

Overview

Institution Name

Texas A & M - Central Texas

Address

1001 Leadership Place, Killeen, TX 76549

Year Accredited

2011

Year Reaffirmed

1

Years Covered by this Report

2015 - 2017

Date Submitted

09/15/2017

Completed By

Altman, Barbara

Phone

254-501-5841

Email

Altman@tamuct.edu

ACBSP Champion

Garner, Larry

ACBSP Co-Champion

Altman, Barbara

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

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.

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

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Not Assigned

Institution Response

I. Institutional Information

O 4. List all accredited programs (as they appear in the catalog).

BACHELOR OF APPLIED ARTS AND SCIENCE (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

MASTER OF BUSINESS ADMINISTRATIONS (M.B.A.)

MASTER OF SCIENCE (M.S.)

Human Resource Management

Management and Leadership

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.

The following programs are not accredited by ACBSP:

MASTER OF SCIENCE (M.S.) in Accounting

MASTER OF SCIENCE (M.S.) in Computer Science

HEALTH ADMINISTRATION CERTIFICATE

BACHELOR OF SCIENCE (B.S.) in Aviation Science – Aviation Management

BACHELOR OF SCIENCE (B.S.) in Aviation Science – Professional Pilot

BACHELOR OF SCIENCE (B.S.) in Computer Science

BACHELOR OF SCIENCE (B.S.) in Computer Information Systems

The university's website for the business unit shows a prominent logo of ACBSP and a direct link connects to the QAR, which lists all accredited business programs. Programs that are not accredited are not listed in order to provide a distinction.

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

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

O .7 Person completing report:

Name: Dr. Larry Garner, Founding Dean of the College of Business Administration.

Phone: 254-519-5725

Email address: lgarner@tamuct.edu.

ACBSP Champion Name: Dr. Larry Garner, Dean, College of Business Administration.

ACBSP Co-Champion Name: Dr. Barbara Altman, Director of Accreditation and Quality

Assurance; Associate Professor – Management.

ACBSP Co-Champion Name: Dr. Mary Kelly, Associate Professor - Finance.

Sources

There are no sources.

II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Not Assigned

Institution Response

FROM 2015 QAR: *Place a Condition on Overview Item O9. The business unit must routinely provide reliable information to the public on performance, including student learning achievement such as assessment results and program results. Central Texas has outlined an assessment plan and stated that student achievement results will be posted on the COBA webpage. Please document this achievement in your next QAR. 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.*

Requesting this condition be removed as all information is now posted on the COBA Web site. See public information section for these links.

FROM 2015 QAR: *Criterion 3.8. As time is needed for a newly established school to develop methods for collecting student and stakeholder feedback, please present graphs or tables of assessment results to*

include a minimum of 3 cycles of analysis and related improvements in your next QAR.

Remove this condition. Our Assessment system has been fully implemented, including extensive faculty training. See narrative In Standard 4, and associated tables in Evidence. Three representative cycles of data are provided, along with evidence of "closing the loop".

Place a Note on Criterion 4.2. To identify trends, please report a minimum of three successive sets of periodic assessment results to include such things as student learning outcomes, retention rates, graduation rates, and program improvements directly linked to the results in your next QAR.

See above - requesting this note be removed.

Place a Note on Criterion 6.3.6. Since an evaluation system for identifying and measuring educational and business processes is in its initial stages of deployment, please present data charts and analyses of your enrollment management measures in your next QAR.

Requesting this note be removed, see Standard 6 narrative and evidence for this data.

Sources

There are no sources.

III - Public Information

Item III in the QA report applies to Overview Item 5g in the Baccalaureate/Graduate Degree Standards and Criteria book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website. Ensure the link goes directly to business students' results such as the example in the evidence file above under ACBSP Documents, Good Example of Public Information.**

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, Criterion 4.2 - Major Field Test in Business (MFT), accounting SLO assessment results, management SLO assessment results, critical thinking SLO assessment results, team building SLO assessment results, communication SLO assessment results, etc. **A link to the spreadsheet tab "Standard 4 Results" found in the evidence file (ACBSP Documents folder) of this online reporting portal should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page.

2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? **A link to "Standard 6 - Table 6.1" found in the evidence file (ACBSP documents folder) should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page. Ensure the link goes directly to business students' results such as the example on the ACBSP website located under Baccalaureate/Graduate degree accreditation.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Not Assigned

Institution Response

We have established our ACBSP web page within the COBA website. On the ACBSP web page, which can be found at [COBA ACBSP](https://www.tamuct.edu/coba/ACBSP.html), URL: <https://www.tamuct.edu/coba/ACBSP.html>, links are available to view the Student Learning Results (ACBSP Standard 4), the Business Unit Performance Results (ACBSP Standard 6), and previous ACBSP QAR reports.

