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Academic Program Review

1. Criterion One: Mission and Integrity

Criterion Statement:

The division/program operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component – 1A. The division/program's mission is clear and articulates publicly the division/program's commitments.

Examples of Evidence

- Has the division/program adopted statements of mission, vision, values, goals, and division/program priorities that together clearly and broadly define the division/program's mission?

  Yes. The division's statements are included in *Appendix A* to this report and appear on page 82 of the *2005-2006 Catalog*.

- Do the division/program's mission, vision, values and goals statements define the varied internal and external constituencies the organization intends to serve?

  1. External constituencies are defined as "the church, employers and community." (see *Appendix A* and *MNU Catalog*)

  2. Internal constituencies are defined as the students, the faculty, the university and the general education program. (see *Appendix A* and *MNU Catalog*)

- Do the division/program's mission statements include a strong commitment to high academic standards that sustain and advance excellence in higher learning?

  See Item 3 (See *Appendix A* and Catalog): "To support the educational mission of MidAmerica Nazarene University by offering academically **rigorous** majors in Accounting, Business Administration, Business Psychology, Communications/Business, International Business, Leadership and Marketing."

- Do the division/program's mission statements state goals for the learning to be achieved by its students?

1. See Item 1 (See *Appendix A* and *MNU Catalog*): "Support the Christian mission of MidAmerica Nazarene University by:
    a. fostering the development of sound Christian ethical practices and
    b. developing leadership skills which students can integrate into their professional and personal lives…"
2. See Item 4 (See *Appendix A* and *MNU Catalog*): "To facilitate the development of broadly educated individuals with specific skills in: problem solving, the use of business technology, delivering business presentations, business writing, teamwork, leadership, working in multicultural environments, and adapting to change."

- Does the division/program regularly evaluate and, when appropriate, revise its mission statements.

  Yes, the mission statement has been regularly evaluated and, when appropriate revised. For example, it was completely overhauled on 8/20/2000. It was updated on 4/24/04, and again on 11/05/04. The 2000 mission statement and 2004 mission statement are included in *Appendix A* as confirmation of revision.

- Does the division/program make its mission statements available to the public, particularly to prospective and enrolled students?

  The Business Division's statement is published to the public on page 82 of the *2005-2006 Catalog*. Access is also available on the university's web site. Please see *Appendix C*.

Core Component – 1B. In its mission statements, the division/program recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Examples of Evidence:

- Do the division/program's mission statements address diversity within the community values and common purposes it considers fundamental to its mission?

  See Item 1 (See Appendix A and Catalog): "<u>Support the Christian mission of MidAmerica Nazarene University by</u>:
    a. fostering the development of sound Christian ethical practices and
    b. developing leadership skills which students can integrate into their professional and personal lives;
    c. honoring the dignity and worth of all individuals;
    d. <u>encouraging diversity within our faculty and student body.</u>"

- Do the division/program's mission statements present the division/program's function in a multicultural society?

  See Item 1d (See *Appendix A* and Catalog): "encouraging <u>diversity</u> within our faculty and student body."

- Do the division/program's mission statements affirm the organization's commitment to honor the dignity and worth of individuals?

See Item 1c (See *Appendix A* and Catalog): “honoring the dignity and worth of all individuals…”

- Are the division/program’s required codes of belief or expected behavior congruent with its mission?

  The *Faculty Handbook* (page 58) contains the required codes of belief or expected behavior for faculty. “As a Christian university of liberal arts, MidAmerica Nazarene University is committed to the view that in all relationships the faculty member should exemplify the spirit and fundamental principles of Jesus Christ, the Master Teacher. The University further asserts that when he/she shares this commitment, the relationships which exist between the faculty member and students, colleagues, and church will be on a high plane…” The Business Division endorses this code of ethics and reviews this expected behavior in performance evaluations and faculty annual reports.

  In the classroom, faculty and students discuss the professional behavior code of the workplace and the importance of business ethics. These concepts are taught and modeled in the classroom and are consistent with the Division’s mission and the Christian mission of MidAmerica Nazarene University.

- Do the division/program’s mission statements provide a basis for the division/program’s basic strategies to address diversity?

  Yes, the mission statement does provide a basis for the division’s basic strategies to address diversity. See Item 1d (See *Appendix A* and Catalog): “encouraging <u>diversity</u> within our faculty and student body.” For example, the division considered and discussed its mission statement prior to its last faculty appointment.

Core Component – 1C. Understanding of and support for the mission pervade the division/program.

Examples of Evidence:

- Do the division/program’s faculty, staff, and students understand and support MNU’s mission?

  1. Each new faculty and staff member is vetted by the faculty, Division Chair, Associate Academic Dean, Vice-President for Academic Affairs and President to ensure that they embrace the mission of the university.
  2. Students sign a lifestyle covenant each year which is designed to guarantee that they understand and support MNU’s mission and the division’s mission. Academic and lifestyle covenant violations are handled through the university’s disciplinary process.

- Are your division/program’s strategic decisions/goals congruent with the MNU’s mission?

Yes. For example, the division has developed a Leadership major and added a Business Ethics class in the past in response to the mission of the university. This was part of the division's strategic decision making process. All academic programs and courses must show the alignment between university goals, division goals, course objectives and intended educational (student) outcomes. See *Appendix B* for a copy of the Data Mastery Form which is a planning instrument used by the Division.

- o Do your division/program's planning and budgeting priorities flow from and support MNU's mission?

  Planning and budgeting priorities directly support the educational mission of the university. For example, budget priorities include approving items which enhance student education (e.g. national standardized exams, classroom supplies, equipment, copies etc.), and for professional development of the faculty (conferences and continuing education). The Vice-President for Academic Affairs and the Associate Academic Dean for Undergraduate Studies review all expenditures to ensure support for MNU's mission.

- o Does your division/program articulate the mission in a consistent manner with the University?

  Yes, the language of our mission statement was derived from the university's mission statement and closely parallels the wording. (See MNU's mission statement on page 4 and 5 of the *2004-2005 Catalog*. See also the Business Division's mission statement on page 89 of the *Catalog* and in the *Appendix A* to this report.)

Core Component – 1D. The division/program's governance and administrative structures promote effective leadership and support collaborative processes that enable the division/program to fulfill its mission.

Examples of Evidence:

- o Do division/program policies and practices document the division/program's focus on the organization's mission?

  Division Mission - Item 1 (see Catalog and *Appendix A*): At the beginning of the division's mission statement it reads: "The mission of the Division of Business Administration is to support the Christian mission of MidAmerica Nazarene University by…." It then lists the ways. Most of the division's policies and practices are included in the Catalog after that phrase.

- o How does the division/program distribute responsibilities and implement work through delegated authority?

  The expectation is that all faculty will shoulder the workload of the division. For example, all faculty participated in the creation of this report. The Division Chair assigns advisees and committee assignments to the faculty. Other responsibilities are also distributed through delegated authority: Lisa Wallentine is responsible for outcomes assessment; Yorton Clark does internships; Dave Wegley is in charge of Students In Free Enterprise (SIFE); Daniel Song'ony is developing the International Business program and Jamie Myrtle in responsible for the "On Purpose" Leadership series. There are many other examples which could be provided to the committee if needed.

- Are your division/program's administrators committed to the mission and appropriately qualified to carry out their defined responsibilities?

  Mark Ford has served in various administrative roles for the University for seven years including Business Division Chair, administrative head of the M.B.A. program prior to reorganization, and Director of Outcomes Assessment and Self-Study. Prior to that, he was a full-time professor in the Division for eight years (See faculty credentials in the *Appendix D).*

- Do your faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes?

  All curriculum decisions are made by the division's faculty during regularly scheduled meetings. These decisions are documented in meeting minutes and sent to academic council and faculty assembly. See *Appendix E* for Division minutes reflecting shared governance regarding curriculum and processes. Faculty members are assigned to, and generate curriculum proposals, based upon their academic expertise. (For example, Professors Clark and Myrtle handle the Leadership program. Professors Wallentine and Wegley lead the Marketing curriculum.)

- How does effective communication facilitate governance processes and activities within your division/program?

  Agenda items are published prior to faculty meetings. Faculty add agenda items by speaking to the chair prior to meetings. Meeting minutes are published after each meeting on the division's shared drive. E-mail is an effective communication tool and is used to share ideas and remind faculty of upcoming responsibilities. (See *Appendix E* for examples of meeting agendas, minutes and division e-mail). Formal division meetings are held every other Friday at 3 p.m.. Informal meetings are ongoing throughout the academic year. Peer reviews, course evaluations and faculty evaluations are also communication tools employed by the division to facilitate governance processes and activities. (See *Appendix F* for copies of these documents).

- How does your division/program evaluate its structures and processes regularly and strengthen them as needed?

  A number of systems are in place to encourage the division to evaluate its structures and processes regularly. 1) The division's outcomes assessment plan is an iterative process that promotes the continuous improvement of curriculum and division structures. The outcomes assessment plan includes an annual SWOT analysis of the Division and its competitors. 2) The division is currently pursuing outside accreditation which requires an in depth self evaluation of all the division's structures and processes. 3) This report, the university's Academic Review Process, compels the division to evaluate its structures and processes. 4) Finally, the division relies upon the periodic use of focus groups, alumni surveys, course evaluations, environmental scanning, etc. to evaluate its structures and processes (See *Appendix F* for copies of these documents).

Core Component – 1E. The division/program upholds and protects its integrity.

Examples of Evidence:

- How are the activities of the division/program congruent with its mission?

  All activities, both curricular and co-curricular, are designed to help accomplish the Christian and educational missions of the university and division. This means that business topics and activities are addressed through the lens of faith. Professors are encouraged to regularly begin class with either a devotional thought or prayer. In class, students are challenged to think about what it means to be a Christian in the workplace. The moral implications of financial and management decisions are presented to the students both in and out of the classroom because of our mission.

- Give examples of how the division/program understands and abides by local, state, and federal laws and regulations applicable to it (or by laws and regulations established by federally-recognized sovereign entities).

  The division receives training from the university and complies with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act when dealing with student information. We abide by the Americans with Disabilities Act when assisting disabled students and comply with FERPA and HEPA for all students. When hiring we recognize the importance of Title VII of the Civil Rights Act. A copy of the division's most recent job posting is included in the *Appendix G*.

- Does the division/program consistently implement clear and fair policies regarding the rights and responsibilities of each of its internal constituencies?

  A faculty handbook is maintained by the university and distributed to each faculty member. Student policies are published in the Catalog and course syllabi. (An example syllabus is included in *Appendix G.*) Each syllabus states that the student, if needing special accommodations, should communicate that fact to the professor on first day of class. Also, the academic integrity policy is also stated on each syllabus. Letters and e-mails are also used to communicate policies with students. For example, Seniors receive letters regarding all aspects of the senior comprehensive exam (See *Appendix G*)

- How do the division/program's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities?

  The division supports Delta Mu Delta honor society, and the faculty verify grade point eligibility for the program. Students in Free Enterprise has an interview process for leadership positions, a faculty sponsor and business advisory board. For its mentoring program the division has an application process and a g.p.a. standard which students must meet. Mentors are also reviewed by the Division and the Alumni office.

- How does the division/program deal fairly with its external constituents?

  1. The division provides referrals and letters of recommendation to graduate schools and employers are accurate and honest.
  2. The division lists job openings for employers when appropriate.
  3. Guest lecturers from the corporate community are vetted before speaking in the classroom.
  4. The division recommends qualified students to serve in administrative roles for the general church and Nazarene Publishing House.
  5. Several Business professors have provided training and consulting for the general church and Nazarene Publishing House.

6. Prof Wallentine's Marketing Research class does market research for outside organizations free of charge.
7. Students in Free Enterprise (SIFE) Team members "leverage their personal educational experiences, the expertise of their faculty advisors, the support of their local business advisory boards and the resources of their institutions to implement programs that create real economic opportunities for members of their communities." See *Appendix R.*

- Provide evidence that the organization presents itself accurately and honestly to the public.

  Copies of the division's web pages and Catalog pages are included in the *Appendix H.* Other communications with the public can be found in *Appendix G.*

- How do you know that the division/program documents timely responses to complaints and grievances, particularly those of students?

  The division writes memos to file with regard to all (informal and formal) complaints and grievances. These memos are time stamped and filed in the division office. The Vice-President for Academic Affairs and Associate Dean are copied as needed to further document issues. Finally, the university maintains a formal grievance procedure which provides for a written record of complaints and grievances. Formal grievances are very rare in the Business Division. Most issues are handled by the student speaking directly to the professor.

2. Criterion Two: Preparing for the Future

Criterion Statement:

The division/program's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component – 2A. The division/program realistically prepares for a future shaped by multiple societal and economic trends.

