Self-Study

for

George Fox University

School of Business (GFSB)

Submitted to

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS (ACBSP)
11520 West 119th Street
Overland Park, KS 66213 U.S.A.

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ACBSP

CANDIDATE FOR ACCREDITATION

STANDARD #3
Student and Stakeholder Focus

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

Criterion 3.a. The business school or program must determine (or target) the student segments its educational programs will address.

<u>The student segments targeted for the undergraduate program are as follows:</u>

<u>Student Audiences:</u>
- Traditional undergraduate students (16-24 years old)
- Non-traditional adult degree students (Adult Degree Completion Program)
- International students (agreements with several Chinese universities)

<u>Prospective Students:</u>
1. George Fox University has signed an agreement with Hunan University in China to accepted students in transfer to George Fox who have completed two years at Hunan. This is called the 2 +2 Program. A strong segment of George Fox international population comes from the program. In addition, faculty and admissions personnel visit China and Hunan University on a regular basis.
2. Undergraduate admissions counselors regularly schedule appointments for prospective students to meet with department faculty.
3. Bruin Preview, a Friday event, is held periodically during the year where visiting high school students visit the business department and meet business faculty.
4. During the summer prior to fall enrollment, accepted students attend Genesis, a day where they receive academic advising and their fall and spring academic schedule.

<u>The student segments targeted for the full-time MBA (FTMBA) are as follows</u>:

<u>Student Audiences</u>
- Students who have recently completed their undergraduate degree.
- Students with 0-4 years of work experience.
- Business and non-business undergraduate majors.
- Young professionals desiring to strengthen their undergraduate degree and refine their career path.

<u>Prospective Students</u>
1. Information meetings are held four to five times per year to present the program and answer questions. The dates for information meetings are posted on the website.
2. Admissions counselors and program directors are routinely available to answer prospective students' questions about the program.
3. Admissions counselors and program directors invite prospective students to visit classes.

4. Admissions counselors attend transfer and graduate fairs with other local universities and community colleges.
5. Admissions counselors correspond with prospective students via physical mailings and email blasts on a routine basis to promote information meetings and application deadlines.
6. Admissions counselors and program directors/faculty members hold quarterly Speaker Series events to maintain relationships with alumni and increase the visibility of programs.
7. Admissions counselors and program directors attend specific GFU Senior Capstone courses each fall as well as specific business undergraduate functions and events where relationships can be built to increase awareness and interest in the program.
8. Specific GFU undergraduate international business majors are contacted in their junior year to begin building relationships and planting "seeds" for future discussions.
9. The International Admissions Recruiter takes at least two trips to China each year to build university relationships with various schools as well as work with in-country recruiting agencies.
10. A GFU delegation travels to China each May to build and develop International educational agreements and relationships that will support the efforts of the FTMBA program to have a portion of the enrolled students attend from another country. China is currently our focus.

<u>The student segments targeted for the part-time MBA are as follows</u>:

<u>Student Audiences</u>

- Adults with a minimum of five years of professional or managerial experience.
- Business professionals wanting to further their careers.
- Adults in professions outside of business who desire to gain expertise in leadership and the functional core areas of business.

<u>Prospective Students</u>

1. Information meetings are held on a monthly basis to present the program and answer questions. The dates for information meetings are posted on the website.
2. Admissions counselors and program directors are routinely available to answer prospective students' questions about the program.
3. Admissions counselors and program directors invite prospective students to visit classes.
4. Admissions counselors attend transfer and graduate fairs with other local universities and community colleges.
5. As members of the Southern Idaho Education Consortium, admissions counselors attend education benefits fairs sponsored by local businesses.
6. Admissions counselors correspond with prospective students via physical mailings and email blasts on a routine basis to promote information meetings and application deadlines.
7. Admissions counselors and program directors attend various Chamber events when they are pertinent to program offerings.
8. Admissions counselors and program directors/faculty members hold quarterly Speaker Series events to maintain relationships with alumni and increase the visibility of programs.