Additionally, on our Academic Assessment web page, which can be found at [COBA Academic Assessment](https://www.tamuct.edu/coba/cobaassessment.html), URL: <https://www.tamuct.edu/coba/cobaassessment.html>, the academic assessment and continuous improvement reports can be found for each of COBA's degree programs, including those not accredited by ACBSP. Additionally, the COBA Assurance of Learning and the COBA Academic Assessment Guide is located on this web page.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Not Assigned

Institution Response

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. Barb Altman was appointed Director of Accreditation and Quality Assurance in September 2015.

Dr. Kevin Lee was appointed Director of the Masters in Business Administration in September 2016.

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?

No change since last report. ACBSP accredited degrees can be earned through course work at the main campus and online. Select classes have been taught on Fort Hood, at Temple College and at the East Williamson County Higher Education Center.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

This is an example of tables that you might use below in your institutional response.

Identify any major changes to the key strategic goals/objectives during this QA reporting period:

Key Strategic Goals/Objectives	Any Major Changes

2. Report the top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

Strategic Objectives	Key Measures	Progress Toward Achievement

3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this.

Strategic Planning Process Changes Summary

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Not Assigned

Institution Response

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 published its Strategic Plan 2015-2020. That plan was revised in 2016 and 2017.

COBA MISSION STATEMENT

Revised Mission Statement (approved 3.4.2016)

The College of Business Administration at Texas A&M University-Central Texas shares with the University its commitment to provide the Central Texas region, and beyond, affordable access to a high-quality, student-focused learning environment where students have the opportunity to acquire the knowledge and competencies necessary to succeed in the global business environment.

Our Mission is supported by:

- *Affordable education at the upper division and graduate levels that lead to Baccalaureate and Master Degrees, as well as professional certificates.*
- *A student-focused learning environment fostered through small class sizes, flexible course offerings, high-quality student engagement, and excellence in teaching.*
- *Faculty scholarship that provides relevant, cutting-edge knowledge and skills to students, while adding value to the profession.*

- *Service activities that foster the growth of the University, strengthen ties with our stakeholders, and enhance the professional disciplines.*
- *A diverse student population including wide representation from military affiliated and non-traditional backgrounds.*
- *Promoting ethical behavior that is essential in today's business environment.*

COBA STRATEGIC GOALS

Goal 1: Accreditations

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.

Goal 2: Academic Excellence

The College of Business Administration engages in continuous improvement with the goal of being known for quality academic courses and programs.

Goal 3: Faculty Excellence

The College of Business Administration promotes a culture that celebrates faculty excellence in teaching, scholarship, and service.

Goal 4: Student Success

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.

Goal 5: Community Engagement

The College of Business Administration's faculty and students actively engage in community-based programs and research to promote regional economic development and ethical, socially responsible behavior.

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

ACTION PLANS

SHORT TERM PLANS

1. Contribute to the re-affirmation by SACSCOC AY2018.

Status: SACSCOC report filed 9/11/2017. All COBA support material provided accordingly.

2. Continue to maintain ACBSP Accreditation.

Status: Have sent representatives to past two annual conferences and paid all relevant dues. This QAR represents our continuing wish to be accredited by ACBSP.

3. Compile, submit, and obtain approval of AACSB Eligibility Application. In AY 2015.

Status: Initial eligibility application was submitted and approved by AACSB in August 2015.

4. Continue and strengthen Advisory Board input to COBA planning through semi-annual meetings.

Status: COBA Advisory Board has continued to meet semi-annually. The Board receives briefings on all COBA activities and provides input on employer needs and community trends.

5. Continue to improve the COBA curriculum through assessment, analysis, and revisions that are based on the assessment program.

Status: See Standard 4, tremendous progress has been accomplished in this area.

6. Expand course offerings at EWCHEC. Goal is to offer 40% of BBA and MBA courses on-site at EWCHEC by AY2018.

Status: Courses are offered every semester, although enrollment has not grown as initially anticipated and faculty resources are needed elsewhere. Therefore, this goal will be revisited and is likely to be scaled back in the near future.

LONG TERM PLANS

1. Collaboration with World Wildlife Fund and selected business schools around the globe to create a network of schools and programs that focus upon sustainability, corporate social responsibility, and adaptation to new models of business to create innovation in business education. Goal is to create the One Planet Education Network (OPEN) by AY2018.