Examples of Evidence:

- How do the division/program's planning documents reflect a sound understanding of the division/program's current capacity?

  Capacity is a function of faculty, classroom and budget resources. The following planning documents allow the division to understand its current capacity and to request additional resources:

  1. Reports filed with the International Assembly For Collegiate Business Education (IACBE), an outside accreditation body provide the basis for a sound understanding of the division's current capacity. The division has completed an

in depth analysis of faculty qualifications and load. The division also keeps close track of the accreditation standards required by the Association of Collegiate Business Schools and Programs (ACBSP) and may seek dual accreditation with that organization in the future.

2. The annual report to the Vice-President for Academic Affairs is a strategic planning document which addresses the strengths and weaknesses of the division and lists the financial concerns and/or special needs that may have an impact on the next budget cycle.
3. The annual budget report is also a strategic planning document which allows the division to request an increase in resources based upon the number of students served and past expenditures.
4. The Faculty Handbook contains a formula based upon student credit hours and full time equivalent faculty members for requesting additional faculty. Faculty and staff additions are a series of negotiations between the Division Chair and the Vice-President for Academic Affairs.
5. Class scheduling documents force the division to consider room capacity and scheduling limitations for the Metz building. These reports are submitted to the Academic Dean's office each year prior to pre-registration.

- How do the division/program's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization?

  Outcomes assessment documents, which include feedback from student surveys and course evaluations, are fed back into the strategic planning process. For example, these records indicated that our students wanted stronger International Business skills. As a result, this year, the division hired a professor with substantial global Business experience. These documents also indicate the need for a stronger emphasis in the area of business related computer skills. The division addressed this by making modifications to its Computer Applications in Business class. Additional courses and/or faculty may be required in the future.

- How do the division/program's planning documents show careful attention to the division/program's function in a multicultural society?

  Careful attention to this issue is paid to this and cited in the Business Division's hiring documents (See *Appendix G*). Diversity is addressed in the university Catalog, faculty handbook and student handbook. Multicultural issues are an integrated part of Business and are presented throughout the Business curriculum. Special emphasis is placed on this topic in the International Business major.

- Provide an example of how the division/program's planning processes include effective environmental scanning.

  All proposals which go to Academic Council require the division to provide evidence that "other schools have or endorse the proposed change." An example of when the division did this: The need for a stronger International Business emphasis was supported through environmental scanning of the Business programs at other universities. The addition of an Economic Development class, an International Trade and Finance class and the hiring of an International Business professor have all required environmental scanning.

- Is the division/program environment supportive of innovation and change?

Yes. New team boards, black boxes and computers have injected technological innovation into the physical classroom. In addition, professors have willingly incorporated Blackboard technology into their classes for the benefit of their students. (See *Appendix I*). The division has created two new majors in last two years. Finally, each time a professor teaches a new class or updates an old one, innovation happens. For example, in Professor Clark's classes, course evaluations mentioned the need for more application exercises. As a direct result of this feedback, he is spending more time discussing the application of ideas and principles. He is using more case studies and business examples in the classroom. In Dr. Ford's class, student feedback reflected that case briefs weren't weighed enough in the calculation of the overall course grade. He discovered that students were pouring a lot of time and effort into these assignments and expected their grades to reflect this investment. As a direct result of these course evaluations, Dr. Ford reduced the number of case briefs expected each semester and increased their value so that student effort would be encouraged and rewarded.

- How does the division/program incorporate in its planning those aspects of its history and heritage that it wishes to preserve and continue?

  Hiring is one of the main planning tools to preserve history and heritage. New hires go through a vetting process which asks the candidates to provide their philosophy of the integration of faith and learning. The hiring process includes multiple interviews with faculty, administration and students. It includes background checks and teaching demonstrations. Performance expectations are included in annual performance reviews for faculty and staff and provide accountability for maintaining those aspects of MNU's heritage which the university deems important (e.g. chapel attendance, student involvement, etc.).

Core Component – 2B. The division / program's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Examples of Evidence:

- Are the division/program's resources adequate for achievement of the educational quality it claims to provide?

  Resources are inadequate to provide for the growing needs in professional development funding and renovation of Business Division facilities. Budget increases have been nominal over the last ten (10) years. The Business division faculty mentioned the need to lease computers in the lab, rather than purchase, in order to stay on the cutting edge with smaller cash outlays. Funding for doctorates needs to increase. The faculty would like to see more frequent access to continuing education seminars sponsored by the university. The need to increase funds for professional licensing was mentioned. The division offices have not been updated since 1990 and carpet and wallpaper are showing wear. The offices no longer project the professional image expected by the business community and prospective students.

- What division/program plans exist, if any, for resource development and allocation? Do these plans document the division/program's commitment to supporting and strengthening the quality of the education it provides?

Due to the generous gift of a Business alum, the division has received $60,000 over the past two years. This money is designated for scholarships and to help Students in Free Enterprise (SIFE). These funds will go a long way to supporting and strengthening the quality of education that the division provides. Current plans for future development include an upcoming lunch with the family that donated the funds. During the lunch, Professor Wegley will provide feedback to the family regarding the positive difference their gifts have made to the SIFE program. Information will also be provided to the family regarding the need for additional scholarships in the Business field. Finally, the plan includes having students who have directly benefited from one of the scholarships write a personal thank you note. These plans have been formally discussed during division faculty meetings.

- Provide evidence that the division/program uses its human resources effectively.

With 220 majors, the division maintains a heavy advising load. Each teacher is expected to teach eight classes per year unless they have other administrative responsibilities which are required by the university. See *Appendix D* for further substantiation of how the division uses its human resources with regard to the number of preps per professor, number of university committees, club sponsorships, etc..

Table 1 – Full-time Faculty
Number of Student Credit Hours taught by each qualification level

Faculty Member	Fall Semester				Spring Semester				Qual Level (Undergraduate)		
Full-time	UG SCH	# of Sect	# of Prep	# of Disc	UG SCH	# of Sect	# of Prep	# of Disc	Doct SCH	Prof SCH	Other SCH
Clark, Yorton	435	4	4	1	357	4	3	2		792	
Ford, Mark	159	2	1	1	45	1	1	1	204		
Gough, Michael	153	3[e]	2[e]	1	243	3[e]	2[e]	1	396		
Myrtle, Jamie	349	5[a]	5[a]	2	378	5[b]	5[b]	2		727	
Song'ony, Daniel	216	5[e]	4[e]	3	258	4	4	3	474		
Wallentine, Lisa	143	5[e]	5[e]	1	192	5[e]	4[e]	2		335	
Wegley, David	243	5[d]	4[d]	2	189	6[c,d]	5[c,d]	2		432	
Sub Totals	1698				1662				1074	2286	

a. 1 semester hour of traditional undergraduate overload in the Business Division.
b. 2 semester hours of traditional undergraduate overload in the Business Division.
c. 3 semester hours of traditional undergraduate overload in the Business Division.
d. 3 semester hours of non-traditional undergraduate overload outside the Business Division.
e. 3 semester hours of graduate overload outside the Business Division.

Legend

Doct - "Doctorally qualified"
Disc - "Disciplines/content areas"
Prep - "Class preparations"
Prof - "Professionally qualified"
SCH - "Student contact hours"
Sect - "Sections"
UG - "Undergraduate"

Table 2 – Part-time Faculty
Number of Student Credit Hours taught by each qualification level

Faculty Member	Fall Semester				Spring Semester				Qual Level (Undergraduate)		
Part-time	UG SCH	# of Sect	# of Prep	# of Disc	UG SCH	# of Sect	# of Prep	# of Disc	Doct SCH	Prof SCH	Other SCH
Laird, Scott	3	1	1	1	0	0	0	0			3
Reynolds, Mike	60	1	1	1	0	0	0	0		60	
Shaw, Steven	15	1	1	1	45	1	1	1		60	
Sub Totals	78				45					120	3

Legend

Doct - "Doctorally qualified"
Disc - "Disciplines/content areas"
Prep - "Class preparations"
Prof - "Professionally qualified"
SCH - "Student contact hours"
Sect - "Sections"
UG - "Undergraduate"

- How does your division/program intentionally develop its human resources to meet future changes?

  The division sends faculty to the Christian Business Faculty Association (CBFA) conference every year. This conference offers training on a variety of emerging ideas regarding Business disciplines and Christianity. There are also many developmental sessions on the scholarship of teaching. Faculty also participate in the ongoing faculty develop efforts of the university. The division provides support and encouragement for faculty to enter doctoral programs. The division funds continuing education for professional licensure. The division monitors trends and uses the hiring process to ensure adequate human resources are in place to meet future challenges.

- Does the division/program's history of financial resource development and investment document a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities)?

The division was able to purchase a new color laser printer this year when the old equipment gave out. We have also able to send every faculty, who wanted to go, to an annual, nationwide CBFA conference. The division has also been able to help support professors in doctoral programs by reducing university committee assignments. However, there is a strong desire on the part of Business faculty for additional faculty development, teaching assistants and new or renovated facilities.

- How are your division/program's planning processes flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth?

  Faculty have, in recent months, made necessary sacrifices to save funds for MidAmerica Nazarene University by choosing to forego Christian Business Faculty Association events. This was in direct response to a budget crisis and reflects that the division's planning processes are flexible enough to respond to unanticipated needs. The division participated in the mandate of the Board of Trustees to report on the feasibility of all majors on campus. It should be noted, however, that the trend in the division over the past five years is growth. In the past five years, we have added students, faculty, class sections and majors.

- How would you show that your division/program has a history of achieving its planning goals?

  The division maintains documents which record these goals and whether we have accomplished them. Goals are set by the Division Chair and faculty at the beginning of each academic year.   Accomplishments are reviewed at the end of each academic year and at the beginning of the following year (See *Appendix J*).

Core Component – 2C. The division/program's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Examples of Evidence:

- How does the division/program demonstrate that its evaluation processes provide evidence that its performance meets its stated expectations for division/program effectiveness?

  The division has an outcomes assessment plan which has been implemented. Data collected from this program, and reports generated, demonstrates that the division's performance often meets its stated expectations. If the division fails to meet one of its criteria for success, then the matter is discussed in a division meeting and an action plan for improvement is created. The division keeps copies of its outcomes assessment reports, outcomes data (from course evaluations, embedded assignments, standardized tests, alumni surveys, etc.), rubrics, grades by assignment, student work samples and data mastery summaries. See *Appendix K, pp. 43-92.*

- Provide proof that the division/program maintains effective systems for collecting, analyzing, and using division/program information.

See *Appendix K* for attached outcomes assessment plan (pp.1-33), reports (pp. 43-64), data (pp.74-98), and meeting minutes (pp.65-73).

- Provide proof that appropriate data and feedback loops available and used throughout the division/program to support continuous improvement. (E.g. Division/program minutes).

  The division has two to three meetings per academic year dedicated to completing the feedback loop. Faculty review outcomes assessment data and look for deficiencies. Discussions and action plans for program improvement are created. See *Appendix K, pp. 65-73* for an example of meeting minutes related to outcomes assessment.

- Does the division/program have adequate support for its evaluation and assessment processes?

  Evaluation and assessment are extremely time consuming and a burden on every division's resources. For Business Education, where there is less than one graduate per year, it does not make sense to continue the major, if a comprehensive outcomes assessment program is required.

  This year the Dean provided resources for a one course load reduction in each academic unit to help with outcomes assessment. This should help. For the University as a whole, there is an additional need for faculty development funds for outcomes assessment.

Core Component – 2D. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Examples of Evidence:

- Coordinated planning processes center on the mission documents that define vision, values, goals and strategic priorities for the organization.

  The division's mission has been regularly addressed in the past ten years. The latest update is included in the 2005-2006 catalog (See also *Appendices A & C*). MNU's mission statement is posted outside our office and is a constant reminder of the priorities of the university. Division planning takes place with the mission in mind. For example, the division has developed leadership curriculum and has added an ethics class to support the mission of the university.

- Planning processes link with budgeting processes.

  The Business Division is currently pursuing outside accreditation for its Business programs. IACBE requires that the division's planning processes and outcomes processes link with its budgeting processes. The division uses the findings from its outcomes assessment processes in its annual report to the Vice-President for Academic Affairs. This report to the Vice-President becomes a strategic planning document for the division which addresses the strengths and weaknesses of the division and lists the financial concerns and/or special needs that may have an impact on the next budget cycle. The annual budget report is also a strategic planning document which the outcomes assessment process is tied to and allows the division to request increases in resources based upon its findings.

- Implementation of the organization’s planning is evident in its operations.

