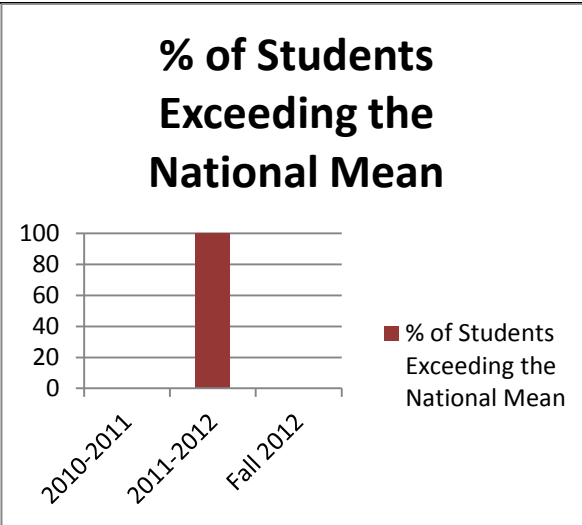
B. Program Performance Results

Data will be reported for the 2010-2011, 2011-2012 and the fall of 2012 assessment cycles. Our assessment cycle had traditionally been on an academic year basis, but has transitioned to a calendar year basis, beginning in 2013, to better align with our budgetary cycle. This change was implemented to better ensure that resources would be more quickly available to make substantive changes based on recognized needs as we close the loop each January and February.

		Analysis of Results											
Program and Outcome	Instrument/ Measure of Success	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends for 3 Years								
B.A.A.S. Outcome C Academic Foundation for Professional Growth (Summative Business Knowledge) - Through the School of Business Administration’s exit exam, students will demonstrate summative knowledge in the subject areas of Accounting, Management, Marketing, Finance, Economics, Statistics, Legal and Global aspects.	ETS Major Field Test - Fifty percent of the B.A.A.S. students will score at or above the national mean score on all sections of the business major field test.	Fall 2012 – Achieved target for the 1 st time with exactly 50% of the students exceeding the national mean.	After three cycles, we still have had only 13 students total take the exam. As a result, we are continuing to pool the data for a determination of any necessary action.	We are actually eliminating a related degree in 2014, the B.S. A.S., which will increase the number of data points. In the meantime, we will continue to monitor the results.	<div><p>Percentage of Students Exceeding the National Mean</p><table><thead><tr><th>Assessment Cycle</th><th>Percentage (%)</th></tr></thead><tbody><tr><td>2010-2011</td><td>33</td></tr><tr><td>2011-2012</td><td>27</td></tr><tr><td>Fall 2012</td><td>50</td></tr></tbody></table></div>	Assessment Cycle	Percentage (%)	2010-2011	33	2011-2012	27	Fall 2012	50
Assessment Cycle	Percentage (%)												
2010-2011	33												
2011-2012	27												
Fall 2012	50												

		Analysis of Results											
Program and Outcome	Instrument/ Measure of Success	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends for 3 Years								
B.B.A./B.S. Accounting ACCK 424 Outcome C Students with a B.B.A./B.S. program in Accounting will demonstrate competence using electronic spreadsheets.	Measure 2 - 70% of students in ACC 424 will score "acceptable" on objective rubric item(s) related to the use of auditing software.	No data was reported for cycle one, but the standard was met in cycles 2 and 3 with a 100% achievement in cycle 2.	Performance did drop in the fall of 2012, though the target was still met.	No substantive actions taken due to just two cycles of data.	<div><h3>% of Students Meeting Standard</h3><table><thead><tr><th>Cycle</th><th>% of Students Meeting Standard</th></tr></thead><tbody><tr><td>2010-2011</td><td>100</td></tr><tr><td>2011-2012</td><td>100</td></tr><tr><td>Fall 2012</td><td>84</td></tr></tbody></table></div>	Cycle	% of Students Meeting Standard	2010-2011	100	2011-2012	100	Fall 2012	84
Cycle	% of Students Meeting Standard												
2010-2011	100												
2011-2012	100												
Fall 2012	84												