Status: At the Principles of Responsible Management 10th year anniversary meeting in New York City in July 2017, OPEN was launched with TAMUCT as one of the Founding Universities. Our Masters in Management & Leadership is being reworked by faculty subject matter experts to roll out a new OPEN Masters in Fall 2018. See link to <https://oneplanetbusiness.org/> for more information on OPEN.

2. Strengthen faculty staffing through additional FT faculty to bring the FT/PT faculty ratio to 80/20. Keep tenured/tenure track faculty percentage above 80% of FT.

Status: Five new faculty were hired for this academic year and mainly for replacement purposes; however, all new hires are tenure-track. Due to restructuring and retirements, several contract faculty will be leaving at the end of this academic year and will also be replaced with tenure-track faculty.

3. Increase scholarly production of faculty, with 80% of tenure track faculty meeting scholarship standards.

Status: This is a work in progress. Many faculty have high production, as evidenced in Standard 5; others will need more incentives and mentoring.

4. Complete initial program reviews for all grad and undergrad programs before end of AY 2020.

Status: This is on track, with a number of reviews completed, and some in process. Results of the program reviews already completed are noted Section 6 a, Curriculum Changes.

Sources

There are no sources.

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab above.

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.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Performance Measure: What is your goal? The goal should be measurable.	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 your results?
(Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internship job placement assistance

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Not Assigned

Institution Response

3.1

Texas A&M University-Central Texas is an upper-level, regional institution offering both undergraduate and graduate degrees. All degree-seeking undergraduate students transfer credits to the university that were earned at other institutions. There are three primary constituencies, which are described below.

One constituency is military personnel stationed at Fort Hood who are seeking undergraduate and/or graduate degrees. When transferred or deployed, many of these students choose to complete their degrees with A&M-Central Texas through online course offerings.

Another constituency is the group of undergraduates who are not affiliated with the military and enter the university from area community colleges or other institutions beyond the region. These students are seeking undergraduate degrees in their chosen fields.

The third constituency is composed of individuals seeking an MBA or other Master's degree in business. These students come from communities in the region, which includes a variety of regional businesses in addition to the military. As several of our Masters programs are available totally online, some students also come from outside our regional area.

3.2

The business unit's major stakeholders include:

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

The primary source of gathering information from students is through student evaluations of faculty. An additional source since the last QAR is Exit Surveys of undergraduate business majors in their last semester. Students' comments from these sources of input have resulted in changes in curriculum and provided suggestions for revised courses and degree programs. Examples since the last QAR include:

- Service Learning courses were developed by the business unit, with initial offerings in Fall Semester 2015, including four courses in management and marketing. One course, undergraduate Business Ethics, has received the University's official new "Service Learning"

designation. The specific criteria for these courses is listed on the Provost's web site of the University..

- Writing Intensive (WI) courses were developed in several degree plans of the business unit as an addition to the core business course designated as Writing Intensive. New WI courses have been designed to meet specific criteria that is available on the university's website with its list of Standard Administrative Procedures (SAPs). New WI courses required by and offered by the business unit since its last QAR include BBA degree plans for Accounting and Finance.
- MS in Management and Leadership program is preparing a focus on sustainability an association with the global consortium of One Planet Education Network (OPEN). This new focus will expand the College's commitment to sustainability and responsibility, begun in earnest when we joined PRME (Principles of Responsible Management Education) in 2014.
- MS in Accounting is being evaluated for pursuit of accreditation.
- New business courses in Management, Marketing, Finance, Computer Information Systems, including: Management 5350 (Project Management), Marketing 5310 (Integrated Marketing Communications), 5312 (Brand Management), Finance 4308 (Financial Statement Analysis), 5308/4308 (Managerial Economics), four additional finance courses that support the university by offering financial literacy content without prerequisites: 3309/5309 (Global History of Finance), 5303 (Bank Management), 3300 (Analysis of Personal Finance, 4310 (Risk Management), and CIS 306, 361, 410, 411, 451, 460, and 479 to expand degree offerings.
- Revisions to business courses in Management, Marketing, Accounting, Finance, Computer Information Systems, such as modifying prerequisites, titles, numbers and/or descriptions.
- Created and implemented a new process for graduate students to fulfill prerequisite business courses through an external vendor and enhanced deployment of graduate faculty who no longer had to teach these courses.
- Created a minor in Computer Information Systems to complement other BBA degrees.
- Created four new concentrations for the BBA-CIS degree program: Business Analytics, Information Technology Security, Management and Networking, and Software and Database Design.
- Created an emphasis in Marketing for the MBA program to supplement Human Resources Management, International Business, Information Systems.