  For example, a few years ago the university and division planning processes called for the expansion of majors. Division operations indicate an increase in the number of majors offered and a reorganization of faculty loads to support new majors. Also, long range Business division plans have included the objective to seek outside accreditation. Division operations this year include activities to support that goal. Division goals are maintained on file and progress towards our goals is reviewed at least twice each year. See *Appendix J*.

- Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

  Yes. For example, the hiring of Dr. Song’ony reflects a shifting of priorities toward the development of an enhanced International Business program. This need became evident through of our outcomes assessment process. Marketing and Organizational Leadership majors have been added recently because of changing business environments and student demand.

- Planning documents give evidence of the organization’s awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist.

  The division’s outcomes assessment plan and related planning documents are designed to ensure educational quality and student learning in a diverse, complex, global and technological world. (See *Appendices F & K* for relevant planning documents.)

- Planning processes involve internal constituents and, where appropriate, external constituents.

  <u>External constituents</u>: The division uses periodic focus groups comprised of local Business professionals to determine whether current curriculum is relevant. Alumni surveys are instrumental in driving change within the division (See *Appendix F)*.

  <u>Internal constituents</u>: Course evaluations, performance appraisals and peer reviews involve stakeholders within the organization (See *Appendix F*).

3. **Criterion Three: Student Learning and Effective Teaching**

Criterion Statement:

The Division / program provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component – 3A. The division / program’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Examples of Evidence:

- How does your division/program clearly differentiate its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each?

  The Division of Business Administration offers undergraduate programs only. The division clearly differentiates its learning goals for each major by having separate intended educational (student) outcomes for each major (See *Appendix K, pp. 12-14*).

- Provide proof of assessment of student learning at multiple levels: course, program, and institutional.

  Proof of assessment at the course level may be found in our course syllabi (See *Appendix G* for a copy of a course syllabus) and in our course evaluations (See Appendix F)

  Proof of assessment at the program and institutional level can be found in alumni surveys, the Data Mastery sheet, the Division's outcomes assessment plan, the Division's annual outcomes assessment reports and meeting minutes (See *Appendices B, F & K*).

- How does your assessment of student learning include multiple direct and indirect measures of student learning?

  Each student learning outcome has at least two direct and two indirect means or assessment assigned to it (See Outcomes Assessment Plan in *Appendix K, pp. 17-31*).

  Direct measures of student learning are closely related to and provide confirmation that program learning objectives have been accomplished. For direct measures, the division relies upon national standardized testing, embedded assignments graded with rubrics, capstone courses, senior comprehensive exams, and pre-testing and post-testing on the ETS (See *Appendix K, pp. 17-31*).

  Indirect measures of student learning produce data that are "related to" the act of learning but in and of themselves do not reflect student learning. For indirect measures, the division uses student satisfaction instruments, Senior exit surveys, a one-year alumni survey, and a five-year alumni survey (See *Appendix F*).

- Show that the results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

  Students receive several letters communicating their senior comprehensive and ETS major field test results. Last year we published the class ETS results in the Olathe Daily News and the Accent (See *Appendix L*). Course grades are online.

  Annual outcomes assessment reports are filed with the Vice-President for Academic Affairs and the Outcomes Assessment Facilitation Team. This data becomes part of his reporting to Dr. Robinson, the Board of Trustees and the Higher Learning Commission (See *Appendix K, pp.43-64*).

  Graduation and transfer rates are reported by the registrar's office to appropriate constituencies on an annual basis (See *2005 MNU Data Book charts in Appendix S*)

- How does the division/program integrate into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates)?

  Passing licensing exams, graduate placement, career placement and promotions are tracked with alumni surveys (see *Appendix F*) and incorporated into the Division's overall outcomes assessment process. The *MNU Data book (See Appendix S)* is also useful in tracking graduation rates. Results from these instruments are summarized and acted upon on an annual basis in faculty meetings. Any program improvements are reported in the Division's annual outcomes assessment report (see *Appendix K, pp. 43-64*).

- How does the division/program's assessment of student learning extend to all educational offerings, including credit and non-credit certificate programs?

  Not applicable. The Business Division does not offer certificate programs.

- How does your division/program involve faculty in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved?

  The division has several meetings each year dedicated to outcomes assessment planning and to completion of the feedback loop. Recent university policy changes require one meeting in August and one meeting in May dedicated solely to outcomes assessment. The following is a list of scheduled Division meeting for 2004-2005. Meetings where outcomes assessment was discussed are highlighted. Additional minutes will be provided to the committee upon request.

Date of Division meeting	Was an outcomes discussion documented in the Division's meeting minutes?	Was the meeting dedicated solely to outcomes assessment?
August 16, 2004	Yes	No
September 3, 2004	Yes	No
September 17, 2004	Yes	No
September 24, 2004	No	No
October 1, 2004	Yes	No
October 15, 2004	No	No
October 22, 2004	No	No
November 5, 2004	Yes	No
November 12, 2004	No	No
November 19, 2004	No	No
December 10, 2004	No	No
February 4, 2005	Yes	No
February 11, 2005	Yes	No
February 25, 2005	No	No
March 11, 2005	Yes	Yes
April 15, 2005	Yes	No
May 16, 2005	Yes	Yes
May 25, 2005	Yes	Yes

Each professor is responsible for accomplishing and documenting those embedded outcomes assigned by the faculty to his/her course. Any new or revised outcomes are approved by the faculty in scheduled division meetings (See *Appendix K, pp. 65-73*).

- Provide evidence that faculty and administrators routinely review the effectiveness and uses of the division/program's programs to assess student learning.

  See *Appendix K, pp. 65-73,* for sample meeting minutes.

Core Component – 3B. The division/program values and supports effective teaching.

Examples of Evidence:

- Prove that qualified faculty determine curricular content and strategies for instruction.

  The Division is currently pursuing outside accreditation with the International Assembly for Collegiate Business Education (IACBE). This group asks us to "ensure that academic programs are properly supported, a high percentage of the undergraduate… student credit hours sponsored by the academic business unit will be taught by doctorally-qualified and professionally-qualified faculty members."

  IACBE's accreditation expectations handbook states, "to be considered doctorally qualified at the undergraduate level, a faculty member may: (a) hold an earned doctorate in a field of business with a major, minor or concentration in the area of assigned teaching responsibilities; or (b) hold an earned doctorate in a field of business and also be professionally qualified in the area of assigned teaching responsibilities; or (c) hold a Juris Doctorate and teach in the areas of legal environment of business and/or business law; or (d) hold a Juris Doctorate and a business-related Master's degree and teach in the areas of legal environment of business, business law, and/or another area that contains significant legal content; or (e) hold a Juris Doctorate and be a CPA and teach in the areas of legal environment and/or accounting; or (f) hold and earned "out-of-field" doctorate (including the Juris Doctorate degree), along with a sufficient combination of graduate course work in the area of assigned teaching responsibilities, professional experience, scholarly achievements, and extensive and substantial documented successful teaching experience at the college level in the area of assigned teaching responsibilities."

  Based upon the above definition, the division has completed an analysis of its faculty which will be independently verified by IACBE when it completes its site visit in the Spring of 2006. We've discussed current faculty qualifications informally with IACBE and have been given the initial impression by the organization that our analysis is correct and meets the requirements for accreditation.

  Our analysis is as follows: The Division of Business Administration has seven (7) full-time faculty members. Three (43%) are doctorally qualified and four (57%) are professionally qualified according to IACBE standards. In addition, two (2) full-time faculty members are currently in doctoral programs. The Division of Business Administration has three (3) part-time faculty members. None of the three (0%) are doctorally qualified. Two of the three (67%) are professionally qualified. Many of the Business Division faculty have practical and professional work experiences which enhance their effectiveness in the classroom. A complete vita on each faculty member is included in *Appendix D*. Transcripts for each faculty member are on file in the Office of the Vice President for Academic Affairs.

Table 3
Faculty Qualifications, Full-time Faculty Members

Full-Time Faculty	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Level of Qualifications
		Type	Discipline			
Clark, Yorton	2001	M.P.A.	Public Administration	Leadership, Management		Prof.
Ford, Mark	1991	J.D.	Law	Business Law		Doct.
Gough, Michael	1984	D.Min.	Leadership and Organizational Systems	Bus. Ethics Pers.Finance		Doct.
Myrtle, Jamie	2000	M.B.A.	Business	Accounting, Leadership, Management	C.P.A.	Prof.
Song'ony, Daniel	2005	Ph.D.	Economics	Economics, Finance. International Business		Doct.
Wallentine Lisa	2003	M.B.A.	Business	Marketing, Management		Prof.
Wegley, David	1989	M.B.A.	Business	Marketing, Management		Prof.

Table 4
Faculty Qualifications, Part-time Faculty Members

Full-Time Faculty	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Level of Qualifications
		Type	Discipline			
Laird, Scott	1993	M.S.	Agricultural Education	Economics		Other
Reynolds, Mike	2005	M.B.A.	Business	Accounting	C.P.A.	Prof.
Shaw, Steven	2002	M.A.	Economics	Finance, International Business		Prof.

Table 5
Faculty Coverage Summary

DURING THE SELF-STUDY YEAR	UNDERGRADUATE LEVEL CREDIT HOURS
Total student credit hours in Business Programs taught by faculty members in the Business unit.	3,486
Total credit hours taught by Doctorally and Professionally qualified faculty members.	3,480
Percent of total credit hours taught by Doctorally and Professionally qualified faculty members.	99.8%
Total credit hours taught by Doctorally qualified faculty members.	1074
Percent of total credit hours taught by Doctorally qualified faculty members.	30.8%

Faculty engage in the process of curriculum mapping to demonstrate and determine adequate curricular content and strategies for instructional design. IACBE mandates that "in order to prepare business graduates for professional careers, the curriculum should encompass courses dealing with the specifics of the global work place and the more general aspects of the global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students should be encouraged to study global topics that will prepare them for these challenges. Given these academic requirements, academic business units are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of business education should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of a student's major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Thus business students share common professional requirements. For this reason, certain common subject matter are expected to be covered in the baccalaureate business degree programs accredited by IACBE:

The common professional component (CPC) as outlined below, should be included in the content of the courses taught in all accredited programs:

a. Business Functions and Operations
   (1) Production and Operations Management
   (2) Marketing
   (3) Business Finance
b. Economic/Social/Legal Environment
   (1) Legal Environment of Business
   (2) Economics
   (3) Business Ethics
c. Quantitative Methods and Information Systems
   (1) Accounting
   (2) Management Information Systems
   (3) Quantitative Techniques/Statistics
d. Organization Theory and Interpersonal Behavior
   (1) Management
   (2) Organizational Behavior

(3) Human Resource Management

e. Integrative Experience

(1) Business Policies

(2) An experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective (e.g. thesis, comprehensive examination, or course, etc.)

f. Global Dimension of Business" (IACBE Accreditation Expectations)

Faculty determine whether the CPC expectation is realized by analyzing the outlines in each required course for a particular degree, and by showing how the course material is applied, using the CPC topics as areas of application. The result of this outline analysis is summarized in a curriculum map for each major. Tables 1 – 7 provide a summary of the CPC compliance for each course contained in the Accounting, Business Administration, Business Psychology, Communications/Business, International Business, Marketing and Organizational Leadership majors for the 2004-2005 academic year. The following charts include CPC topic coverage by course and by major. CPC totals are expected to be 20 contact hours for each category (a-h), unless the degree is interdisciplinary. If the degree is interdisciplinary, a minimum of twenty-five percent (25%) of the curriculum must be from the Business Division.