The student segments targeted for the Doctor of Management (DMgt) program and Doctor of Business Administration (DBA) program are as follows:

Student Audiences
- Current executives desiring further certification (DMgt)
- Second half executives – experienced professionals desiring to change careers to teach (DMgt/DBA)
- Community college instructors (DMgt/DBA)
- Adjunct professors (DMgt/DBA)
- Full time university faculty lacking a terminal degree (DMgt/DBA)
- Christian business college faculty (DBA)

Prospective Students
1. Information appointments with the DBA admissions director and program director are held with individual students who come to campus. Phone appointments are held with those who live outside the area.
2. The marketing department keeps monthly statistics on the number of on- line inquiries about the program through the Google search engine.
3. Admissions staff and the program director routinely answer questions about program requirements from prospective students via email.
4. Two mailings have been sent to business deans of Christian College Consortium schools describing our program designed for faculty without terminal degrees.
5. Recruitment has also taken place at the Christian Business Faculty Association annual meeting.
6. Enrollment patterns were critical to moving to a Doctor of Business Administration program. The majority of our students want to teach, not to stay in their executive roles. This encouraged a shift to a more focused program that prepares business faculty.

Criterion 3.b. The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

The School of Business has identified different methods to listen and learn about student and stakeholder requirements and their importance to enrollment. Those methods, organized by program, are as follows:

Stakeholders for the Undergraduate Business Program:
- Current undergraduate business students
- Alumni
- Employers
- Business community
- Prospective students
- Parents of undergraduate students

Describe how you use relevant information from students and stakeholders.

The School of Business undergraduate department regularly seeks student feedback in an effort to assess faculty performance in the classroom. Every regular full time faculty member as well as adjunct instructor is required to conduct student course evaluations at the end of their course. Students complete both a computerized tabulated form and a form for written comments. Their evaluations are tabulated and given to the professor along with comments approximately eight weeks into the next semester. The undergraduate department chair reviews every undergraduate course evaluation. The chair is watchful for trends or concerns requiring attention.

In addition to individual trends, an aggregate course evaluation summary provides further faculty performance information. The aggregate summary (chart below) is for the undergraduate program from 2010 to 2011. The Student Evaluation of Instruction form utilizes scale (1-5) with 5 being the highest rating. The median is tabulated for twenty-seven statements relating to instructor performance and course effectiveness. Course median scores over 4.0 are generally expected of experienced faculty. Median scores in the 3.0 and above range are noted for improvement. Scores in the 2.0 to 3 range are cause for concern and intervention. Action at this level may include a Performance Improvement Plan for the faculty member.

2010-2011 Undergraduate Business and Economics
Faculty Performance Evaluation Summary

Course as a whole	*No. of Classes*	*Mean (SD)*	*No. of Classes*	*Mean (SD)*
Lower level	18	3.7 (.80)	32	3.8 (.67)
Upper level	17	3.9 (.49)	22	3.9 (.63)
Graduate level	0	0	76	4.1 (.71)
Total	35	3.8 (.66)	130	4.0 (.70)

Students also have opportunity to offer additional feedback through written comments. Students' written comments are received and taken seriously. These handwritten comments are provided to the faculty member (typed format) for their review. Student comments are typed to maintain their confidentiality. The undergraduate chair reviews all undergraduate teaching evaluations. The department looks at single course evaluations as well as patterns ranging over a year or in some cases beyond a year. We had students voicing a concern over an economics professor whose pace and articulation (he was born in Liberia) made it difficult for students to understand what he was saying. The undergraduate chair met with him and shared the students' concerns. This helped him improve his class delivery and students grew to deeply appreciate him. Another example is an adjunct instructor in business statistics whose evaluations were less than satisfactory. The undergraduate chair worked with her to strengthen her teaching. The School of Business is particularly attentive to new faculty performance. In the last two years we have hired six new faculty members. In an effort to strengthen their chances of success, each new faculty member is assigned an unofficial mentor.

New faculty members are required to participate in the New Faculty Institute, a two year long program managed by the Academic Affairs Office. The program focuses on expectations of faculty members in the classroom and in scholarship. New faculty find the institute helpful in their transition to the university teaching culture.

Stakeholders for the MBA Program:

- Representatives from the non-profit organizations with which we partner for our Community Learning and Consulting projects complete evaluations of our students and the overall value they add to the organizations they served. (Part-time MBA.) See Appendix 3.1 for a copy of this evaluation.

- Members of the MBA advisory boards (in both Portland and Boise) provide information about current business needs and ways to strengthen our program offerings. In 2011, advisory board members for the MBA program based in Portland reviewed course syllabi and provided feedback and suggestions on course content. This feedback was shared with instructors.