The business unit interacts with regional community colleges by working together for the development of general education requirements; the transferability of coursework; the recruitment of students; the two-plus-two programs; and direct contact between administrators and faculty of the institutions. An example includes:

- Advisor(s) of A&M-Central Texas based at Temple College, a community college in the area.
- Advisor(s) of the university based on Fort Hood to facilitate and enhance recruitment of military-affiliated students.
- Recruiting events at area colleges are regularly attended by members of the business unit.

The business unit interacts with employers, the military, and communities within the region through the COBA Advisory Board. Members of the COBA Advisory Board include regional business leaders who volunteer their time to provide guidance to the business unit. The Board was heavily involved in the development of the Mission and Values statements. Also, the Board recommended exploring the offering

of business courses at a regional education center, as described in our prior QAR in 2015. Further interactions between the Board and the business unit led to the official offering of business courses at a regional education center in Hutto, Texas, the East Williamson County Higher Education Center. Members of the COBA Advisory Board are listed below.

**Byron
Borchers
R Bank Texas**

**Diane
Connell
Connell Chevrolet (retired, sold the business)**

**Greg
Miller
Round Rock Express Baseball Club**

**Jerry
Tyroch
Lott/Vernon**

**Ken
Schiller
K&N Management (Rudy's BBQ Austin)**

**Mary
Kliewer
Patriot Buick GMC**

**Bill
Kliewer
BKCW Insurance Agency**

**Martha
Tyroch
United Way**

**Paula
Lohse
Toyota of Killeen**

**Pete
Taylor
Lt. Gen. (Ret), US Army**

Heart of Texas Defense Alliance

Rick Kasberg KPA Engineers		
Ron Stepp Lott/Vernon		
Steve Hanik Century Link (retired) 254-383-8375		
Susan Kamas Texas Workforce Board		
Coleen Beck Union State Bank		

The business unit maintains direct contact with the Fort Hood and the military branches through the COBA Advisory Board and specific designated positions at the university, such as the Director of Military Program and Relations, Veterans Affairs Office and ROTC Coordinator. The Director of Military Programs, which is housed in the President's Office is fulfilled by Dr. Steve Vitucci, who is also a Professor of Management in COBA. Discussions between the military and the university include suggestions to explore a reduction in face-to-face courses scheduled on Fort Hood in response to student demand for more online course offerings and the availability of additional classroom space and updated technology at the university's main campus.

3.3

The business unit consistently strives for effective methods of listening and learning to be current on educational service needs and directions. Evidence of methods for listening and learning include:

- Regularly scheduled full-day off site Faculty Retreats twice during the academic year for all faculty and staff in the business unit that continue to be productive.
- Regularly scheduled New Semester meetings for all business faculty and staff at the beginning of each semester in the academic year.
- Semi-annual meetings with the COBA Advisory Committee.
- Regular attendance and participation by faculty and leadership of the business unit at meetings and forums for new students.

Evidence that the business unit has effective methods for listening and learning among internal stakeholders of faculty and students includes:

- Overwhelming support among business faculty for exploring a focus on sustainability in COBA programs and a potential affiliation with One Planet Education Network (OPEN), a global consortium for business education described above.
- Overwhelming support among business faculty to become proficient on and apply the standards of Quality Matters (QM - www.qualitymatters.org) to online teaching, which provides a rubric of peer-reviewed, course design standards to evaluate courses, improve the quality of online delivery, and provide a consistently high quality across business courses and other institutions adopting QM.
- An increase in online course offerings and in degree plans that can be completed online.
- An extensive list of curriculum revisions since the last QAR.

Evidence that the business unit has effective methods for listening and learning among external stakeholders includes:

- New offerings of business courses at the East Williamson County Higher Education Center in Hutto, Texas.
- The Advisory Board's support for exploring a focus on sustainability in the MS Management and Leadership program and an affiliation with OPEN.
- The Advisory Board's support for focusing on online courses for military students and discussions for additional utilization of new facilities at the main campus of the university.

3.4

The business unit is committed to an effective process for obtaining information from students and other stakeholders for the purposes of planning educational programs, the development of other services, and continuous improvement.