Table 6

Summary of Common Professional Component (CPC) Compliance for the Accounting Major

Common Professional Component (CPC) Topics			ACT A	MKT B	FIN C	MGT D1	OB D2	HRM D3	OM D4	LAW E1	ECN E2	ETH E3	IS F1	QM F2	INT G	IEX H	CPC TOTALS
ACCOUNTING CORE			CONTACT HOURS BY CPC TOPIC														
ACCT	2803	Principles of Financial Accounting	42		3	3							3	3		3	57
ACCT	2903	Principles of Managerial Accounting	42		3	3			6				1	3		3	61
ACCT	3403	Intermediate Accounting I	42		5					1		1	3	1		3	56
ACCT	3503	Intermediate Accounting II	42		5					2				1		3	53
ACCT	3603	Federal Income Tax Accounting	42		1					42						1	86
ACCT	3803	Cost Accounting	42		3	3	2		12			3		1		3	69
ACCT	4403	Auditing	42			1			3	7		3	1	1	1	1	60
ACCT	4503	Advanced Accounting	42		3					5		3		1	9	3	66
COMP	4303	Management Information Systems			1	3	1		5	1	1	3	45		1	1	62
ECON	1803	Business and Society	3	6	3	4	5	7		3	5	4	2		1		43
ECON	2503	Principles of Macroeconomics	1		4		1		1	2	42	1		1	5		58
ECON	2703	Principles of Microeconomics	3	3	12	3	1	1	1	2	42	1		1	5	3	78
MGMT	3003	Business Communications	1	2		21	6	10								5	45
MGMT	3103	Business Law I		2				1		42		3				3	51
MGMT	3203	Business Law II	3	1	1			3		42		3				9	62
MGMT	3903	Business Statistics									1		2	42			45
MGMT	4303	Production/Operations Management	5			21		1	42				6	1		6	82
MGMT	4403	Business Finance	12		42	3			5		6	1	1	3	1	12	86
MGMT	4503	Human Resource Management				6	6	42	1	3		1			3	6	68
MGMT	4803	Strategic Management				42	10	3	5			10	1		2	21	94
CPC TOTALS			364	14	86	113	32	68	81	152	97	37	65	59	28	86	

Table 7

Summary of Common Professional Component (CPC) Compliance for the Business Administration Major

Common Professional Component (CPC) Topics			ACT A	MKT B	FIN C	MGT D1	OB D2	HRM D3	OM D4	LAW E1	ECN E2	ETH E3	IS F1	QM F2	INT G	IEX H	CPC TOTALS
BUSINESS ADMINISTRATION CORE			CONTACT HOURS BY CPC TOPIC														
ACCT	2803	Principles of Financial Accounting	42		3	3							3	3		3	57
ACCT	2903	Principles of Managerial Accounting	42		3	3			6				1	3		3	61
ECON	1803	Business and Society	3	6	3	4	5	7		3	5	4	2		1		43
ECON	2503	Principles of Macroeconomics[1]	1		4		1		1	2	42	1		1	5		58
ECON	2703	Principles of Microeconomics	3	3	12	3	1	1	1	2	42	1		1	5	3	78
MGMT	2603	Computer Applications in Business	1	3	1				1				44			1	51
MGMT	3003	Business Communications	1	2		21	6	10								5	45
MGMT	3103	Business Law I		2				1		42		3				3	51
MGMT	3303	Principles of Management				42	3	4	3	1		3			3	4	63
MGMT	3503	Business Ethics	1	1	1	3	3	1	1	2		45			15	15	88
MGMT	3903	Business Statistics[1]									1		2	42			45
MGMT	4203	Organizational Leadership				42	3					3				21	69
MGMT	4303	Production/Operations Management	5			21		1	42				6	1		6	82
MGMT	4403	Business Finance	12		42	3			5		6	1	1	3	1	12	86
MGMT	4503	Human Resource Management				6	6	42	1	3		1			3	6	68
MGMT	4603	International Business			7	6		1	1	1	12	1		1	42	12	84
MGMT	4703	Org. Behavior & Development				3	44					1			1	6	55
MGMT	4803	Strategic Management				42	10	3	5			10	1		2	21	94
MGMT	4993	Senior Seminar	2	5	2	5	5	5	5	3	5	5	1			45	88
MKTG	3303	Principles of Marketing		45		3						2			1	21	72
CPC TOTALS			113	67	78	210	87	76	72	59	113	81	61	55	79	187	

Notes:

1. The table above lists MGMT 2503 Macroeconomics and MGMT 3903 Business Statistics. These two courses are listed as part of the general education courses for Business Administration majors, but are Business classes.

Table 8

Summary of Common Professional Component (CPC) Compliance for the Business Psychology Major

Common Professional Component (CPC) Topics			ACT A	MKT B	FIN C	MGT D1	OB D2	HRM D3	OM D4	LAW E1	ECN E2	ETH[2] E3	IS[3] F1	QM F2	INT G	IEX H	CPC TOTALS
BUSINESS PSYCHOLOGY CORE			CONTACT HOURS BY CPC TOPIC														
ACCT	2903	Principles of Managerial Accounting	42		3	3			6				1	3		3	61
ECON	2503	Principles of Macroeconomics	1		4		1		1	2	42	1		1	5		58
MGMT	3903	Business Statistics[1]									1		2	42			45
MGMT	3003	Business Communications	1	2		21	6	10								5	45
MGMT	3103	Business Law I		2				1		42		3				3	51
MGMT	3303	Principles of Management				42	3	4	3	1		3			3	4	63
MGMT	4203	Organizational Leadership				42	3					3				21	69
MGMT	4503	Human Resource Management				6	6	42	1	3		1			3	6	68
MGMT	4703	Org. Behavior & Development				3	44					1			1	6	55
MKTG	3303	Principles of Marketing		45		3						2			1	21	72
CPC TOTALS			44	49	7	120	63	57	11	48	43	14	3	46	13	69	

Notes:

1. MGMT 3903 Business Statistics is advised, encouraged and most often taken for this major; however, students with extenuating circumstances may substitute a General Core statistics course with adviser approval.

2. While Business Ethics content exists within this major, there is also a Philosophy requirement in the General Education core that must be completed by Business Psychology majors. Most majors complete this requirement by taking Phil 2003: Ethics.

3. While Information systems content exists within this major, there is also a Computer Science requirement in the General Education core that must be completed by Business Psychology majors: Comp 1303: Computing for the Liberal Arts.

4. This major is considered interdisciplinary.

Table 9

Summary of Common Professional Component (CPC) Compliance for the Communications/Business Major

Common Professional Component (CPC) Topics			ACT A	MKT B	FIN C	MGT D1	OB D2	HRM D3	OM D4	LAW E1	ECN E2	ETH[3] E3	IS[4] F1	QM F2	INT G	IEX H	CPC TOTALS
BUSINESS COMMUNICATIONS CORE			CONTACT HOURS BY CPC TOPIC														
ACCT	2903	Principles of Managerial Accounting	42		3	3			6				1	3		3	61
ECON	2503	Principles of Macroeconomics	1		4		1		1	2	42	1		1	5		58
MGMT	3903	Business Statistics[1]									1		2	42			45
MGMT	3003	Business Communications	1	2		21	6	10								5	45
MGMT	3103	Business Law I		2				1		42		3				3	51
MGMT	3303	Principles of Management				42	3	4	3	1		3			3	4	63
MGMT	4703	Org. Behavior & Development				3	44					1			1	6	55
MKTG	3303	Principles of Marketing		45		3						2			1	21	72
MKTG	2003	Sales and Sales Management[2]		44		4		3				6				6	
MKTG	3703	Promotion Management		42		21				3						12	
CPC TOTALS			44	135	7	97	54	18	10	48	43	16	3	46	10	60	

Common Professional Component (CPC) Topics			ACT A	MKT B	FIN C	MGT D1	OB D2	HRM D3	OM D4	LAW E1	ECN E2	ETH[3] E3	IS[4] F1	QM F2	INT G	IEX H	CPC TOTALS
BUSINESS COMMUNICATIONS CORE			CONTACT HOURS BY CPC TOPIC														
ACCT	2903	Principles of Managerial Accounting	42		3	3			6				1	3		3	61
ECON	2503	Principles of Macroeconomics	1		4		1		1	2	42	1		1	5		58
MGMT	3903	Business Statistics[1]									1		2	42			45
MGMT	3003	Business Communications	1	2		21	6	10								5	45
MGMT	3103	Business Law I		2				1		42		3				3	51
MGMT	3303	Principles of Management				42	3	4	3	1		3			3	4	63
MGMT	4703	Org. Behavior & Development				3	44					1			1	6	55
MKTG	3303	Principles of Marketing		45		3						2			1	21	72
MKTG	3503	Consumer Behavior[2]		42						1	3			1	1	21	
MKTG	3703	Promotion Management		42		21				3						12	
CPC TOTALS			44	133	7	93	54	15	10	49	46	10	3	47	11	75	

Notes:

1. MGMT 3903 Business Statistics is encouraged and most often taken for this major; however, students with extenuating circumstances may substitute a General Core statistics course with adviser approval.
2. Since the students have the option of taking either Mktg 2003 Sales and Sales Management or Mktg 3503 Consumer Behavior, two charts are included above to calculate CPC totals for each option.
3. While Business Ethics content exists within this major, there is also a Philosophy requirement in the General Education core that must be completed by Communications/Business majors. Most majors complete this requirement by taking Phil 2003: Ethics.
4. While Information systems content exists within this major, there is also a Computer Science requirement in the General Education core that must be completed by Communications/Business majors: Comp 1303: Computing for the Liberal Arts.
5. This major is considered interdisciplinary.

Table 10

Summary of Common Professional Component (CPC) Compliance for the International Business Major

Common Professional Component (CPC) Topics			ACT A	MKT B	FIN C	MGT D1	OB D2	HRM D3	OM D4	LAW E1	ECN E2	ETH[2] E3	IS[3] F1	QM F2	INT G	IEX H	CPC TOTALS
INTERNATIONAL BUSINESS CORE			CONTACT HOURS BY CPC TOPIC														
ACCT	2803	Principles of Financial Accounting	42		3	3							3	3		3	57
ECON	2503	Principles of Macroeconomics	1		4		1		1	2	42	1		1	5		58
ECON	2703	Principles of Microeconomics	3	3	12	3	1	1	1	2	42	1		1	5	3	78
MGMT	3903	Business Statistics[1]									1		2	42			45
MGMT	3003	Business Communications	1	2		21	6	10								5	45
MGMT	3103	Business Law I		2				1		42		3				3	51
MGMT	3303	Principles of Management				42	3	4	3	1		3			3	4	63
MGMT	4603	International Business			7	6		1	1	1	12	1		1	42	12	84
MKTG	3303	Principles of Marketing		45		3						2			1	21	72
MKTG	4103	International Marketing		42		5		1		2		1		3	42	2	98
CPC TOTALS			47	94	26	83	11	18	6	50	97	12	5	51	98	53	

Notes:

1. MGMT 3903 Business Statistics is encouraged and most often taken for this major; however, students with extenuating circumstances may substitute a General Core statistics course with adviser approval.

2. While Business Ethics content exists within this major, there is also a Philosophy requirement in the General Education core that must be completed by International Business majors. Most majors complete this requirement by taking Phil 2003: Ethics.

3. While Information systems content exists within this major, there is also a Computer Science requirement in the General Education core that must be completed by International Business majors: Comp 1303: Computing for the Liberal Arts.

4. This major is considered interdisciplinary.

Table 11

Summary of Common Professional Component (CPC) Compliance for the Marketing Major

Common Professional Component (CPC) Topics			ACT A	MKT B	FIN C	MGT D1	OB D2	HRM D3	OM D4	LAW E1	ECN E2	ETH E3	IS F1	QM F2	INT G	IEX H	CPC TOTALS
MARKETING CORE			CONTACT HOURS BY CPC TOPIC														
ACCT	2803	Principles of Financial Accounting	42		3	3							3	3		3	57
ECON	1803	Business and Society	3	6	3	4	5	7		3	5	4	2		1		43
ECON	2703	Principles of Microeconomics	3	3	12	3	1	1	1	2	42	1		1	5	3	78
MGMT	3903	Business Statistics[1]									1		2	42			45
MGMT	2603	Computer Applications in Business	1	3	1				1				44			1	51
MGMT	3003	Business Communications	1	2		21	6	10								5	45
MGMT	3103	Business Law I		2				1		42		3				3	51
MGMT	3303	Principles of Management				42	3	4	3	1		3			3	4	63
MGMT	3403	Entrepreneurship	1	1	1	42	3	3	3	3	1	1			2	9	70
MGMT	3503	Business Ethics	1	1	1	3	3	1	1	2		45			15	15	88
MGMT	4803	Strategic Management				42	10	3	5			10	1		2	21	94
MKTG	2003	Sales and Sales Management		44		4		3				6				6	63
MKTG	3303	Principles of Marketing		45		3						2			1	21	72
MKTG	3503	Consumer Behavior		42						1	3			1	1	21	69
MKTG	3703	Promotion Management		42	1	21				3						12	79
MKTG	4103	International Marketing		42		5		1		2		1		3	42	2	98
MKTG	4203	Retail Management		42		9		3	3							21	78
MKTG	4803	Marketing Research		42		4							3	12		4	65
MKTG	4883	Marketing Internship														150	150
CPC TOTALS			52	317	22	206	31	37	17	59	52	76	55	62	72	301	

Note:

1. MGMT 3903 Business Statistics is encouraged and most often taken for this major; however, students with extenuating circumstances may substitute a General Core statistics course with adviser approval.