		Analysis of Results											
Program and Outcome	Instrument/ Measure of Success	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends for 3 Years								
B.B.A./B.S. Computer Information Systems CISK 450 Students will demonstrate effective discipline-specific written communication skills.	Writing Rubric - A representative sample of students in CIS 450 will receive a mean of 3.5 or better on the Writing Intensive rubric.	The desired target was achieved during all three cycles with a low mean of 4.1.	Students are presently performing at an acceptable level.	No substantive actions have been necessary at this time. Continued monitoring is the present course of action.	<div><h3>Writing Rubric Mean Score</h3><table><caption>Writing Rubric Mean Score Data</caption><thead><tr><th>Year</th><th>Mean Score</th></tr></thead><tbody><tr><td>2010-2011</td><td>4.12</td></tr><tr><td>2011-2012</td><td>4.10</td></tr><tr><td>Fall 2012</td><td>4.32</td></tr></tbody></table></div>	Year	Mean Score	2010-2011	4.12	2011-2012	4.10	Fall 2012	4.32
Year	Mean Score												
2010-2011	4.12												
2011-2012	4.10												
Fall 2012	4.32												
B.B.A./B.S. Finance FIN 403 Outcome A Technology Skills in Finance – Students will demonstrate competence using discipline specific technologies, such as electronic spreadsheets, accounting software, financial databases, etc.	At least 70% of FIN 403 students will score 70% or better on embedded exam items related to financial concepts and problem solving.	Data was comingled with Tarleton, so only two cycles of A&M Central Texas data were available. In both cycles, the target was achieved, but with extremely low sample sizes (3 total students). The exact score of the student in cycle 3 (fall 2012) was not inputted, but it was higher than 70%.	After 2010-2011, the faculty realized the need to report our independent results.	Faculty began to gather and report purely A&M-Central Texas results, but the sample size is incredibly small. Thus, continued monitoring is necessary and another measure is likely necessary.	<div><h3>% of Students Meeting Standard</h3><table><caption>% of Students Meeting Standard Data</caption><thead><tr><th>Year</th><th>% of Students Meeting Standard</th></tr></thead><tbody><tr><td>2010-2011</td><td>100</td></tr><tr><td>2011-2012</td><td>100</td></tr><tr><td>Fall 2012</td><td>70</td></tr></tbody></table></div>	Year	% of Students Meeting Standard	2010-2011	100	2011-2012	100	Fall 2012	70
Year	% of Students Meeting Standard												
2010-2011	100												
2011-2012	100												
Fall 2012	70												

		Analysis of Results															
Program and Outcome	Instrument/ Measure of Success	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends for 3 Years												
B.B.A./B.S. Human Resource Management MGT 403 & 404 Academic Foundation for Human Resource Management (Summative Knowledge in Human Resource Management) – Students will demonstrate summative knowledge of human resource management theory and practices.	For 2010-2011 it was that “Fifty percent of human resource management students will score at or above the national mean score on all sections of the business major field test.”	In the 2010-2011 cycle, the target was not met. Results for the fall of 2012 were not available for MGT 404, as it is a spring only course.	The faculty realized that the measure put in place originally did not truly test human resource management knowledge (just general management knowledge) and suggested that embedded question be used in MGT 403 & 404.	For the last two cycles, embedded questions have been utilized as the measure of success for this outcome and the students have met the new target and measure of success each time.	 <table><caption>% of Students Meeting Standard in MGT 403 & 404</caption><thead><tr><th>Year</th><th>% of Students Meeting Standard in MGT 403</th><th>% of Students Meeting Standard in MGT 404</th></tr></thead><tbody><tr><td>2010-2011</td><td>78.0</td><td>81.0</td></tr><tr><td>2011-2012</td><td>79.2</td><td>81.0</td></tr><tr><td>Fall 2012</td><td>79.2</td><td>81.0</td></tr></tbody></table>	Year	% of Students Meeting Standard in MGT 403	% of Students Meeting Standard in MGT 404	2010-2011	78.0	81.0	2011-2012	79.2	81.0	Fall 2012	79.2	81.0
Year	% of Students Meeting Standard in MGT 403	% of Students Meeting Standard in MGT 404															
2010-2011	78.0	81.0															
2011-2012	79.2	81.0															
Fall 2012	79.2	81.0															
B.B.A. Interdisciplinary Business GB 444 and 459 Outcome C International Business Knowledge and Skills - Students will critically analyze and apply business concepts to a dynamic global-business environment.	Fifty percent of B.B.A. I.B. students will score at or above the national mean score on the international section of the business major field test.	The target was only achieved in 2011-2012, when one student took the exam and exceeded the national mean.	We encountered serious data issues due to low program numbers with many students still enrolling in the B.S. B.A. and issues in reporting the ETS results due to sample size (2010-2011). We decided to add a secondary measure to this outcome and the elimination of the B.S. B.A. will improve the number of data points for a proper analysis. No students took the ETS in the fall Of 2012.	In the fall of 2012, the International Case assignment was added as a second measure for this outcome. Unfortunately, no B.B.A. I.B. student completed the assessment for this cycle. The number of data points should improve substantially in the coming years.	 <table><caption>% of Students Exceeding the National Mean</caption><thead><tr><th>Year</th><th>% of Students Exceeding the National Mean</th></tr></thead><tbody><tr><td>2010-2011</td><td>0</td></tr><tr><td>2011-2012</td><td>100</td></tr><tr><td>Fall 2012</td><td>0</td></tr></tbody></table>	Year	% of Students Exceeding the National Mean	2010-2011	0	2011-2012	100	Fall 2012	0				
Year	% of Students Exceeding the National Mean																
2010-2011	0																
2011-2012	100																
Fall 2012	0																