The process includes obtaining sound student assessment data. As described elsewhere in this report and in the prior QAR, it has been a challenge to obtain sound student assessment data because of the unique history of this institution that led its establishment in 2013. Since 2013 and through 2016, the business unit has been engaged in extensive curriculum revision and related matters, and a new COBA Assessment Plan was established in 2015. Evidence of commitment to an effective process with students includes:

- Exit Surveys were implemented in 2015 for all BBA majors in their last semester. The data is expected to provide reliable information after the process has been utilized for at least three cycles and across various business programs.
- The university's first Assessment Plan was implemented in 2014 as a process for obtaining sound, reliable data for planning educational business programs as a component of continuous improvement.

The process for obtaining information from other stakeholders includes semi-annual meetings with the COBA Advisory Board and the business unit; direct communication with employers in the region for internships filled by students enrolled the university; and regular meetings with the university's office for Career and Professional Development (CPD) and its CPD Advisory Board. Evidence that this process is effective for obtaining useful information includes:

- The interactions led the university to establish a new Standard Administrative Procedure (SAP) for Internships that is available on the university's website. This document provides a guide for all stakeholders to facilitate consistent expectations and responsibilities for internships fulfilled by enrolled students.
- The interactions led the university to establish the A&M-Central Texas Alumni Association, with the current Chairman also serving as a member of the COBA Advisory Board, Mr. Steve Hanik. The organization is active on social media, including Facebook, Twitter, LinkedIn and Instagram.
- The interactions led the Austin American Statesman, the regional newspaper for the university, to cite A&M-Central Texas as "The Bargain of the Bunch," based on 2016 tuition information collected by the Texas Higher Education Coordinating Board. The newspaper reported that A&M-Central Texas was the second lowest tuition on the state of Texas.

3.5

To retain and attract students and to build relations with desired stakeholders, the business unit continues to interact with other areas of the university to create materials for distribution to students, respond to telephone inquiries from students, attend a variety of recruitment events at area community colleges, and provide recommendations to university recruitment officers for additional events or improvements to events. Evidence of recruitment efforts include:

- A dedicated phone and email address to the business unit for inquiries about other programs or other academic matters, with administrative staff checking for messages frequently throughout the day and acting on messages the same day or the next.
- Updates to the website for the business unit and the university that are ongoing for a wide range of academic information, with the objective of being up-to-date and ever-easier to access for current and prospective students, as well as any other interested parties.
- COBA provides information and support for the expanded efforts of the university's Alumni Association.

3.6

The university and the business unit have prescribed procedures for students to use when filing a complaint. Information has been obtained and opportunities for pursuing common purposes have been created through communication with student organizations and student forums. The university's website provides this information, and more, through Student Affairs.

The procedures for external stakeholders are based on interactions between the business unit and the COBA Advisory Board.

3.7

Students participate in course/faculty evaluations every semester through administration of the IDEA course evaluations. Reports based on these evaluations, including comments by students, are provided to faculty and Department Chairs. The data is used in annual faculty evaluations and faculty are encouraged to make changes based on feedback. In addition, the business unit and the university are developing a process to collect alumni data.

3.8

In a letter from ACBSP dated February 23, 2016, to the business unit it says: "Change the Note to a Condition on Criterion 3.8....present graphs or tables of assessment result to include a minimum of 3 cycles of analysis and related improvements in your next QAR."

The business unit developed and implemented its first Assessment Program after the last QAR in 2015, and the business program has been accredited only since 2013 as an independent campus in the Texas A&M University System. Prior to that, the business unit was accredited as a branch campus of Tarleton State University in the Texas A&M University System.

Data from the Accreditation Program is presented in the following section on Standard 4 to support removal of the Note and its Condition.

Sources

There are no sources.

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes.

List outcomes by accredited programs. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

b. Performance Results.

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. 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.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Not Assigned

Institution Response

Preface

In the 2015 QAR, we provided details of the newly established COBA assessment program, which included the information flow: from data collection through review of results and reporting through Taskstream. Since the last QAR, we have sent faculty members to assessment conferences and training sessions to increase awareness of assessment within college. Additionally, several assessment presentations were made at various offsite conferences held by the college. The presentations provided all business faculty and staff with details on the new assessment processes and procedures in COBA in order to foster understanding and support for assessment, even if they were not directly involved in data collection or analysis of results.

The assessment process begins - after assessment plans have been created and approved by the faculty - with the course leads collecting data from each of their sections within an assessment cycle. The courses from which data are collected are designated in the program assessment plan. The data are then provided to the program leads, who conduct analysis with their program teams, and any actions for

improvement are initiated. Information is then uploaded to the repository to generate a variety of reports. Throughout the process, approvals are obtained from the Department Chairs, College Dean, and representatives designated by the Provost.