Table 12

Summary of Common Professional Component (CPC) Compliance for the Organizational Leadership Major with Business Track

Common Professional Component (CPC) Topics			ACT A	MKT B	FIN C	MGT D1	OB D2	HRM D3	OM D4	LAW E1	ECN E2	ETH E3	IS F1	QM F2	INT G	IEX H	CPC TOTALS
ORGANIZATIONAL LEADERSHIP IN BUSINESS* CORE			CONTACT HOURS BY CPC TOPIC														
ACCT	2903	Principles of Managerial	42		3	3			6				1	3		3	61
ECON	1503	Personal Finance	1		28			2		3	29			1			64
ECON	1803	Business and Society	3	6	3	4	5	7		3	5	4	2		1		43
ECON	2503	Principles of Macroeconomics*	1		4		1		1	2	42	1		1	5		58
MATH	2503	Applied Math With Statistics**									1		2	42			45
MGMT	2603	Computer Applications in Business*	1	3	1				1				44			1	51
MGMT	2703	Skill Formation of a Leader				42	3	3				1					49
MGMT	3003	Business Communications	1	2		21	6	10								5	45
MGMT	3103	Business Law I		2				1		42		3				3	51
MGMT	3303	Principles of Management				42	3	4	3	1		3			3	4	63
MGMT	3403	Entrepreneurship*	1	1	1	42	3	3	3	3	1	1			2	9	70
MGMT	3503	Business Ethics	1	1	1	3	3	1	1	2		45			15	15	88
MGMT	4203	Organizational Leadership				42	3					3				21	69
MGMT	4503	Human Resource Management				6	6	42	1	3		1			3	6	68
MGMT	4603	International Business*			7	6		1	1	1	12	1		1	42	12	84
MGMT	4703	Org. Behavior & Development				3	44					1			1	6	55
MGMT	4803	Strategic Management				42	10	3	5			10	1		2	21	94
MKTG	3303	Principles of Marketing		45		3						2			1	21	72
MKTG	3703	Promotion Management*		42	1	21				3						12	79
CPC TOTALS			51	60	48	259	87	77	22	60	90	76	50	48	75	127	

Notes:

1. The Business Track to the Organizational Leadership major results in this combined core of required courses. Without the Business Track, the Organizational Leadership major is considered interdisciplinary.

2. MGMT 3903 Business Statistics is encouraged and most often taken for this major; however, students with extenuating circumstances may substitute a General Core statistics course with adviser approval.

- How does the division/program support professional development designed to facilitate teaching and suited to varied learning environments?

  1. MidAmerica Nazarene University pays for graduate school for faculty. In addition, the division plans its workload to accommodate professors in doctoral programs. Their work load is carefully monitored (committee assignments, etc.) to ensure that they have enough time to complete their degrees.

  2. Each year the division prioritizes and plans for faculty participation in the Christian Business Faculty Association conference. This experience is designed to promote a life of learning in that “faculty experience sessions on best teaching practices and scholarship in the areas of faith integration with business disciplines.” They benefit from informally interacting with a community of Christian believers who regularly discuss “how they can best combine their business skills and knowledge with their faith, in order to change the world.” “Quality papers are presented in concurrent sessions on topics that integrate Christianity and business thought, teaching and practice. These involve emerging and developed ideas that can enhance learning and teaching business in higher education, through multiples genres:

a. Basic and applied scholarship – traditional academic empirical and theoretical research.
b. Scholarship of teaching – pedagogical investigations and reflections
c. Catalyst sessions – emerging ideas in thinking about business disciplines and the Christian faith."

3. Faculty participate in and sometimes lead professional development opportunities provided by the university (e.g. Mark Ford lead a session on the topic of outcomes assessment in January of 2005 and serves on the steering committee for the President's Breakfast Club). Faculty development opportunities range from brown bag lunch lectures to faculty book review groups.

4. The dean allocates $1900 dollars for professional travel. The division supplements this amount. The amount that is supplemented comes from the division's operating budget and varies from year to year depending upon the number of people who attend conferences and the locations. At a minimum, the division spends $2,000 per academic year in addition to the Vice-president's travel budget.

5. The university covers professional licensing, and supplemental books and periodicals at about $150 per professor per year. The division supplements this amount.

o Provide documents which show that the division/program evaluates teaching and recognizes effective teaching.

Course evaluations are completed for each teacher on a bi-annual basis and are reviewed by the professor and the Division Chair. This information then becomes part of the Annual performance evaluation process between faculty and the Division Chair. The division also participates in the faculty review process detailed in the *Faculty Handbook* by engaging in the Peer Review process. See *Appendix F* for examples of each of these forms.

o How does the division/program provide services to support improved pedagogies?

1. Each year the division prioritizes and plans for faculty participation in the Christian Business Faculty Association conference. This experience is designed to promote a life of learning in that "faculty experience sessions on best teaching practices and scholarship in the areas of faith integration with business disciplines." They benefit from informally interacting with a community of Christian believers who regularly discuss "how they can best combine their business skills and knowledge with their faith, in order to change the world." "Quality papers are presented in concurrent sessions on topics that integrate Christianity and business thought, teaching and practice. These involve emerging and developed ideas that can enhance learning and <u>teaching</u> business in higher education, through multiples genres:

    a. Basic and applied scholarship – traditional academic empirical and theoretical research.
    b. <u>Scholarship of teaching – pedagogical investigations and reflections</u>
    c. Catalyst sessions – emerging ideas in thinking about business disciplines and the Christian faith."

2. Faculty participate in and sometimes lead professional development opportunities provided by the university (e.g. Mark Ford lead a session on the topic of outcomes assessment in January of 2005 and serves on the steering committee for the President's Breakfast Club). These range from brown bag lunch lectures to faculty book review groups.

3. Faculty orientation provides an annual opportunity for faculty to improve their pedagogy.

4. The division's budget supplies books on faculty request. These often relate to the topic of improved pedagogy.

- How does the division/program demonstrate openness to innovative practices that enhance learning?

  The University funds and faculty are encouraged to incorporate and model innovation in the classroom by taking advantage of Tablet PC, Team board and Blackboard technologies. Faculty are encouraged to attend faculty development sessions and the CBFA conference where best practices are discussed.

- How does the division/program support faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction?

  The division provides subscriptions to the following publications which keep the faculty abreast of these issues: The Wall Street Journal, Business Reform Magazine, Harvard Business Review and The Chronicle of Higher Education. The division also provides travel funds so that professors can attend the annual Christian Business Faculty Association conference where these issues are addressed.

- What professional organizations do faculty participate in that are relevant to the disciplines they teach?

  The following is not an all inclusive list: International Management Association, Missouri Society of Certified Public Accountants, the Missouri Bar Association, the Kansas Bar Association, the Christian Business Faculty Association, the American Association of Higher Education, Students In Free Enterprise, Delta Mu Delta, International Society of Business, Economics and Ethics, the Missouri Valley Economics Association. Please see attached faculty vitas in *Appendix D* for additional professional organizations.

Core Component – 3C. The division/program creates effective learning environments.

Examples of Evidence:

- How do assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services?

  The division meets regularly (we have several meetings each year dedicated to outcomes assessment) to complete the feedback loop and to make improvements to curriculum and student services. Student satisfaction surveys and annual performance reviews also become the basis for improvements in pedagogy and resources. (See *Appendices F & K*).

- How does the division/program provide an environment that supports all learners and respects the diversity they bring?

  Our Business faculty and students are diverse in the following ways: religious denomination, age, gender, race, color, national origin, academic experience, and industry experience. We encourage and develop this environment through our admissions and hiring policies (See *Appendix G*). We seek to provide a broad range of ideas in a Christian context to our students so that they can function effectively in the workplace.

  With the rapid increase of globalization, much of our Business curriculum now addresses the topic of diversity in the context of International Business. We are expanding our International Business program to respond to increased globalization and bringing in an experienced International Business professor.

  The division also supports physically challenged learners by working closely with the services provided through the Kresge Center. Last year, for example, we had a visually impaired student. The division worked to secure special braille textbooks from the publishers. The faculty worked with the student by providing enlarged PowerPoint slides and tests. Kresge center provided paid note takers, tutors and administered tests to the student. All division syllabi ask students to provide notice if disability related assistance is needed (See *Appendix G*).

  Faculty have been trained to recognize that students learn in different ways and therefore attempt to provide a wide variety of content delivery and course assessment tools to provide an environment that supports all learners.

- Provide evidence that your advising systems focus on student learning, including the mastery of skills required for academic success?

  1. All students are assigned to a faculty advisor. We match them to the faculty member who best matches their major and/or career interests.
  2. Students are required to meet periodically with their advisor to discuss the learning and skills necessary for academic success and for success in the student's chosen career field.
  3. Color coded advising sheets are used by the division to keep track of each students' progress towards general education requirements, major requirements, career interests etc.. These are regularly updated and placed in the student's file.
  4. Progress regarding the Senior comprehensive is documented in each student's file. Copies of all student correspondence and graded Senior comprehensive tests are kept in each student's file. Students who lack the required student learning and/or skill sets complete remedial work (including additional coursework) or opt out of graduation.
  5. Advisors are notified when an advisee is on academic warning and/or academic probation. This information is also placed in the student's file. Faculty use this information in order to intervene.

6. Entrance into the Accounting and Business Administration majors is by application. Advisors go over requirements with their advisees. Completed applications are kept in each student's file.
7. Degree audits (applications for graduation) are discussed with Juniors and Seniors and maintained in each student's file.
8. Current transcripts are maintained for each student.

- Give examples of how your division/program has employed, when appropriate, new technologies that enhance effective learning environments for students.

  The division was among the first on campus to adopt notebook computers and PDAs for the faculty. Faculty have embraced the use of Tablet PC, Team board and Blackboard technologies to enhance the learning environment. Students are required to use the internet and on-line research databases in many of their classes. Senior Seminar requires student teams to manage a computer simulated business.

- How do the division/program's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning?

  The division's overall outcomes assessment plan and process and strategic planning processes provide a regular review of the division's educational strategies, activities, processes and technologies. Main components include SWOT analysis, focus groups, exit surveys, alumni surveys, faculty performance plans and appraisals, peer reviews, course evaluations, the ETS exam, Senior Comprehensive exams and embedded assignments. These tools alert the division to areas needing improvement and provide quality assurance. See *Appendices F & K, pp. 1-33*.

Review Process	**Timeline**
SWOT analysis	**August – faculty** **May – chair**
Focus groups	As needed. Our goal is to do one every other year.
Exit surveys	April
One year alumni survey	April
Five year alumni survey	April
Faculty performance plans and appraisals	May
Peer reviews	We follow the three stage plan in the faculty handbook. 1/3 of the faculty does a peer review each academic year.
Course evaluations	Course outcomes – every class, every semester. Course satisfaction – one class randomly picked by the division chair for each professor, each semester.
ETS exam	October
Senior comprehensive exam	Stage #1 – January Stage #2 – February Stage #3 - March
Embedded assignments	Every semester professors have

	assignments which they must collect outcomes assessment data for the division. See attached outcomes assessment plan.
Outcomes assessment meetings	August, January and May meetings are dedicated to closing the outcomes assessment feedback loop.

Core Component – 3D. The division/program's learning resources support student learning and effective teaching.

Examples of Evidence:

- o How does the division/program ensure access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching?

  The Division is currently pursuing outside accreditation with the International Assembly for Collegiate Business Education (IACBE). This group requires "sufficient instructional and computing resources and support to be provided to Business faculty and students."

  Two computer labs are available to Business Division students. The general computer lab in Mabee Library has thirty (30) computers. The Business computer lab in Metz has thirty-five (35) computers. Each faculty member in the Business Division has a new Gateway laptop computer for his/her use. The computers are wireless and connect to the University network and internet in several locations throughout the campus. Each faculty has access to the division's new color laser jet printer, scanner, copier and fax machine. Faculty are also able to copy and print directly to the Metz copy room. Microsoft Office, Blackboard and Micrograde software is licensed for and available to the faculty. Each classroom in Metz is equipped with a computer, team board, DVD player and VCR for faculty and student use.

  Priority access to the Metz computer lab is provided to Business students. Lab times are arranged in advance with Dr. Larry Haffey. Dr. Haffey manages an annual budget to update this equipment as needed for Business and Computer Science students.

  The division has a library budget which ensures adequate library resources are available in Mabee library for Business students. The division orders new books, videos, on-line databases on an annual basis using this budget. In addition some resources are available in the division (e.g. The Wallstreet Journal).