- A member of the MBA advisory board evaluates presentations at the capstone Leadership Symposium.

- MBA alumni are invited to be panelists in several courses in the program.

- Adjunct faculty members, consisting primarily of business professionals in the community, participate in regular meetings to discuss the strengths of the program as well as opportunities for improvement. One example of a time when faculty feedback resulted in a change to the program is when faculty members voiced concern about the discrepancy in students' preparation for the quantitative courses. While some students in the program are CPA's, others have no accounting background. To address this concern, the School of Business began to require that all part-time MBA students complete an assessment through a Harvard University eLearning course in Financial Accounting. Those students scoring less than a 75% on this assessment are required to complete a learning module on accounting and pass the final exam prior to enrolling in GFU's Accounting course. (Part-time MBA program.)

- Adjunct instructors present their course syllabi for review at MBA faculty meetings. Syllabi are reviewed, best practices are shared, and changes are made as deemed necessary. One such change was with regard to assigned reading. In response to a wide discrepancy in the amount of reading assigned each week across different courses in the curriculum, it was agreed that faculty will assign an average of 80-120 pages per week. This agreement has increased consistency across the curriculum. (Part-time MBA program.)

- Alumni of the MBA program are contacted for their opinions when curricular changes are being evaluated. In 2009, GFU's School of Business was considering adding concentrations to the curriculum. MBA alumni, as well as current students, were sent an online survey soliciting their feedback on which concentrations topics they would like to have offered. (Part-time MBA program.) See Appendix 3.16 for a copy of this survey.

- Several members of the MBA advisory boards (Portland and Boise) are alumni of GFU's MBA program and consequently represent this constituency.

- We host quarterly Speaker Series events and invite all MBA alumni for the purpose of staying connected with this group and listening to their needs and concerns. The FTMBA students are required to attend most of these events to make connections with alumni and external stakeholders.

- Program directors and faculty forge partnerships and maintain communication with area alumni, consultants, speakers, and organizations through various social media outlets (e.g., Linked-in, Facebook groups, and an e-Newsletter).

Describe how you use relevant information from MBA students and stakeholders.

<u>Note</u>: Items below that pertain to only the full-time MBA program, will be followed by the designation (FTMBA). Items pertaining to only the part-time MBA program, will be followed by the designation (Part-time MBA or PTMBA). Items that include no such designation pertain to both the full-time and part-time MBA programs.

- New, incoming students who attend the MBA orientation session receive an online evaluation in which they are asked to provide their feedback about the orientation experience. See Appendix 3.2 for a copy of this evaluation.

- Part-Time MBA students complete a mid-course evaluation in each class to provide instructors feedback so that courses may be revised while still in session. See Appendix 3.3 for a copy of the mid-course evaluation.

- Some instructors conduct a weekly, session-by-session check/delta evaluation of their course sessions. See Appendix 3.4 for a copy of the check/delta evaluation.

- Students evaluate guest speakers throughout the program. Based on the feedback received, program directors decide whether to ask speakers to present in future classes. See Appendix 3.5 for a copy of the guest speaker evaluation form.

- Students complete an end-of-course evaluation of each class to provide instructors feedback for improving future courses. Directors also receive this information and follow-up with faculty as appropriate. There have been cases when, based on repeated instances of receiving unsatisfactory evaluations, adjunct faculty members have not been rehired. Courses have also been modified based on this feedback. One example of a 2011 change that was implemented based on student feedback was the adoption of a standardized syllabus format used across the curriculum. See Appendix 3.6 for a copy of the end-of-course evaluation form.

- Individual cohort reports are updated every seven weeks with the summarized results of students' end-of-course evaluations. The report shows the percentage of "Very Satisfied," "Somewhat Satisfied," etc., in each of eight categories. The director reviews a summary of students' overall satisfaction with the MBA program on a regular basis. This data allows the director to be aware of each cohort's experience, and take action as necessary. See Appendix 3.7 for sample summaries of end-of-course evaluations.

- Students complete an end-of-program evaluation following their last course. Survey Monkey computes averages for the end-of-program evaluations. Aggregate responses (rather than individual comments) are shared with the faculty, and a bar graph is distributed to illustrate responses to the following two questions:

1. For each course in your program please tell us how much you learned from this course and its content.
2. For each course in your program tell us the overall quality of the course, how effectively the course was taught.