Every course (core program courses) is assigned to one full-time faculty member, who is designated as the course lead. The course lead works with both full time and adjunct faculty to collect the required data. In turn, each program is also assigned to a full-time faculty member, who is designated as the program assessment lead. Two to three other faculty members (full time or adjunct) are designated as committee members who work with the program lead to analyze the data, make recommendations for improvements, and implement all approved improvements. As we have a relatively small faculty base, many of these positions are overlapping,

Subsequently, the COBA assessment program has been under review at the university level for adoption across the other colleges at the university. Additionally, we noted substantial changes within COBA's degree programs that included review and revision of objectives, outcomes, and measures for those programs. The following table shows the current ACBSP accredited undergraduate and graduate programs in COBA.

Undergraduate Programs	
Program	Major
Bachelor of Applied Arts and Sciences (B.A.A.S)	Business Management
	Accounting
Bachelor of Business Administration (B.B.A.)	Computer Information Systems
	Finance
	Human Resource Management
	Interdisciplinary Business
	Management
	Marketing
Graduate Programs	
Program	Major
Masters of Business Administration (M.B.A.)	Business Administration

Masters of Science (M.S.)	Management and Leadership
Masters of Science (M.S.)	Human Resource Management

A. TAMUCT COBA Outcomes

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

Professional Communication Ability:
Demonstrate proficiency in written communications. Demonstrate proficiency in oral presentations.
Ethical Reasoning:
Evaluate the implications of an ethical dilemma from a variety of ethical frameworks/perspectives. Produce a well reasoned resolution to an ethical challenge.
Global Business Awareness:
Identify how differences in business environments between countries may impact business decisions. Exhibit cross-cultural competencies that will aid in working with people from different cultures.
Business Integration & Decision Making:
Demonstrate knowledge proficiency in the core business disciplines. Integrate knowledge across multiple business disciplines. Demonstrate how technology can support business decision making.

The following tables provide the B.B.A. major specific outcomes.

Accounting:

Generally Accepted Accounting Procedures:
Demonstrate knowledge of and the ability to apply GAAP.
Ethics and the Law:
Demonstrate knowledge of ethical principles and the law in accounting applications.

Generally Accepted Auditing Standards:

Demonstrate knowledge of and the application of Generally Accepted Auditing Standards.

Technological Skills:

The student will be able to demonstrate the application of technology used in the accounting profession.

Computer Information Systems:**Critical Thinking and Decision Making Skills:**

Analyze business information systems problems and design appropriate solutions.
Evaluate alternative solutions and select the most appropriate to apply to information needs of organizations.

Applied CIS Knowledge and Skills:

Evaluate, design, develop, and implement networking solutions to organization-wide Information Systems needs.
Evaluate, design, develop, and implement software application solutions to organization-wide Information Systems needs.
Evaluate, design, develop, and implement database solutions to organization-wide Information Systems needs.

Finance:**Financial Literacy:**

Demonstrate fundamental knowledge of financial concepts and institutions.

Financial Analysis:

Perform financial analysis and demonstrate knowledge of evaluation methods.

Financial Valuation:

Value financial assets and estimate a firm's value.

Effective Communication:

Effectively and ethically communicate information to relevant stakeholders.

Human Resource Management:

Human Resource Management Knowledge Proficiency:

Demonstrate knowledge proficiency in the core HRM functions.

Management and Interdisciplinary Business:

Management Knowledge:

Demonstrate knowledge proficiency in the principles of management.
Demonstrate comprehension of leadership principles.

Marketing:

Marketing Knowledge:

Demonstrate proficiency in the principles of marketing.
Exhibit an understanding of the consumer buying process.
Demonstrate proficiency in marketing research techniques.

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

M.B.A.:

Communication:

Demonstrate effective research and organizational skills for preparing for written or oral communication in the current business environment.
Demonstrate effective written communication skills appropriate for the current business environment.
Demonstrate effective oral communication skills appropriate for the current business environment.

Analytical Thinking and Ethical Decision Making Skills:

Demonstrate proficiency in analytical thinking through the research and analysis of business problems.
Demonstrate proficiency in ethical decision making through the generation of solutions for business-related problems or issues.

Leading & Managing in the Global Environment:

Demonstrate knowledge of leadership principles necessary for the global business environment.
Demonstrate the effects of the global environment on business management and operations.

Applied Business Knowledge and Skills:

Demonstrate knowledge proficiency in the core business disciplines.
Demonstrate the ability to integrate the core knowledge into effective organizational decisions.