  Clinical practice is assigned to Professor Yorton Clark who manages Business Internships. Professor Clark seeks out new internships sites and assists students that need help finding an appropriate location. He maintains a list of employers who are interested in providing internship experiences for MNU Business students. Professor Clark supervises 15 – 20 new interships per year. The following is a list of internship sites:

Internship locations	Content
World Savings	Finance
Celtic Budget Accommodations	Business
Sunflower Group	Marketing
YMCA Greater Kansas City	Business
Taylor, Perky and Parker (TPP)	Accounting
Keller and Owens	Accounting
TLC	Business
La Garde	Business
Commerce Bank	Finance
Medi-flex	Business
Wizards	Sports Marketing
Chiefs	Sports Marketing
Royals	Sports Marketing
Coro	Business
Blue Cross/Blue Shield	Insurance
Reece Nichols	Real Estate
Security Savings	Finance
Nazarene Publishing House	Business
Olathe Chamber of Commerce	Business
Farm Credit of Kansas	Finance
IFC	Business
Zicar	Business
Payless	Management
Wolf Creek Golf Course	Management
Sprint	Management
Mix 93/ Star 102	Business
Worlds of Fun	Human Resource Management
UPS	Human Resource Management

o How does the division/program evaluate the use of its learning resources to enhance student learning and effective teaching?

Alumni surveys and course evaluations (See *Appendix F*) ask for input regarding the use of various learning resources. These are reviewed by the Division Chair and faculty as part of the overall outcomes assessment process.

Some computer usage is tracked electronically. For example, Blackboard provides feedback to the professor regarding the number of students that access each document made available on Blackboard.

Mabee library follows how often each resource is used and provides information to the division regarding when resources need to be updated.

Use of the Metz computer lab is monitored by Dr. Larry Haffey who lets the Division know when resources are overtaxed or usage related issues need to be addressed.

- How does the division/program regularly assess the effectiveness of its learning resources to support learning and teaching?

  Internship evaluations are required of both the student intern and the employer. Professor Clark reviews these to ensure adequate student learning takes place and to verify whether the location will be used again in the future.

  Alumni surveys and course evaluations ask for input regarding the effectiveness of various learning resources. These are reviewed by the Division Chair and faculty as part of the overall outcomes assessment process.

  The chair's annual report to the Vice-President for Academic Affairs and annual budget process provide an opportunity to evaluate current learning resources and to request additional resources.

  Computer lab resources are evaluated by Dr. Haffey and he recommends to the Dean when updates need to occur.

  Course evaluations also ask for student feedback regarding the effectiveness of resources required for the course.

  Finally, SWOT analysis (See *Appendix F*) which is included in the Division's Outcomes Assessment Plan (See *Appendix K, p.15*) and in the Chairs annual report to the Vice-President for Academic Affairs provides an opportunity to regularly assess the effectiveness of learning resources.

- How does the division/program support students, staff, and faculty in using technology effectively?

  Mgmt 2603:Computer Applications in Business is a required course for all Business students and supports students in using technology. Many Business courses contain a technology related assignment which provides additional support.

  Regular training (e.g. Blackboard training, Team board training, Banner training) is provided to staff and faculty which supports the use of technology. IT and Kelvin St. John are available for individual assistance.

- Does the division/program have effective staffing and support for its learning resources?

  MNU's Information Technology department is too small for the number of people that it attempts to serve. This can result in delays which impact Business professors and students. Mabee Library is adequately staffed. The Metz computer lab has an adequate number of lab assistants.

- How do the division/program's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness?

  Internships (see *Appendix O*) and the Division's mentoring program represent a partnership between MidAmerica Nazarene University and an area employer. These relationships enhance student learning by providing students with real life examples to reinforce theory learned in the classroom. The following tables are examples of actual internships and mentor programs undertaken by Business students:

Internship locations	Content
World Savings	Finance
Celtic Budget Accommodations	Business
Sunflower Group	Marketing
YMCA Greater Kansas City	Business
Taylor, Perky and Parker (TPP)	Accounting
Keller and Owens	Accounting
TLC	Business
La Garde	Business
Commerce Bank	Finance
Medi-flex	Business
Wizards	Sports Marketing
Chiefs	Sports Marketing
Royals	Sports Marketing
Coro	Business
Blue Cross/Blue Shield	Insurance
Reece Nichols	Real Estate
Security Savings	Finance
Nazarene Publishing House	Business
Olathe Chamber of Commerce	Business
Farm Credit of Kansas	Finance
IFC	Business
Zicar	Business
Payless	Management
Wolf Creek Golf Course	Management
Sprint	Management
Mix 93/ Star 102	Business
Worlds of Fun	Human Resource Management
UPS	Human Resource Management

Mentor	Business	Content area
Brent Blacklock	Taylor, Perky and Parker	Accounting
Tracy Hardee	Taylor, Perky and Parker	Accounting
Ryan Butler	Home theater systems	Entrepreneurship
Joe Eby	Ebco – Eby Development	Management
Glenn McFarland	Ebco – Eby Development	Marketing
Brian Diddle	Precision Printing	Business
Chad Cook	Lathrop and Gage	Law
Jason Edwards	Sprint	Finance
Eric Bryant	Nazarene Publishing House	Business
Aaron Oelger	Sprint	Project Management
Bill Clair	MidAmerica Nazarene University	Finance
D.J. Crocker	KPMG	Accounting

Establishing partnerships with area business professionals provides a source for guest lecturers and focus groups and provides a system and structure to make program improvements and therefore to strengthen teaching effectiveness.

SIFE and class projects also form the basis of frequent community partnerships (See *Appendix R*).

- o Do budgeting priorities reflect that improvement in teaching and learning is a core value of the organization?

Outside accreditors require that there should be adequate financial resources to support a high-quality learning environment, consistent with the mission and objectives of the academic business unit.

Educational and general expenditures are shown in the following table:

Table 13
EDUCATIONAL AND GENERAL EXPENDITURES

	YEAR PRIOR TO SELF-STUDY YEAR (ACTUAL) 2004-2005	SELF-STUDY YEAR (BUDGET) 2005-2006
Total student credit hours for the entire institution. All graduate, adult and traditional degree programs.	23429	22669
Total student credit hours for the Division of Business Administration	1988	1778
Percentage of institutional credit hours taught by the Division of Business Administration.	8%	7.8%
Total enrollment for all academic units of the institution.	1985	Not available yet.
Total number of majors for the Division of Business Administration	201	Not available yet.
Percentage of institutional majors taught by the Division of Business Administration	10.1%	Not available yet.
Total educational and general unrestricted expenditures for the institution.	$29,030,520	$30,595,262
Total educational and general unrestricted expenditures for <u>all</u> academic units of the institution.	$ 9,056,747	$ 9,849,118
Total educational and general unrestricted expenditures for the Division of Business Administration.	$407,772	$445,835

Percentage of academic expenditures allocated to the Division of Business Administration.	**4.5%**	**4.5%**

The academic budget is the largest budget of any of the functional areas on campus and accounts for the lion's share of MNU's $25 million dollar budget (Source: Dr. Frank Moore). This reflects that teaching and learning are core values of the organization in general.

However, with regard to the Division of Business Administration, there is room for improvement in budgeting priorities. The above table suggests that while approximately eight percent (8%) of institutional credit hours are taught by the Division of Business Administration, only four and one-half percent (4.5%) of academic expenditures are allocated to the Division of Business Administration. Also, while approximately ten percent (10%) of the total enrollment of the University and advising load is in the Division of Business Administration, only four and one-half percent (4.5%) of academic expenditures are allocated to the Division of Business Administration.

4. Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion Statement:

The division/program promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component – 4A. The division/program demonstrates, through the actions of its administrators, students, faculty, and staff, that it values a life of learning.

Examples of Evidence:

- How do the division/program's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff?

    1. The division plans and coordinates off-campus learning opportunities for students and/or faculty:
        - China Studies Program
        - International Business Institute
        - Latin America Studies program
        - Overseas study with Dr. Daniel Song'ony
        - Students in Free Enterprise (SIFE) regional and national competitions and Business projects.

    2. The division plans for and provides faculty sponsorship for student Internships (see *Appendix O*). Yorton Clark coordinates all of the internships for the Division. He receives overload pay for this responsibility.

3. Students are encouraged to apply to graduate school and are advised about entrance requirements. Faculty work with students to provide letters of recommendation when appropriate.

4. MidAmerica Nazarene University plans for and funds graduate school for faculty. In addition, the division plans its workload with these professors in mind. Their work load is carefully monitored (committee assignments, etc.) to ensure that they have enough time to complete their degrees.

5. Each year the division prioritizes and plans for faculty participation in the Christian Business Faculty Association conference. Normally, the entire division attends. This year, Professor Yorton Clark and Professor Dave Wegley did not attend because of a conflict with their graduate coursework. This experience is designed to promote a life of learning in that “faculty experience sessions on best teaching practices and scholarship in the areas of faith integration with business disciplines.” They benefit from informally interacting with a community of Christian believers who regularly discuss “how they can best combine their business skills and knowledge with their faith, in order to change the world.” “Quality papers are presented in concurrent sessions on topics that integrate Christianity and business thought, teaching and practice. These involve emerging and developed ideas that can enhance learning and teaching business in higher education, through multiples genres:

    - Basic and applied scholarship – traditional academic empirical and theoretical research.
    - Scholarship of teaching – pedagogical investigations and reflections
    - Catalyst sessions – emerging ideas in thinking about business disciplines and the Christian faith.”

6. Faculty participate in, and sometimes lead, professional development opportunities provided by the university. Mark Ford lead a session on the topic of outcomes assessment in January of 2005. These range from brown bag lunch lectures to faculty book review groups.

7. The dean allocates $1900 dollars for professional travel. The division supplements this amount.

    (The answers for the previous three questions are identical to those on page 19 intentionally, because the same programs that demonstrate that the division values a life of learning, also support improved pedagogies. The committee’s point, however, that this seems redundant, is well taken. It probably would have been better to refer to the information on page 19 by reference.)

8. The university covers professional licensing, and supplemental books and periodicals at about $150 per professor per year. The division supplements this amount.

9. Division staff (Leanna) is encouraged to participate in any training/development opportunities provided by the university.

o Provide evidence that the division/program supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

1. In the past Mark Ford, Mike Gough and Leanna Higgins have completed graduate programs funded by the university. Currently, Dave Wegley and Yorton Clark are in doctoral programs funded by the university.

2. CBFA conference brochure and registration invoice are attached in the *Appendix M.*

3. A sample invoice for professional licensure and continuing education reimbursement are attached in *Appendix M*.

4. Leanna has participate in training sessions provided by the university (e.g. Banner training), W.O.W. luncheons.

5. Also, see answers to the question above.

- How does the division/program publicly acknowledge the achievements of students and faculty in acquiring, discovering, and applying knowledge?

1. On faculty appreciation day, the scholarly work of professors is cited in the faculty accomplishments publication (See *Appendix M*).
2. In 2005, Professor Yorton Clark received the Donald S. Metz Teacher of year award during honors convocation.
3. Student achievements are publicly acknowledged during honors convocation (See *Appendix M*).
4. The best Accounting students are acknowledged publicly during the Financial Executives Institute (FEI) banquet each year.
5. The division sponsors an annual senior awards banquet to publicly acknowledge the achievements of students and faculty (See *Appendix M*).
6. The division maintains a wall of fame in the business division offices with achievers' names listed on award plaques.
7. Students in the top 10% of their class are eligible for membership in Delta MU Delta, a national business honor society. These students are inducted and honored each year during the senior banquet (See *Appendix M*).
8. For exceptional work, the division will seek to publicize student accomplishments with hallway banners and in the media (e.g. the Kansas City Business Journal, the Kansas City Star, the Olathe Daily news and the Accent) (see *Appendix L*).

- How does the faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research?

The phrase "in keeping with the organization's mission" is significant here. MidAmerica Nazarene University is a teaching institution rather than a research institution. Therefore, the scholarship of teaching and the scholarship of service are given more emphasis than the scholarship of discovery and integration. Even so, Business faculty are engaged in creating knowledge through basic and applied research. For example, Dr. Mike Gough participated in a case writing institute and became a Henry Bloch fellow by submitting an original business case study for review. Dr. Daniel Song'ony regularly publishes on the economic impact of AIDS in Africa. Daniel has authored his own Economics textbook which is used in the classroom. Dave Wegley and Yorton Clark create knowledge through their doctoral studies which makes its way back into the classroom.

- How does the division/program use scholarship and research to stimulate organizational and educational improvements?

  1. The division's Marketing Research class uses scholarship and research to stimulate organizational and educational improvements. Research projects have been completed for the counseling center, the campus bookstore, and a proposed Web design degree.

  2. Professor Steve Shaw completed research to assist the Play Therapy program.

  3. Business professors serve as consultants on issues such as the feasibility of new programs.

  4. The scholarship of service is required throughout the curriculum in SIFE (See *Appendix R*), Business and Society and Senior Seminar. This improves the education that students receive by giving them an opportunity to apply their Business skills and knowledge outside the classroom.