		Analysis of Results			
Program and Outcome	Instrument/ Measure of Success	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends for 3 Years
B.B.A./B.S. Management MGT 301 & GB 459 Outcome D – NEW for Fall 2012 Students will display appropriate knowledge with regards to the principles of management.	We employed two new measures: 1. BBA management students taking the ETS field exam will exceed the national mean on the management portion of the exam. 2. 80% of the students in the BBA Management program will score 75% or higher on the portfolio assignment in MGT 301.	This was a new outcome with two new measures for the fall of 2012. The target was achieved on the ETS exam, but not on the portfolio.	As we looked at our assessment process in 2011-2012, we realized that there was no direct assessment of management knowledge.	As a result of this recognition, we added the new management knowledge outcome and the two measures. We will need to continue to monitor the results in subsequent years to establish any trends on which to take further action.	Due to only a single cycle of a assessment data, graph or chart data is not significantly revealing at this time. With that said, our students did score 6% higher than the national average on the management portion of the ETS field exam. This was a very positive result for our department and indicated, at least initially, that we have a solid platform in place.

		Analysis of Results															
Program and Outcome	Instrument/ Measure of Success	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends for 3 Years												
B.B.A./B.S. Marketing GB 459 Outcome C Academic Foundation for Marketing (Summative Knowledge of Marketing) – Through marketing questions on the School of Business Administration exit exam, students will demonstrate summative knowledge of marketing theory and principles.	Marketing students will score at or above the national mean score on the Marketing section of the ETS field test.	No “success” – In cycle 1, the results were inconclusive due to not being able to segregate the MKTG students. In cycles 2 and 3, the students did not meet the standard.	The scores in cycles 2 and 3 were noticeably below the national average used (multiple year average). We have also had staffing issues that could help explain the below average performances. The curriculum and rigor of marketing program was reviewed and changes are in process.	Starting in 2013, the marketing faculty began to look at and revamp the curriculum within the marketing program. Those changes are ongoing. It is also hoped that we continue to improve the program’s quality through the hiring process in the next couple of years.	<table><caption>Mean % Correct Data</caption><thead><tr><th>Period</th><th>Our Mean % Correct</th><th>National Mean % Correct</th></tr></thead><tbody><tr><td>2010-2011</td><td>53.5</td><td>55.5</td></tr><tr><td>2011-2012</td><td>49.5</td><td>55.5</td></tr><tr><td>Fall 2012</td><td>50.0</td><td>55.5</td></tr></tbody></table>	Period	Our Mean % Correct	National Mean % Correct	2010-2011	53.5	55.5	2011-2012	49.5	55.5	Fall 2012	50.0	55.5
Period	Our Mean % Correct	National Mean % Correct															
2010-2011	53.5	55.5															
2011-2012	49.5	55.5															
Fall 2012	50.0	55.5															