See Appendix 3.8 for a copy of the end-of-program evaluation. See Appendix 3.9 for summaries of end-of-program evaluation results.

- Students complete a peer evaluation to provide faculty members with feedback regarding team members' contributions whenever an assignment is group based. This feedback is one criterion on which students' grades for team projects are based. See Appendix 3.10 for a copy of the peer evaluation form.

- Students evaluate the Community Learning and Consulting (CLC) project by submitting a reflective paper that describes their project, relates it to theory, and evaluates the consulting experience. The feedback provided by students is used to modify and strengthen the program. One example of a change that was made based on evaluation information is as follows. Students consistently expressed frustration about lack of support and follow through from the organizational representatives with which we partnered. As a result, the coordinator of our CLC program now meets with prospective organizational partners to clarify expectations and responsibilities. Organizational leaders must now commit to fulfilling these expectations and responsibilities prior to being selected as recipients for our service projects. (Part-time MBA.)

- Miscellaneous surveys specific to the need for information about particular issues are designed and implemented as necessary. One such example of this took place at the Boise Center in 2005. At that time, the Boise Center MBA program was condensed into 20 months, making it necessary for students to attend classes twice per week for roughly half the duration of the program. Based on concerns voiced by students, a survey was designed and administered to solicit student feedback regarding the most desirable format for the MBA program. Based on the results of this survey, the Boise Center's MBA program was lengthened from 20 months to 26 months, a change which meant students would attend class only one evening per week throughout the duration of the program. (Part-time MBA.)

- The program directors meet with students at the end of their final course in the program to solicit verbal feedback about the strengths of the program and opportunities for improvement. There have been instances when this feedback has directly influenced decisions to modify the program. One such example took place at the Boise Center in 2009. Prior to that time, the Accounting and Finance classes had been separated by a period of several months. Based on students' feedback that they had difficulty retaining information during this time period, the sequence of courses was modified such that the Accounting and Managerial Finance classes are now scheduled back-to-back. (Part-time MBA.)

- Full-time faculty members make themselves available to students outside of class. MBA students frequently consult with them to talk about personal, professional, and/or school-related issues and concerns. The MBA directors as well as the Dean of the School of Business have open-door policies, which provide additional opportunities to learn about student concerns. An example of action being taken based on concerns voiced by students occurred after several Boise Center MBA students expressed dissatisfaction with the Accounting and

Finance courses. These courses are taught by adjunct instructors in Boise. In an effort to respond to the concern and improve these classes, the MBA Director in Boise brought a lead Accounting and Finance instructor from the main campus to Boise for the purpose of mentoring adjunct faculty teaching these courses. Course evaluations improved as a result.

- At the completion of every corporate visit that is completed through the Business Seminar Course (BUSG 553), an electronic evaluation is completed and reviewed by the director and faculty members. A few key questions focus on the "value" of the visit and the "changes that are recommended" for the next visit. (FTMBA.) See Appendix 3.11 for a copy of this evaluation.

- As part of their Business Seminar course (BUSG 553), students submit a monthly journal and reflection paper that helps students capture their learning and the integration of theory and practice. This assignment captures the student stakeholder values, questions and concerns. (FTMBA.)

<u>Stakeholders for the DMgt/DBA Programs</u>

- Practicum instructors conduct final interviews with managers and faculty who supervise our students.

- Doctoral faculty members participate in business breakfasts for alumni and current MBA students and gather information about current business needs and developments at these sessions.

- The DBA advisory board provides input on what business departments expect of new faculty.

Describe how you use relevant information from doctoral students and stakeholders.

- Students complete an annual satisfaction survey that provides information about the strengths and weaknesses of the program. See Appendix 3.12 for survey results from 2008, 2009, 2010 & 2011.

- Classroom evaluations of faculty provide feedback about instructor effectiveness with our students. Based on this feedback, teaching assignments and courses are modified. See Appendix 3.13 for a copy of this form.

- The program chair periodically meets with individual students who provide input about program elements they find effective or ineffective.

- During residency periods, time is provided for question and answer/information/feedback sessions.

- Faculty members review individual student progress as needed. This has opened up opportunities for dialog.

- Our fifth graduate finished the program in October 2011 with three more students defending before the end of November. Plans are underway to develop an exit survey.

Criterion 3.c. The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions.