M.S. Management and Leadership:**Leadership Skills:**

Demonstrate proficiency in applying relevant leadership theories and models to problems/issues encountered in a dynamic and complex business environment.
Formulate leader actions to foster and achieve an organizational vision and to better align organizational form and function.

Communication Skills:

Demonstrate the use of effective written communication skills within the context of a leadership role.
Demonstrate the use of effective oral communication skills (both prepared and impromptu) within the context of a leadership role.

Team Skills:

Demonstrate professionalism in collaborative team activities.
Make quality work contributions in collaborative team activities.

Social Responsibility:

Analyze and evaluate corporate ethics and socially responsible behaviors in a business scenario.
Formulate managerial actions that foster corporate ethics and socially responsible practices.

Global Awareness:

Identify and analyze how globalization and national cultural differences affect managerial activities in specific contexts.

Synthesize and apply knowledge of globalization and cultural differences to their own managerial practices at both the interpersonal and firm level.

M.S. Human Resource Management (HRM):

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.

Analytical Thinking and HRM Decision-Making Skills:

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 integrate knowledge of HRM functional areas 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.

B. TAMUCT COBA Performance Results (Please refer to the attached Evidence File Source for Standard 4): For this QAR, we selected three programs in which there were significant assessment results, based on our previously discussed methods of conducting academic assessment. The details for each program can be found on the attached table provided for Standard 4.2. The first program discussed is one of the four primary outcomes for the B.B.A. and B.A.A.S. programs. The data were collected using students from each major within the B.B.A. program and from within the B.A.A.S program. Important to note in these results and for most of the results across COBA is that during the assessment cycle year 2015, measurement systems were initially emplaced and tested. More reliable results of actual student achievement has been collected in the later cycles of 2016 and 2017. The primary change was for instructors to include instruction that would allow students to better understand the use of technology, facilitating sound statistical analysis and recommendations based on that analysis.

The second program discussed in the table is for our M.B.A. program. The results were based on a university level program review that included external reviewers of a course, MGTK 501: Organizational Behavior, that was included in the curriculum to enhance a student's success in later courses. The results show an increasing trend for both grade point average and overall retention of students in the program.

The final program discussed is our M.S. in Management and Leadership (M&L). Although the sample sizes are relatively small, COBA faculty are finding that our graduate students have weaknesses in

written communication. Therefore, we are battling these weaknesses in our research methods course (GBK 510) and in our analysis and design of organizations course (MGTK 508). Research methods is one of the first courses the MS M&L student will take and the analysis course is taken in a later term. During the assessment process, the same assessment rubric is used for both courses, which will allow for before and after comparisons, given larger samples. The table shown for this program shows a trend that the M.S. M&L student is improving his or her written communications skills.

Sources

- Standard 4 Results Table

5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus

Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above

b. Faculty Qualifications

Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** and Table 5.3 Standard 5, Criterion 5.8 - **Scholarly and Professional Activities**, found under the Evidence File tab above, for **new** full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Not Assigned

Institution Response

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's business programs.	In FY2016 COBA had thirty three full-time faculty positions, with two positions vacant. Two visiting faculty positions were added in FY2017.	In FY2016-2017 eight full-time faculty have separated from the university through retirements, resignation and contract renewal. Recruitment of new full-time faculty has replaced the losses. All new faculty hired will be tenure track.

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 established 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.	All business faculty teaching online are now required to receive training on Quality Matters, a nationally recognized set of principles for online course design.	With the exception of new faculty who just began this year, all online faculty have completed QM training.	Attaining 'QM standards' is now linked with promotion and tenure.

Standard 5, part 2.

Full-Time and Part-Time Faculty Qualifications (Academic Years 2014 and 2015)

FULL-TIME FACULTY and PART-TIME Faculty: See the attached Faculty Qualifications spreadsheet.

Please note: AACSB categories of faculty qualifications are used in the spreadsheet:

- Scholarly Academics (SA) Must have a terminal/doctorate degree.
- Practice Academics (PA) Must have a terminal/doctorate or equivalent level degree.
- Scholarly Practitioners (SP) Must have a Masters degree.
- Instructional Practitioners (IP) Must have a Masters degree.

For Scholarly activity, reference "COBA Faculty Scholarly Activity Report" attached in Evidence.