		Analysis of Results			
Program and Outcome	Instrument/ Measure of Success	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends for 3 Years
B.S. Applied Science GB 459 Outcome A The intent of BS Applied Science is to provide students who have a technical degree, or technical skills, with the capability of using those technical skills in a business environment. BS APSC advisors have been advising students to fulfill their required business knowledge with those management and general business courses that best fits the students' needs.	Measure 2 - Fifty percent of BS-APSC students will score at or above the national mean score on the international section of the business major field test.	None – Assessment of this program only began in the fall of 2012. Eight BS-APSC students took the ETS exam and none met the national average.	It was disappointing to see none of the students meet the target, but the degree as it existed did not have a defined course of study, which could have left the students without the knowledge necessary on key portions of the exam.	A defined course list was put in place for new students beginning in the fall of 2012, but none of these students would take the exam for another year or so at a minimum.	With one cycle of data, a graph was not beneficial at this time. As of the fall of 2014, the BS-APSC degree will be eliminated for new students and merged into the existing and now revised B.A.A.S. degree

		Analysis of Results											
Program and Outcome	Instrument/ Measure of Success	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends for 3 Years								
B.S. Business Administration ACC 301 Outcome B Academic Foundation for Professional Growth (Utilize technology prevalent within the business community) – Students will competently employ business spreadsheet technology for professional applications in decision making and problem solving.	Seventy-five percent of the BS BA students in ACC/CIS 301 will demonstrate proficiency in the use of spreadsheets by scoring 70% or higher on selected application problems requiring spreadsheet use.	The students did not meet the target in cycle one (73%), but did so in cycles 2 (86%) and 3 (83%).	The one miss was not by much and the other two cycles exceeded the standard substantially. No further action was necessary.	Only continued monitoring.	<div><h3>% of Students Scoring Higher than 70%</h3><table><thead><tr><th>Cycle</th><th>% of Students Scoring Higher than 70%</th></tr></thead><tbody><tr><td>2010-2011</td><td>73</td></tr><tr><td>2011-2012</td><td>86</td></tr><tr><td>Fall 2012</td><td>83</td></tr></tbody></table></div>	Cycle	% of Students Scoring Higher than 70%	2010-2011	73	2011-2012	86	Fall 2012	83
Cycle	% of Students Scoring Higher than 70%												
2010-2011	73												
2011-2012	86												
Fall 2012	83												
M.B.A. Business Administration GB 598 Outcome A Graduate business students will practice a research study of a current business problem using literature from peer-reviewed, editor-reviewed and professional business sources.	100% of students will achieve a minimum score of 80% on the research project in GB 598.	The standard has not been achieved in any of the three cycles.	<p>Following the 2010-2011 cycle, it was determined that a better evaluation instrument was needed to judge success.</p> <p>Following the 2011-2012 cycle, it was also determined that the target may have been too ambitious.</p>	<p>A new rubric was designed and first utilized in the 2011-2012 cycle.</p> <p>For the fall 2012 cycle, the target was lowered to 80%, which may still be too high given the results.</p>	<div><h3>% of Students Scoring 80%</h3><table><thead><tr><th>Cycle</th><th>% of Students Scoring 80%</th></tr></thead><tbody><tr><td>2010-2011</td><td>35</td></tr><tr><td>2011-2012</td><td>70</td></tr><tr><td>Fall 2012</td><td>45</td></tr></tbody></table></div>	Cycle	% of Students Scoring 80%	2010-2011	35	2011-2012	70	Fall 2012	45
Cycle	% of Students Scoring 80%												
2010-2011	35												
2011-2012	70												
Fall 2012	45												