Undergraduate Program

The undergraduate faculty teaching and course evaluations are a source of information regarding learning methods. For example, our information systems class consistently received poor evaluation by students. We determined to remove it from the curriculum until it could be updated when we hire a qualified faculty member. It is slated to be reentered into the undergraduate business curriculum.

Academic advising is another source of student satisfaction or dissatisfaction feedback. Our advisors are attentive to student comment and perspective.

The undergraduate department chair is very accessible for business majors. The chair is attentive to student concerns about curriculum and faculty performance.

Another service is the monthly Buzz, an informal 30-45 minute coffee event where students and faculty get together (2011-2012).

The undergraduate Executive in Residence Day (held two times annually) where we bring in a successful business executive to interact all day with our business students and faculty has allowed us to see more clearly the current trends in business education. Mohan Nair, Chief Executive Officer with a health care system provider, engaged our faculty in a dynamic discussion of determining our customer profile (2011-2012).

Our undergraduate Advisory Board provides us with relevant perspective on business curriculum. One of our members, a George Fox graduate and now working in finance at Microsoft, is highly motivated to help our finance and accounting students. The blend of teaching and practical experience will help us remain current and define our direction.

MBA Program

Note: Items below that pertain only to the full-time MBA program, will be followed by the designation (FTMBA). Items pertaining only to the part-time MBA program, will be followed by the designation (Part-time MBA or PTMBA). Items that include no such designation pertain to both the full-time and part-time MBA programs.

- MBA students complete an end-of-program evaluation (See Appendix 3.8). Faculty members review the survey questions and responses each time the evaluation is administered. This evaluation process was reviewed in 2009 at which time the Boise Center MBA program adopted the same end-of-program evaluation being used by the Portland MBA program.

- Faculty members use mid-course evaluations to solicit feedback on course curriculum and teaching methods while classes are still in session. This allows instructors to modify course content and pedagogical approaches mid-session rather than waiting until a class has finished and another is beginning. (Part-time MBA.) See Appendix 3.3 for a copy of the mid-course evaluation.

- Faculty members use feedback received on end-of-course evaluations to improve course content and teaching methods. Program directors review all end-of-course evaluations and work with faculty as needed. The course evaluation process is reviewed on a regular basis and was most recently revised in 2009. See Appendix 3.6 for a copy of the end-of-course evaluation.

- MBA directors across sites (Newberg, Portland, and Boise) collaborate to ensure that major evaluation processes are consistent across locations. The Boise Center MBA program adopted the Portland Center's end-of-program evaluation in 2009.

- The coordinators of the Community Learning and Consulting program consistently collaborate across sites (Portland and Boise) to refine the evaluation process and the instruments used to assess the effectiveness of that program. Organizational representatives were consulted for their feedback on the evaluation process in 2010. As a result of the feedback received, the evaluation process was changed. Initially, evaluations were sent to organizational representatives via email. They completed the evaluations, scanned them, and sent them back to the coordinator of the Community Learning and Consulting program. The evaluations are now distributed via Survey Monkey, an approach that has streamlined the process for all involved. (Part-time MBA.) See Appendix 3.1 for a copy of this evaluation.

- Faculty attend professional meetings of organizations such as ACBSP, Christian Business Faculty Association, Academy of Management, International Leadership Association, and the American Economic Association. Complete details about participation in professional associations may be found in individual faculty members' vitas. These meetings introduce faculty to new developments in the field of business as well as best new practices in teaching.

- Program directors meet with student cohorts during their last course in the program to solicit feedback on strengths of the program and opportunities for improvement.

- Advisory board members, who are business professionals throughout the community, are asked to critique programs and offer suggestions for improvement. The MBA advisory board at the Portland Center reviewed syllabi for all MBA classes in 2011, providing feedback on how courses could be revised to ensure they were current.

- The university's Marketing Communications department distributes a survey to recently admitted students to solicit input on their experience with the admissions process. See Appendix 3.14 for a copy of this survey. See Appendix 3.15 for a sample of data that were obtained by use of this survey. This information is used to improve practices in marketing, recruitment, and admissions.

DMgt/DBA Programs

- Annual satisfaction surveys.

- Attendance of doctoral faculty at national and international conferences. These meetings introduce them to new developments in the field of business as well as to innovative teaching strategies. These conferences include the Christian Business Faculty Association, the International Leadership Association, Academy of Human Resource Development, Association for Financial Counseling and Planning, Academy of Marketing, and the Academy of Management.