  5. The Division applies the scholarship of teaching by continually seeking new ways to improve the curriculum and classroom pedagogy. Conferences and faculty development sessions encourage this process. As a result, organizational and educational improvements are realized.

Core Component – 4B. The division/program demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Examples of Evidence:

- Show how the division/program integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society?

  According to outside accrediting bodies, general education should comprise a significant portion (usually at least 40 percent) of the credits required for the undergraduate degree.

  The total number of semester credit hours required for all B.A. degrees at MidAmerica Nazarene University is 126. The University requires 43-56 hours of general education.

  The following table revisions were made at the suggestion of our IACBE site visit team to more accurately reflect what is occurring with regard to the general education core. This revision should also address the Academic Review Committee's concerns.

Table 14
Integration of the General Education Core

Major	Minimum Credit Hours In General Education*	Business Credit Hours			General Electives Credit Hours	Total Credit Hours Required For Graduation
		C.R.	R.B.C.	B.E.		
Accounting	51 (40.5%)	63 (50%)	0 (0%)	0 (0%)	12 (9.5%)	126
Business Administration	51 (40.5%)	57 (45.2%)	0 (0%)	0 (0%)	18 (14.3%)	126
Business-Psychology	51 (40.5%)	27 (21.4%)	27 (21.4%)	0 (0%)	21 (16.7%)	126
Communications/Business	51 (40.5%)	27 (21.4%)	27 (21.4%)	0 (0%)	21 (16.7%)	126
International Business	51 (40.5%)	28 (22.2%)	16 (12.7%)	9 (7.1%)	22 (17.5%)	126
Marketing	51 (40.5%)	33 (26.2%)	21 (16.7%)	3 (2.4%)	18 (14.3%)	126
Organizational Leadership w/ all tracks	51 (40.5%)	36 (28.6%)	18 (14.3%)	0 (0%)	21 (16.7%)	126

* The University's general education requirement is 43-56 hours. The minimum number of general core hours for all Business related majors is forty-seven (47). (Students who have completed two full years of a foreign language in High School are waived out of four (4) semester hours of Modern Languages. In addition, students may test out of three (3) hours of Mathematics. Most Business students choose to complete only 2 hours of Physical Education/Wellness. Older Business students may be waived out of one (1) hour of Freshman studies.) The typical Business student takes fifty (51) general education hours.

C.R. – Core requirements
R.B.C. – Requirements beyond core
B.E. – Business electives

An emphasis is placed on those general core skills that are important in the field of Business including oral communication, writing, Math and Economics. Personal Finance students learn life skills (e.g. budgeting, wise use of credit) which better prepare them for a life of learning in a diverse society. Business Ethics covers environmental issues. Human Resource Management, Organizational Behavior and Principles of Management cover diversity.

- o How does the division/program regularly review the relationship between its mission and values and the effectiveness of its general education?

The Business division supports the university's mission and general education program by offering four (4) general education classes: Business Statistics, Macroeconomics, Microeconomics and Personal Finance. Student learning outcomes from these courses are reviewed annually as part of the outcomes assessment process by the division to ensure goodness of fit with the division's mission and the university's mission. The division reports outcomes data to the general education committee which also reviews the courses in relation to the university's mission. If students are not learning what they are supposed to be learning, the general education committee could potentially remove the course from the list of general education offerings.

The division regularly reviews the preparation of its students with regard to critical skill sets (e.g. critical thinking, writing, oral communication, and ethical behavior) developed in the general education program. For example, last year we required the compass writing test of all Business and Society students to verify their writing preparation and to provide a basis for further advising. The division changed its Gen.Ed. Math requirement from College Algebra to Finite Math in response to faculty feedback that the students needed more emphasis on linear equations to be adequately prepared for Accounting and Economics. The division created an admissions requirement for Business and Accounting majors to encourage early and better completion of general education prerequisites:

1. Students must fill out an application for admission into the program.
2. Students must demonstrate that they have maintained a 3.0 grade point average in Business and Society, Principles of Financial Accounting, Principles of Macroeconomics and Finite Math.
3. Qualified students are moved from Pre-Acct and Pre-Bus to Accounting and Business Administration.

- Provide evidence that you assess how effectively your graduate programs are in establishing a knowledge base on which students develop depth of expertise?

  Not applicable. This is an undergraduate program only.

- How does the division/program demonstrate the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility?

  Students In Free Enterprise (SIFE) (See *Appendix R*) is both a curricular and co-curricular activity within the division. It is heavily encouraged by faculty, scholarships, the sequence of classes, the Catalog, the class schedule, direct marketing and word-of-mouth. Students may also receive college credit for participating in SIFE. "SIFE is a global non-profit organization active in over 40 countries and territories. SIFE is funded by financial contributions from corporations, entrepreneurs, foundations, government agencies and individuals. Working in partnership with business and higher education, SIFE establishes student teams on university campuses. These teams are led by faculty advisors and they are challenged to develop community outreach projects that reach SIFE's four educational topics:

  - Market Economics
  - Entrepreneurship
  - Personal Financial Success Skills
  - Business Ethics"

  The Business division's SIFE Team members "leverage their personal educational experiences, the expertise of their faculty advisors, the support of their local business advisory boards and the resources of their institutions to implement programs that create real economic opportunities for members of their communities. The effectiveness of their programs judged at competition. Each national SIFE organization conducts a national competition, which is judged by leaders from its business community. At competition, SIFE Teams present the results of their educational outreach projects and compete to determine which team was most successful at creating economic opportunity for others."

Specifically, SIFE is engaged in inquiry, practice, creativity and social responsibility in the following ways. Examples of SIFE projects are saved and serve as evidence of such linkages.

- Inquiry – SIFE tries to apply knowledge that the students have acquired in the classroom and which can be reinforced through application to areas of recognized need in the community. This is part of the MNU SIFE mission. For example, SIFE is working on a small business consulting project targeted at struggling entrepreneurs. In this way, students take what they are learning in all of their business classes, synthesize the material and apply it.
- Practice – SIFE provides an opportunity for MNU Business students to practice their leadership, project management and business skills by planning, scheduling and managing the work of volunteers.
- Creativity – SIFE provides multiple opportunities to demonstrate creativity from designing curriculum, to teaching free enterprise lessons for various groups in the community, to creating community service projects.
- Social Responsibility – SIFE is focused on serving the disadvantaged in the community through providing free enterprise based educational projects.

"On purpose" is a colloquium sponsored by the Business division which is open to the entire campus. Speakers address social responsibility, inquiry, and professional practice issues. This linkage is encouraged by informing speakers in advance of the kinds of topics we would like for them to cover. The linkage is measure informally through student and faculty feedback. Past speakers have included:

Speaker	Organization
Dr. Ed Robinson	President, MidAmerica Nazarene University
Mike King	C.E.O., Youth Front
Kris Kobach	Law professor, attorney, Republican candidate for the U.S. House of Representatives
Char MacCallum	C.E.O. – Char MacCallum Real Estate
Don Diehl	The Eby Group – Director of Training and Development
Chuck Nunamaker	Partner, Deloitte and Touche
Kathleen Harnish and Priscilla Wilson	Authors of "The Facilitative Way: Leadership That Makes The Difference."

o Show how your division/program's learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

The division has an outcomes assessment plan and process which demonstrates that graduates have achieved a breadth of knowledge and skills and the capacity to exercise intellectual inquiry. Means of assessment include the Educational Testing Service – Major Field Test in Business, the Senior Comprehensive Exam, one and five year alumni surveys; embedded projects. The ETS test is a nationally benchmarked exam which lets the faculty know how our students' preparation compares with that of 80,000 other business students worldwide who take the test (See *Appendix K, pp. 93-98*).

The division also analyzes its curriculum against the Common Professional Core (see pages 20 – 27 above) of classes required by the three outside Business accrediting agencies (International Assembly for Collegiate Business Education, Association to Advance Collegiate Schools of Business and Association of Collegiate Business Schools and Programs) to ensure that our students acquire the knowledge and skills and the capacity to exercise intellectual inquiry required in the workplace. The common Professional Component (CPC) topical areas, as outlined below, must be adequately covered within the content of business degree programs. The Common Professional Component (CPC) is unique for each of the seven business related majors offered by MidAmerica Nazarene University. Tables 6-12 above provide a summary of CPC compliance for all Business degree programs and provide the committee with an examples of the kind of analysis the Division undertakes for each of its majors. Finally, the division also monitors the success of its graduates in the field of Business and in graduate school through the use of one year and five year alumni surveys. Survey samples are included in the appendix (See Appendix F, pp. 20-34). Use of survey results are documented in the Division's minutes (See Appendix F, pp. 65-73) and in the division's outcomes assessment feedback loop documentation (See Appendix F, pp. 74-92).

- How do the division/program's learning outcomes demonstrate effective preparation for continued learning?

Most graduate business programs require certain prerequisite courses to be eligible for admission. The division regularly engages in environmental scanning to make sure that our students are prepared to enter graduate school. Completion of the following courses at the undergraduate level will fulfill the prerequisite requirements at most graduate business schools:

Principles of Management
Organizational Behavior
Statistics
Financial Accounting
Managerial Finance
Micro Economics
Macro Economics
Business Law

The division also analyzes its curriculum against the Common Professional Core of classes required by all three outside Business accrediting agencies to ensure that our students acquire the knowledge and skills and the capacity to exercise intellectual inquiry required in graduate school (See answer to the previous question).

However, the best evidence is the fact that Business majors are getting into graduates schools and successfully completing their programs. This is tracked through the alumni survey components of our Outcomes Assessment Plan (See *Appendix K, p. 16). (*See also, *Appendix N* for a partial list of students who were accepted into and finished graduate programs.)

Core Component – 4C. The division/program assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Examples of Evidence:

- How do the division/program's regular academic program reviews include attention to currency and relevance of courses and programs?

  Much of this is accomplished through environmental scanning. We pay attention to what other Business programs in the Coalition of Christian Colleges and Universities and our competitors in the Kansas City market are offering. Academic conferences and the internet are two important tools for accomplishing this task.

  Student feedback collected through student satisfaction surveys, exit surveys and alumni surveys also provide the division with needed information regarding the currency and relevance of courses and programs (See *Appendix F).*

  Finally focus groups comprised of local Business professionals will provide advice to division regarding its curriculum and any deficiencies which might exist (See *Appendix F*).

- In keeping with its mission, how do the division/program's learning goals and outcomes include skills and professional competence essential to a diverse workforce?

  For example, the Business Administration major's third outcome is as follows: "BA3 Understands the organizational complexities arising from a global and diverse workforce." These skills are taught throughout the curriculum and are measured in International Business and by the International Business subscale score of the ETS Major Field Test for Business (See *Appendix K, pp. 93-98*).

- How do your learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies?

  This question covers nearly all of the division's intended educational (student) outcomes taken as a whole. The division keeps the following records which document the skills and knowledge of our students: samples of embedded coursework, samples of graded rubrics, grade book for each assignment, and data mastery summaries. The data mastery summary includes criteria for success which is set by the division. Data collected is compared against each criterion for success to determine and document whether graduates are gaining the skills and knowledge they need to function in diverse local, national and global societies (See *Appendix K, pp. 43-92*).

- Give examples of how curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

  Student feedback collected through student satisfaction surveys, exit surveys and alumni surveys also provide the division with needed information regarding the currency and relevance of courses and programs. (See *Appendix F*).

Finally focus groups comprised of local Business professionals will provide advice to division regarding its curriculum and any deficiencies which might exist. (See *Appendix F*).

- How does the division/program support creation and use of scholarship by students in keeping with its mission?

  Students are required to write research papers throughout the Business curriculum. For example, in Business Communications every student must complete a long, formal report. In some cases, these papers serve as evidence that the division's writing outcome is being met.

  In Marketing Research, students conduct marketing research for real clients and present their findings in a formal presentation at the end of the semester.

- Show that Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.

  SIFE projects (See *Appendix R*), Internships (See *Appendix O)* and Mentoring programs provide students with a wide variety of opportunities for independent learning and applied practice.

- What curricular and co-curricular opportunities does the division/program provide that promote social responsibility?

  Students in Free Enterprise (SIFE) (See *Appendix R*) promotes social responsibility. Team members "leverage their personal educational experiences, the expertise of their faculty advisors, the support of their local business advisory boards and the resources of their institutions to implement programs that create <u>real economic opportunities for members of their communities</u>."

  The division's honor society, Delta Mu Delta, promotes social responsibility. The Greek letters in the Society's name stand for *Dia Mathessos Dynamis*, signifying their motto: *Through Knowledge, Power* - the power to manage creatively <u>for social and economic good</u>.