		Analysis of Results											
Program and Outcome	Instrument/ Measure of Success	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends for 3 Years								
M.S. Human Resource Management Outcome B Students will exhibit proficiency in applying research and human resource management theory and related principles to problems/issues encountered in a dynamic human resource environment.	Measure 2 - 100% of students will achieve a minimum score of 90% in their portfolio presentation, based on interview with program lead professor.	This is a relatively new measure and only has been in place for two cycles. It is the functional equivalent of the comprehensive exam for the program. The standard was not met in the 2011-2012 cycle (75%), but was met in the fall of 2012 (100%). However, it was a low enrollment year and just a single student completed it.	The measure was put in place following the 2010-2011 cycle to better encapsulate the students' work from the course of the entire program. The portfolio is composed of major assessments from each of the core classes in the M.S. HRM program	Though it has only been in place for two years, we are better able to assess the progression a student has had within the program and their readiness for graduation. As it is a relatively new measure, we will continue to monitor the results.	<div><h3>% of Students Scoring 90% on the Portfolio</h3><table><tr><th>Period</th><th>% of Students Scoring 90% on the Portfolio</th></tr><tr><td>2010-2011</td><td>75</td></tr><tr><td>2011-2012</td><td>75</td></tr><tr><td>Fall 2012</td><td>100</td></tr></table></div>	Period	% of Students Scoring 90% on the Portfolio	2010-2011	75	2011-2012	75	Fall 2012	100
Period	% of Students Scoring 90% on the Portfolio												
2010-2011	75												
2011-2012	75												
Fall 2012	100												
M.S. Management & Leadership Outcome B Students will exhibit proficiency in applying research and management and leadership theory and related principles to problems/issues encountered in a dynamic business environment.	100% of students will achieve a minimum score of 70% on the Case Exam in MGT 509.	Though only two cycles of data are available due to MGT 509 being a spring only course, the standard was met in both the 2010-2011 and 2011-2012 cycles.	Though the standard has been met, we are looking at really small sample sizes with just 4 total students completing the assessment. Faculty will continue to monitor the results.	N/A- Measure under continued monitoring.	<div><h3>% of Students Scoring 100% on the Case Exam</h3><table><tr><th>Period</th><th>% of Students Scoring 100% on the Case Exam</th></tr><tr><td>2010-...</td><td>100</td></tr><tr><td>2011-...</td><td>100</td></tr><tr><td>Fall 2012</td><td>100</td></tr></table></div>	Period	% of Students Scoring 100% on the Case Exam	2010-...	100	2011-...	100	Fall 2012	100
Period	% of Students Scoring 100% on the Case Exam												
2010-...	100												
2011-...	100												
Fall 2012	100												

Standard #5 Faculty and Staff Focus

Standard Five, part 1

Faculty and Staff Focused Results

The table below presents three significant areas of focus for faculty and staff, with descriptions of a performance measure for each, an assessment of results, and any actions taken or improvements made.

Standard 5 - Faculty and Staff Focused Results
Figure # 5.1

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	Six new full-time business faculty have been hired in the past two Academic Years of 2011-12 and 2012-13. Also, an important step towards independent accreditation of business programs was obtained in August 2011, followed by independent accreditation of the institution at the end of AY 2012-13.	Additional faculty positions have been established and recruitment is underway to hire up to seven faculty for AY 2013-14 and AY 2014-15.

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 are 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.	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 as a service activity

Standard 5, part 2.

Faculty Qualifications

New Full-Time and Part-Time Faculty Qualifications ¹ Figure # 5.2

Academic Years 2012-13 and 2013-14

Name	Major Teaching Field at this Institution	Earned Degrees (as documented on transcript)	Professional Certification Criteria	ACBSP Qualification 1. Doctorate 2. Master's 3. Professional 4. Exception

New Full-Time

*Birkenmeier, Betty	Management	DBA; JD		1
*Carey, Lana	Management; Marketing	Master's (MBA)		2
*Leathart, Marilyn	Accounting	PhD	CPA	1; 3
*Lizardo, Radhames	Finance	PhD	CPA	1; 3
**Mueller, Karl	CIS; CS	PhD		1
**Brown, Randall	CIS; CS	PhD		1
* AY 2012-13				
** AY 2013-14				

New Part-Time

Berrios, Julia	Management	Master's (MBA and MS-HRM)		2
Bisconde, Gherjames	Management	Master's (MBA)		2
Bragg, M. Melissa	Management	JD; Master's (MBA)		1
Casey, Russell	Management; Marketing	DBA		1
Chandran, Raj	Management; Marketing	PhD		1
Clements, Stella	Management; Marketing	Master's (MS-HRM)		2

Dale, Randy	Management; Marketing	JD	1
DeMeritt, Gordon	Management; Marketing	PhD	1
Eads, Amanda	Management; Marketing	Master's (MS-HRM)	2
Flores-Nevarez, Tina	Management; Marketing	Master's (MS-HRM)	2
Grady, Thomas	Management; Marketing	PhD	1
Graham, Nicholas	Management; Marketing	Master's (MBA)	2
Gray, Emmet	CIS	Master's (MS-IS)	2
Huxley, Melody	Management; Marketing	Master's (MBA)	2
Middaugh, Lindsey	Management; Marketing	JD	1
Montoya, Melinda	Management; Marketing	PhD	1
Mooring, Raymond	Management; Marketing	PhD	1
Ott, Robert	CIS; CS	PhD	1
Popp, Gerald	Finance	Master's (MBA)	2
Robin, Jessica	Management; Marketing	Master's (MBA)	2
Rodriguearamos, Fernando	Management; Marketing	Master's (MBA)	2
Sharier, Christopher	CIS; CS	PhD	1
Sherwood, Robert	Management; Marketing	Master's (MA-Mgt)	2