- Review of course evaluations by the program director to improve content and instruction.

- Faculty who engage in ongoing dialog with professors from other doctoral programs on campus.

- All doctoral committees require a reader from outside the School of Business who provides feedback about the quality of students' performance.

Criterion 3.d. The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

Figure 3.1
Student and Stakeholder Groups (undergraduate business program)

Student/Stakeholder Group	Student/Stakeholder Requirement	Educational Program Addressing Requirement
Traditional undergraduates	Developing business networking skills	Executive in Residence Day
	Developing entrepreneurial skills	Senior capstone business class (students required to start their own business)
	Career/vocational development	Internship program (developing plans to strengthen current program)
	Deeper understanding of business principles	Undergraduate business core (42 hours – increased from 30-42 hours)
	Global perspective and awareness	Added new Global Business major Hired two Chinese business faculty University's Juniors Abroad program added required core global business course
	Developing moral and ethical perspectives in business	Added a required Business Ethics course for all undergraduate business majors

<u>MBA Students and Stakeholders</u>

<u>Note</u>: Items below that pertain only to the full-time MBA program, will be followed by the designation (FTMBA). Items pertaining only to the part-time MBA program, will be followed by the designation (Part-time MBA or PTMBA). Items that include no such designation pertain to both the full-time and part-time MBA programs.

- Surveys are used to solicit student and stakeholder feedback regarding program design and curricular changes. Examples include the survey conducted with Boise Center MBA students to solicit their opinion on the format in which classes were offered. Based on the feedback received, the schedule of courses was revised from a two-night a week format to a one-night-per-week format. Another example is the Survey Monkey instrument that was sent to current MBA students and alumni to solicit feedback on which concentrations they would like to have offered in the MBA program. Decisions regarding concentration offerings were based on the feedback received. (Part-time MBA.) See Appendix 3.16 for a copy of this survey instrument.

- Students complete evaluations at the end of each class to provide information on teaching and course effectiveness. This information is reviewed by the individual faculty members being evaluated as well as by program directors. Faculty members modify courses and improve their teaching effectiveness as a result of this feedback. Directors use the evaluation information to mentor faculty, suggesting changes in course content and/or teaching methods as appropriate. There have been instances when course assignments have been changed based on evaluation information. There have also been instances when, based on repeated negative evaluations, adjunct faculty have not been asked to teach again.

- During faculty and committee meetings, results of end-of-program surveys, as well as concerns raised during informal conversations with students, are discussed. An example of an outcome that has resulted from such discussions is the proposal (now pending) to eliminate the Community Learning and Consulting program from the MBA curriculum. This course has consistently been rated least favorably by students on the end-of-program evaluation.

- MBA advisory board members are consulted regarding proposed curricular changes and offerings. An example of this occurred when we were discussing adding concentrations to our MBA curriculum. The MBA board members were asked to provide their feedback and suggestions. This feedback was a major factor in deciding which concentrations to offer. Advisory Board members for the Portland MBA program were consulted for their input on the Dean of the School Business' strategic plan. Their feedback was shared with the Dean and will be considered in the final draft of the strategic plan for the School of Business.

- MBA advisory board members are also consulted on marketing and services provided to alumni, students, and prospective students. Feedback solicited during the meetings is presented to the larger MBA team for consideration. Action items are assigned, and ideas are implemented. Recruitment strategies were discussed during the October 2011 advisory board meeting at the Boise Center. One suggestion is that we begin to have board members visit adult degree completion courses that meet at our site for the purposes of promoting the MBA program. This concept will be implemented in November of 2011.

- The department of Marketing and Communications is committed to marketing the programs within the School of Business with integrity. Marketing and Communications conducts an enrolled student survey every year to understand what motivates a student to enroll and what forms of communication and advertising were most effective. See Appendices 3.14 and 3.15. They use this information to help tailor marketing messages used in various forms including online and outdoor advertisements, the School of Business website, publications and brochures. Research is also done to understand the demographics of the students who choose the George

Fox School of Business in order to effectively target our marketing efforts. Student testimonials and alumni stories are gathered frequently for use on the School of Business website and publications, in the form of written or video expression, to authentically represent the George Fox School of Business experience.