Sources

- COBA Faculty Scholarly activity 2017 QAR
- Faculty Qualifications (Standard 5)

6 - Standard 6 Educational and Business Process Management

a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

Excerpt from Accreditation Process Manual: New Degree Programs

If a business school or program expands or plans to expand its curriculum by offering new degrees, new majors or concentrations, or a new emphasis after it has been accredited, then ACBSP must be notified during the early stages of the program planning and expansion. If the new degree is at a level currently accredited by ACBSP, then report information on:

- student enrollment
- program objectives
- instructional resources
- facilities and equipment
- faculty qualifications
- admissions requirements
- graduation statistics
- core professional components (CPCs) and
- outcomes assessment processes and results.

If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

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

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, using [Table 6.1 Standard 6 - Organizational Performance Results](#), found under the Evidence File tab above. It is not necessary to provide results for every process.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Not Assigned

Institution Response

a. As reflected in our 2015 QAR, we adopted our curriculum from Tarleton State University when we became independent. We began a process in 2014 to review that curriculum with an eye toward “making it our own” and this process continued during this QAR period.

The curriculum changes noted below were suggested by faculty who were the Subject Matter Experts and who had a knowledge of the needs and aspirations of our student body. Changes to the curriculum were voted on by faculty in each Department and by a College-wide Curriculum Committee appointed by the Dean. Once the changes passed at the College level, they were further reviewed by a University Curriculum Committee, which consisted of faculty representatives from each College, the Provost’s Office, University Library, and a student representative (non-voting). Changes to graduate curriculum were also subject to review by the University level Graduate Council, composed of all the Graduate Program Coordinators.

No new degree programs were added during this QAR period. However, refinements were made to existing programs and one degree program was eliminated. The following list shows highlights of the major changes approved to the COBA curriculum over the period of this QAR. Note that changes made in one academic year become effective the next.

2015-2016

1. Terminated the BBA Interdisciplinary Business in response to findings from program review. This change also allowed faculty to better focus resources and improve the education to students in other BBA programs.
2. Changed MGMT 501, Organizational Behavior, from an elective to a required core course in the MBA program. Changed MGMT 568, Organization Development and Change, from a required to an elective class. Changes made as a result of Program Review, noting that content in the Org. Behavior course was needed for improved student performance in subsequent courses.
3. Revised the BBA Management to reflect CISK (Computer Information Systems) 450 instead of MGMT (Management) 450, which reduced the business electives by one, but increased the management electives by one.
4. Suspended enrollment in the MS HRM program due to decreased enrollments and demand.
5. New Courses: MGMT 5350 (Project Management), MKTG 5310 (Integrated Marketing Communications) and 5312 (Brand Management). All based on input from students and SME’s.
6. Created a graduate emphasis in Marketing within the MBA program.
7. Created the following 4 new undergraduate and 3 new graduate courses in Computer Information Systems to reflect updated curriculum and expand degree offerings.

2016-2017

1. Deleted 3 Graduate 1 hour leveling courses and substituted a system where entering graduate students without prior Business degrees were required to take leveling courses from an outside

vendor. This facilitated better deployment of graduate faculty, who no longer had to teach leveling courses.

2. 4 Management course revisions to modify either pre-requisites, titles, numbers, or descriptions.

3. Created 4 new concentrations for BBA-CIS degree program to update degree program and meet student needs. Concentrations include Business Analytics, Information Technology Security, Management and Networking, and Software and Database Design

4. Created a minor in CIS to complement other BBA degrees

5. Course revisions to modify either pre-requisites, titles, numbers, or descriptions for the eight undergraduate CIS courses.

6. Course revisions to modify either pre-requisites, titles, numbers, or descriptions for three MS –IS degree courses.

7. Created seven new CIS courses to update degree course offerings and allow offering of above concentrations.

8. Created eight new course in Finance to update degree course offerings; four of the new courses support the college and the university by offering financial literacy and global business without prerequisites. These courses are listed in Section 3 of this QAR.

b. No new degree programs were added during this QAR period. The BBA Interdisciplinary Business was eliminated effective the 2016-2017 academic year. The BAAS, Business Management, is a name change effective academic year 2015-2016 (it was reflected in the 2015 QAR as the BAAS, Business Occupations). The MS Human Resources Management is being scaled down and will be eliminated effective the 2017-2018 academic year.

c. See Table 6.1 in Evidence Files.

* Criteria 6.3.6: Enrollment Management data on recruitment, retention, and graduation rates are found in Evidence File Program Review Data 2017, Tables 7, 8, 9, and 10. The Note placed on this criteria should be removed.

Sources

- Program Review Data 2017 - COBA
- Standard 6 Organizational Performance