Thai, Son	CIS; CS	Master's (MS-IS)	2
Wagner, Robert	CIS; CS	Master's (MS-IS)	2
Wells, Robert	Management; Marketing	Master's (MA-Mgt)	2
Winans, Mark	CIS; CS	Master's (MS-IS)	2
Worley, Shannon	CIS; CS	Master's (MS-IS)	2

Table 5.3 Standard 5, Criterion 5.8
Scholarly and Professional Activities

Name, Faculty Member Full-Time	Highest Degree Earned	Professional Certification	FACULTY SCHOLARLY ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Code below A= Scholarship of Teaching B= Scholarship of Discovery C=Scholarship of Integration D= Scholarship of Application Example: A=2; B=1					FACULTY PROFESSIONAL ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Note below Use Numbers Example: 2			Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Almond, Brad	PhD										
Cargill, Willie	PhD	CPA									
Chennamaneni, Anitha	PhD										
Most Recent Year (Sept 09-			A=1 AD=1 D=4	D=1	D=1		D=4	2	2	1	

Name, Faculty Member Full-Time	Highest Degree Earned	Professional Certification	FACULTY SCHOLARLY ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Code below A= Scholarship of Teaching B= Scholarship of Discovery C=Scholarship of Integration D= Scholarship of Application Example: A=2; B=1					FACULTY PROFESSIONAL ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Note below Use Numbers Example: 2			Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
May 10)											
Year 2 (Sept 08- August 09)			D=1		D=2					2	
Year 3 (Sept 07- August 08)			No	D=6						1	
Davis, Jenny	MBA	CPA									
Dyer, Douglas	PhD										
Most Recent Year (Sept 09-ay 10)			No								
Year 2 (Sept 08- August 09)			Yes		A=1	D=1			1		
Year 3 (Sept 07- August 08)			Yes		A=1	D=1			1		
English. WD	PhD										
Most Recent Year (Sept 09- May 10)			AD=1 AD=1					1	1	1	

Name, Faculty Member Full-Time	Highest Degree Earned	Professional Certification	FACULTY SCHOLARLY ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Code below A= Scholarship of Teaching B= Scholarship of Discovery C=Scholarship of Integration D= Scholarship of Application Example: A=2; B=1					FACULTY PROFESSIONAL ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Note below Use Numbers Example: 2			Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Year 2 (Sept 08- August 09)			AD=1					1	1	1	
Year 3 (Sept 07- August 08)			AD=1					1	1	1	
Florey, Randall	PhD										
Most Recent Year (Sept 09- May 10)			A=1 AD=1	A=1 AD=1	A=1	D=1	A=1	1	2	3	
Year 2 (Sept 08- August 09)			A=1 B=1	A=1 B= 1	ABCD=1		D=1	1	2	3	
Year 3 (Sept 07- August 08)							D=1	2	1	2	
Fry, Louis (Jody)	PhD										
Most Recent Year (Sept 09- May 10)			A=1	A=2 B=1	A=2 D=1	1	2	2	1	1	
Year 2 (Sept 08-			D=1	A=1 B=2		1	2	3	2	1	

Name, Faculty Member Full-Time	Highest Degree Earned	Professional Certification	FACULTY SCHOLARLY ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Code below A= Scholarship of Teaching B= Scholarship of Discovery C=Scholarship of Integration D= Scholarship of Application Example: A=2; B=1					FACULTY PROFESSIONAL ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Note below Use Numbers Example: 2			Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
August 09)											
Year 3 (Sept 07- August 08)			A=1	A=2		1	2	2	1	1	
Fulmore, Anthony	MS										
Most Recent Year (Sept 09- May 10)			No	No	No	No	No	No	No	No	No
Year 2 (Sept 08- August 09)			No	No	No	No	No	No	No	No	No
Year 3 (Sept 07- August 08)			No	No	No	No	No	No	No	No	No
Garner, Larry	PhD				B=1		President and Program Chair, Federation of Business Disciplines	Yes - 6	Yes - 6	ASTD SHRM AOM SWAM	
Geigle, David	DBA	APICS Fellow									