  The idea of corporate responsibility and Christian stewardship is repeatedly addresses throughout the Business curriculum in such classes as Personal Finance, Business and Society, Business Law, Business Ethics, Economics, etc.

Core Component – 4D. The division/program provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Examples of Evidence:

- What division/program academic and student support programs exist which contribute to the development of student skills and attitudes fundamental to responsible use of knowledge?

Christian Business ethics is both a course and a theme that runs throughout the Business curriculum. Our students are also required to take Christian ethics as part of the general education core. This curriculum develops skills and attitudes regarding the responsible use of knowledge.

- How does the division/program follow explicit policies and procedures to ensure ethical conduct in its research and instructional activities?

  The university has strict academic integrity policies which are published in the Catalog and student handbook. The division follows these policies by referring to them in the division's course syllabi (See *Appendix G, pp. 3-9*), looking for violations during the grading process and by providing appropriate discipline for infringements.

- How does the division/program encourage curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility?

  The division encourages courses such as Ethics, Business Ethics and other classes which accomplish the above goal by requiring the classes as part of the major. In the Business field this topic is often explored in the context of corporate responsibility and Christian stewardship.

  Students in Free Enterprise (SIFE) (See *Appendix R*) is a curricular and co-curricular activity which supports the above goal. The division encourages membership in SIFE by offering scholarships to officers and providing course credit for members. Students are also motivated by the opportunity to travel and compete in regional and national competitions.

  The division's honor society, Delta Mu Delta, promotes the above stated goal. The division encourages this activity by honoring these students yearly during the Senior banquet and by widely publicizing the organization's benefits.

- How does the division/program provide effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students?

  Reference is made to academic integrity policies in the division's course syllabi (See Appendix F, pp. 20-34). In addition, professors use tools such as the internet and "turn it in.com" as a procedure to ensure ethical academic conduct. The division follows MNU's guidelines for dealing with academic integrity violations once they become apparent. Students are trained in the correct methods and uses of research.

- How does the division/program create, disseminate, and enforce clear policies on practices involving intellectual property rights?

  The university has strict guiding principles regarding the intellectual property rights of others which are available in the MNU Catalog and Student Handbook. The division notifies students about these policies by referring to them in the division's course syllabi (See *Appendix G*). The division enforces these policies by looking for violations during grading and by providing appropriate consequences for infringements.

5. **Criterion Five: Engagement and Service**

Criterion Statement:

As called for by its mission, the division/program identifies its constituencies and serves them in ways both value.

Core Component – 5A. The division/program learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Examples of Evidence:

- How are the division/program's commitments shaped by its mission and its capacity to support those commitments?

  Two internal constituents are parents and students. Our commitment to them is shaped by the Christian mission of the university. This means that the Business curriculum is intentionally different from the Business curriculum at secular university. All of our classes explore Business theory and application through the lens of faith.

  External constituents include the Olathe community. Our commitment the community is shaped by the Christian mission of the university. For example, our SIFE (See *Appendix R*) organization looks for opportunities to serve the community so that it can demonstrate Christ like compassion. Last year, SIFE was contacted by the Johnson County Department of Corrections and asked to provide Personal Finance training for inmates. This project is one that resonates and is shaped by the mission of the university and the division.

- Give examples of how the division/program practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

  Focus groups comprised of community Business professionals provide advice regarding our curriculum and programs. (See Appendix F).

  Student needs and expectations are addressed through the use of student satisfaction surveys, alumni surveys and exit surveys. In addition, students make their needs and expectations known through formal and informal conversations with the faculty and/or the Division Chair. (See Appendix F).

  The Division monitors the websites and academic catalogs of other universities to better understand the changing needs of its constituencies.

- How does the division/program demonstrate attention to the diversity of the constituencies it serves?

  Outside professionals provide advice to the division regarding our curriculum and programs. These professionals represent a broad range of organizations from the church to public and private industry.

- How do the organization's outreach programs respond to identified community needs?

Outside accrediting bodies require that the business unit should have current and meaningful linkages to business practitioners and organizations.

External constituents include the Olathe community. Our commitment to the community is shaped by the Christian mission of the university.

SIFE (See *Appendix R*) faculty and students look for opportunities to serve the community so that it can demonstrate Christ like compassion. Last year, SIFE was contacted by the Johnson County Department of Corrections and asked to provide Personal Finance training for inmates. This project is one that resonates and is shaped by the mission of the university and the division.

> Bob Stoddard, President of Infinity Fasteners, Inc. wrote: "In May I had the good fortune to judge your team at the national competition. It was the first time in four years I had the pleasure of judging a local team. I was very impressed with the growth and the quality of your projects in such a short period of time. You and your students should be proud of your accomplishments. From three projects and eight students to thirteen projects, twenty two students, and the nationals in one year is outstanding! If you have any need for additional advisory board members I would be very interested in joining such a motivated group. Again, thank you and your SIFE team for a memorable experience in May."

Periodic focus groups are part of the on-going strategic planning and outcomes assessment process and provide a structure and process for connection with the external community. Focus groups comprised of community Business professionals provide advice regarding our curriculum and programs. These professionals represent a broad range of organizations in the public and private sectors.

Business students are required to complete community service hours as part of the Business curriculum.

Business class projects also attempt to address community needs. Class projects are completed for and presented to area businesses. Other class projects use area business professionals to serve as a mock Board of Directors and to help evaluate the students and the Division's outcomes. Internships (see *Appendix O*) and mentoring programs offered by the division also connect students and faculty with external communities.

Division chapels and the "On Purpose" leadership series provide a vehicle for connection with the community and allow the students to become aware of current issues and needs in the Business community.

- How is the division/program well-served by its outreach programs such as continuing education, customized training, and extension services?

Professors do sometimes provide customized training to community organizations. In the past, Dave Wegley and Mary Jones provided a seminar for Nazarene Headquarters. Mike Gough has offered training for Nazarene Publishing House. Mark Ford has spoken to the Kansas City chapter of National Church Business Administrators. Yorton Clark has consulted with Olathe Medical Center. The Division benefits from the good will and publicity that these opportunities create. These activities may also provide good examples for the professor to inject back into the curriculum.

Core Component – 5B. The division / program has the capacity and the commitment to engage with its identified constituencies and communities.

Examples of Evidence:

- How do the division/program's structures and processes enable effective connections with its communities?

  Our Division chapels and "On Purpose" series provide a means of interaction for connection with the community. These events bring in Business professionals who network with faculty and students. Periodic focus groups which are part of the on-going strategic planning and outcomes assessment process provide a structure and process for connection with the external community. Annual exit surveys, alumni surveys and student satisfaction surveys provide a structure and process for connection with the internal constituencies.

- How do the division/program's co-curricular activities engage students, staff, administrators, and faculty with external communities?

  For example, SIFE (See *Appendix R*) completes community service projects for the community. These projects are recorded a presented in front of judges that come from Fortune 500 companies.

- How do the division/program's educational programs connect students with external communities?

  Class projects are completed for and presented to area businesses. Other class projects use area business professionals to help evaluate the students and the Division's outcomes. Internships (see *Appendix O*) and mentoring programs offered by the division also connect students with external communities.

- Do the division/program's resources-physical, financial and human-support effective programs of engagement and service?

  Most of the Division's budget supports its educational mission. However, some resources are used for programs of engagement and service. Faculty load support is provided for the faculty sponsor of SIFE. Scholarship support is provided for SIFE student-officers. Faculty may use office hours to help complete community service projects (e.g. freshmen seminar). Small token gifts are provided for focus groups and guest lecturers.

- How do the division/program's planning processes project ongoing engagement and service?

  Engagement and service are part of the Christian mission of MidAmerica Nazarene University. We have, therefore, built much of our community service into the curriculum which requires professors to continue to plan for class projects on an on-going basis. Professors communicate these projects with each other both formally and informally. Other engagement and service opportunities are petitioned for by the Olathe community.

Core Component – 5C. The division/program demonstrates its responsiveness to those constituencies that depend on it for service.

Examples of Evidence:

- Describe any collaborative ventures that exist with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs).

  The Business Division is pursuing an outside accrediting relationship with the International Assembly for Collegiate Business Education (IACBE).

  The Business Division entered into an agreement with the International Business Institute (IBI) of Messiah College. IBI is a CCCU-endorsed organization which provides International Business majors the opportunity to participate in a summer program of study in international business and economics.

- How do the division/program's transfer policies and practices create an environment supportive of the mobility of learners?

  Most transfer credits are accepted from other accredited colleges and universities. The student must present a course description and transient student form to the Division Chair to accomplish this.

- Give examples of community leaders who testify to the usefulness of the organization's programs of engagement.

  For example, Bob Stoddard, President of Infinity Fasteners, Inc. wrote: "In May I had the good fortune to judge your team at the national competition. It was the first time in four years I had the pleasure of judging a local team. I was very impressed with the growth and the quality of your projects in such a short period of time. You and your students should be proud of your accomplishments. From three projects and eight students to thirteen projects, twenty two students, and the nationals in one year is outstanding! If you have any need for additional advisory board members I would be very interested in joining such a motivated group. Again, thank you and your SIFE team for a memorable experience in May."

- How do the division/program's programs of engagement give evidence of building effective bridges among diverse communities?

  For example, SIFE (See *Appendix R*) completed two projects for the Olathe school district which involved training junior high school students of diverse backgrounds. These students represented different backgrounds based upon race, color, national origin, religion and gender.

- How does the division/program participate in partnerships focused on shared educational, economic, and social goals?

For example, the division shares the educational and social goal of promoting and supporting quality Business/Management education with the International Assembly for Collegiate Business Education (IACBE). The division participates in this partnership by becoming a member and seeking accreditation.

- o Do the division/program's partnerships and contractual arrangements uphold the division/program's integrity?

Yes. The International Business Institute (IBI) program was carefully vetted to make sure that it was consistent with the Division's mission. "The International Business Institute is a cooperative overseas program in international economics and business designed to give students a distinctive opportunity for study that incorporates the international dimension." (http://www.messiah.edu/departments/business/ibi/).

IBI

Affiliated Schools

Azusa Pacific University - Pamela Penson

Cedarville University - Dr. Franco Gandolfi

Eastern Mennonite University - Dr. Spencer Cowles

Houghton College - Richard Halberg

King College - Dr. Ray Smith

Messiah College - Terry Earhart

Mid-America Nazarene University - Mark Ford

Milligan College - Dr. William Greer

Mount Vernon Nazarene University - Dr. Wayne Yerxa

Olivet Nazarene University - Dr. Paul Koch

Westmont College - Dr. Edd Noell

Whitworth College - Kyle Usrey

Prior to entering into the relationship, the division interviewed the program director and students who had participated in the program in the past. The Vice-President for Academic Affairs had to sign the contract. The program is published in the Catalog.

The International Assembly for Collegiate Business Education (IACBE) was established "to promote and support quality Business/Management Education worldwide through accreditation and outcomes assessment which involves: (1) the measurement of effectiveness, (2) the measurement of learning outcomes, and (3) the identification of changes and improvements that are needed as a result of the assessment activity." (http://www.iacbe.org/)

Membership and application for accreditation with IACBE had to be signed by the President of MidAmerica Nazarene University. Dr. Ed Robinson and Dr. Frank Moore participated in the IACBE site visit process.

Core Component – 5D. Internal and external constituencies value the services the division/program provides.

Examples of Evidence:

- How do the division/program's evaluation of services involve the constituencies served?

  Feedback from constituencies is sought by using focus groups, alumni surveys, exit surveys, student satisfaction surveys, internship employer surveys, etc. (See *Appendices F & K*).

- Provide proof that service programs and student, faculty, and staff volunteer activities are well-received by the communities served.

  See *Appendix O* for attached substantiation.

- Provide evidence that the division/program's economic and workforce development activities are sought after and valued by civic and business leaders?

  See *Appendix O* for attached support.

- How do your external constituents participate in the division/program's activities and co-curricular programs open to the public?

  By serving as guest lecturers, clients, judges, focus groups, advisory boards, mentors, etc. (See *Appendices F and K*).

- How are the division/program's facilities available to and used by the community?

  Community groups have scheduled our classroom space for meetings in the past. For example, a local church used our office space and classroom space for Wednesday night services recently. The Metz computer lab has been used for community training in the past.

- What programs does the division/program provide to meet the continuing education needs of licensed professionals in its community?

  Not applicable.

6. Response to Previous Program Review Recommendations (applicable to all reviews subsequent to the first Self-Study review).

There have been no previous reviews or self-studies where recommendations of the Vice President for Academic Affairs were presented to the Division.

7. Appendices

The Office of Institutional Research provided the Division with available factual and descriptive data which is included in *Appendix P* of the report. In addition, other verifications of program quality have been included in the Appendices for the committee to review.