Name, Faculty Member Full-Time	Highest Degree Earned	Professional Certification	FACULTY SCHOLARLY ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Code below A= Scholarship of Teaching B= Scholarship of Discovery C=Scholarship of Integration D= Scholarship of Application Example: A=2; B=1					FACULTY PROFESSIONAL ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Note below Use Numbers Example: 2			Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Lalone, John	MS	Ordained Minister									
Larson, Lawrence	PhD										
Most Recent Year (Sept 09- May 10)			yes	BC=1	BC=1		no	No?	Yes, security	no	ACM, IEEE
Year 2 (Sept 08- August 09)			yes			Bc=1	no	No?	no	no	ACM, IEEE
Year 3 (Sept 07- August 08)			yes			Bc=2	no	No?	no	no	ACM, IEEE
Loafman, Lucas	JD	Trained Mediator									
Most Recent Year (Sept 09-ay 10)			YES	0	0	CD=1	CD=1	D=4	3	3	
Year 2 (Sept 08- August 09)			YES	0	0			D=1	3	2	
Year 3 (Sept 07-			YES	0	0	ABD=1		D=1	1	2	

Name, Faculty Member Full-Time	Highest Degree Earned	Professional Certification	FACULTY SCHOLARLY ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Code below A= Scholarship of Teaching B= Scholarship of Discovery C=Scholarship of Integration D= Scholarship of Application Example: A=2; B=1					FACULTY PROFESSIONAL ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Note below Use Numbers Example: 2			Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
August 08)											
Lyon, Barbara	EDD										
Mahlke, Ray	MS										
Most Recent Year (Sept 09- May 10)			B=1	B=1			B=1	1	B=1		
Year 2 (Sept 08- August 09)			No								
Year 3 (Sept 07- August 08)			No								
McNett, Stephen	PHD	CPA									
Most Recent Year (Sept 09- May 10)					A=1			1			
Year 2 (Sept 08- August 09)					A=1			1			
Year 3 (Sept 07- August 08)					A=1			1			

Name, Faculty Member Full-Time	Highest Degree Earned	Professional Certification	FACULTY SCHOLARLY ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Code below A= Scholarship of Teaching B= Scholarship of Discovery C=Scholarship of Integration D= Scholarship of Application Example: A=2; B=1					FACULTY PROFESSIONAL ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Note below Use Numbers Example: 2			Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Moten, James	MBA										
Most Recent Year (Sept 09- May 10)			Yes		A=1					2	
Year 2 (Sept 08- August 09)			no								
Year 3 (Sept 07- August 08)			no								
Newberry, Richard											
Ritter, David	JD	CPA									
Most Recent Year (Sept 09- May 10)			B=3	B=3			D=1	A=4	1	4	
Year 2 (Sept 08- August 09)			B=2			D=1	A=2	1	3		
Year 3 (Sept 07- August 08)											
Roberts, David	MS										

Name, Faculty Member Full-Time	Highest Degree Earned	Professional Certification	FACULTY SCHOLARLY ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Code below A= Scholarship of Teaching B= Scholarship of Discovery C=Scholarship of Integration D= Scholarship of Application Example: A=2; B=1					FACULTY PROFESSIONAL ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Note below Use Numbers Example: 2			Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Most Recent Year (Sept 09- May 10)				A=2			1				
Year 2 (Sept 08- August 09)				A=2			C=1 D=1				
Year 3 (Sept 07- August 08)				A=2			C=1 D=1				
Simmons, Gerald	DBA										
Most Recent Year (Sept 09- May 10)			Yes					D=1	D=1	D=2	
Year 2 (Sept 08- August 09)			No								
Year 3 (Sept 07- August 08)			No								
Vert, Gregory	PhD	CISCO									
Vitucci, S. Stephen	PhD										

Name, Faculty Member Full-Time	Highest Degree Earned	Professional Certification	FACULTY SCHOLARLY ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Code below A= Scholarship of Teaching B= Scholarship of Discovery C=Scholarship of Integration D= Scholarship of Application Example: A=2; B=1					FACULTY PROFESSIONAL ACTIVITIES For 3 Academic Years: 2007-8, 2008-9, 2009-10 see Note below Use Numbers Example: 2			Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Woodcock, Timothy	PhD	CISSP									
Most Recent Year (Sept 09- May 10)			Yes	A=1						1	
Year 2 (Sept 08- August 09)			No								
Year 3 (Sept 07- August 08)			No								

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been substantially revised since your last report:

No degree programs/curricula have been substantially revised since the Reaffirmation Report submitted by Tarleton State University. For some time COBA has wanted to make some significant changes to our curriculum, but were constrained while we underwent the SACSCOC initial accreditation. Thus, we have been tied to the curriculum of our parent university.

Based on our understanding of our mostly non-traditional student body and the nature of the university as an upper-level institution, COBA has begun a deep review of our curriculum and begun to develop significant modifications based upon that analysis. It will be next fall semester before these changes can be approved and implemented.

COBA will discontinue several of the BS degrees, using mostly the BBA. The BS-APSC and BAAS will be combined into a single non-traditional degree. Many courses are being redesigned and re-numbered.

2. List any new degree programs that have been developed:

No new programs have been developed nor implemented since our last report. As stated in other sections all programs and curricula are undergoing a thorough review with the intent to bring our curriculum into alignment with our mission and student populations needs.

The MS Accounting, was approved by the THECB prior to AY 2009, but was not implemented until AY 2013.

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

The BS-BA has been eliminated from degree programs as it was essentially a duplication of the BBA degree. These programs will be eliminated in the AY 2014 Catalog.

5. Organizational Effectiveness Results		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. 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.																															
		Analysis of Results																															
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																												
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)																												
What is your goal?	(Indicate length of cycle)																																
Increase Student Credit Hours by 5% per year.	Enrollment data provided by the Office of Institutional Effectiveness			A Strategic Enrollment Plan (SEP) is currently being developed by Academic Affairs. From that plan	<table><tr><td></td><td colspan="3">5-Yr % Change</td></tr><tr><td>Program</td><td>UG</td><td>GR</td><td>Total</td></tr><tr><td>Accounting, Finance, and Eco</td><td>58.7%</td><td>137.9%</td><td>71.9%</td></tr><tr><td>Aviation</td><td>-6.1%</td><td>--</td><td>-6.1%</td></tr><tr><td>Computer Information Systems</td><td>23.2%</td><td>30.7%</td><td>24.6%</td></tr><tr><td>Management, Marketing,</td><td>27.4%</td><td>72.2%</td><td>32.8%</td></tr><tr><td>School of Business</td><td>29.4%</td><td>73.4%</td><td>35.4%</td></tr></table>		5-Yr % Change			Program	UG	GR	Total	Accounting, Finance, and Eco	58.7%	137.9%	71.9%	Aviation	-6.1%	--	-6.1%	Computer Information Systems	23.2%	30.7%	24.6%	Management, Marketing,	27.4%	72.2%	32.8%	School of Business	29.4%	73.4%	35.4%
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Management, Marketing,	27.4%	72.2%	32.8%																														
School of Business	29.4%	73.4%	35.4%																														

Increase Undergraduate SCH Fall Semester to Fall Semester	Enrollment data provided by the Office of Institutional Effectiveness	See table at Right	Online classes are increasing more than face-to-face classroom.	Online offerings have increased to meet student demand. There is some concern that we are offering too many classes online.	Undergraduate Programs			
						SCH	Classroom	Online
					Fall 2013	6844	4065	2779
					Fall 2012	5553	3768	1785
					% Chg	23.2	7.9	55.7
					Graduate Programs			
					Fall 2013	1335	610	725
Fall 2012	1269	804	465					
% Chg	5.2	-24.1	55.7					
Increase Student graduation rates by 5% per year	Graduation data provided by the Office of Institutional Effectiveness	Data has not been available.		Data has not been available, by program areas, but has been requested from the student data system now being structured.				
Increase Student Retention by 5%	Enrollment data provided by the Office of Institutional Effectiveness	Data has not been available.		Data has not been available, by program areas, but has been requested from the student data system now being structured.				

Graduates Employed within field of study will increase by 10%?	Alumni Association annual survey of graduates	Data has not been available.		Data has not been available, by program areas, but has been requested from the student data system now being structured.	
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