Figure 3.2
Student and Stakeholder Groups (Part-Time MBA & FTMBA)

Student/Stakeholder Group	**Student/Stakeholder Requirement**	**Educational Program Addressing Requirement**
Prospective students	Business preparation, interest	Speaker Series, site classes
Prospective/current students	Maintain current employment	Part-time program format for the part-time MBA
Prospective/current students	Secure employment opportunities	FTMBA
Prospective/current students	Business leadership preparation	Business theory and practice
Prospective/current students	Face-to-face contact	Cohort model
Prospective/current students	Reasonable cost	Lower tuition in Boise market
Prospective/current students	Relevant curriculum	Blend of academic/ professional, FTMBA BUSG 553 course
Prospective/current students	Changing careers	Applied business program
Prospective/current students	Business/faith integration	Ethics, Christian faculty
Prospective current students	Mentoring	One-on-one faculty/adjuncts
Small colleges/universities	Teaching preparation	Functional business core
Small businesses startups	Broad understanding of business models/principles	Entrepreneurship, marketing, core
For-profit businesses	Broad understanding of business principles	Functional core curriculum
Non-profit businesses	Specialized business knowledge	Leadership, change, community consulting
Alumni	Community, networking, prestige of degree	Alumni advisory board, community events, and cohort reunions

<u>DMgt/DBA Students and Stakeholders</u>

- The results of the annual survey are reviewed.
- Student concerns are regularly addressed during monthly doctoral committee meetings.
- Informal conversations provide feedback about courses and processes.
- Classroom evaluations are reviewed by the program chair, who may suggest course and teaching modifications.

Several outcomes have resulted from gathering information from students and stakeholders.

- The first year of the Doctor of Management degree education track requirements were modified in response to student input (the Human Resources course became an elective, for example, and the international requirement for the practicum was dropped).

- A monthly newsletter and an on-line program website called the Boardroom was created to meet student demand for more timely information about the program.

- The Doctor of Business Administration replaced the Doctor of Management degree in response to enrollment patterns and the needs of other faith-based institutions like ours.

Figure 3.3
Student and Stakeholder Groups (DMgt/DBA Programs)

Student/Stakeholder Group	**Key Requirement**	**Education Program Features**
prospective students	teaching preparation	educational theory and instruction courses, practicum
prospective/current students	maintain current employment	part time program, hybrid course structure
prospective/current students	applied terminal degree	applied doctoral degree
prospective/current students	face to face contact	residency periods
prospective/current students	reasonable cost	lower tuition, limited residency travel
small colleges	broadly qualified faculty	functional course core
small colleges/universities	specialized background in one discipline	12 hours marketing/management specialization
Christian Colleges	business/faith integration	Faith in Business course, spiritual course modules
training departments	training preparation	educational theory and instruction courses, practicum
businesses/nonprofits	broad understanding of business principles	functional core
businesses/nonprofits	specialized business knowledge	marketing/management concentrations

Criterion 3.e. The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders.

<u>Undergraduate Students:</u>

To Attract Students:

The undergraduate business program believes students are attracted and retained by having outstanding teachers. The George Fox School of Business strategic plan consists of four strategic objectives. The first strategic objective is an outstanding teaching faculty.

The School of Business collaborates regularly with the university's admissions department to meet with prospective high school students. These prospective students (prospective business majors) visit the business department along with their parents where they are warmly greeted. Faculty members consider these visits as an important part of their work at George Fox.

Our business senior capstone class (BUSN 491/492) where the students are given a $750 capital grant from the GFSB to literally go out and start their own business has become an attractive feature of our undergraduate business program. Since the course has launched, business majors have started over thirty actual businesses.

The undergraduate department chair meets annually with the undergraduate admissions recruiter to review the undergraduate business curriculum and note any changes or new features. This is an important meeting for undergraduate business program marketing and recruitment strategies. It also strengthens business faculty and admissions staff relationships.

The university's marketing and admissions departments work with the School of Business on brochure and web page information. Currently there is a need for an updated undergraduate brochure to include our five new undergraduate majors. The university is moving more to electronic communication with prospective students, however marketing and admissions are allowing us to design a new undergraduate brochure.

To Retain Students:

The undergraduate business program faculty members are service oriented. This is evident in the accessibility of our faculty. Our philosophy and practice is to be student centered. It can be overwhelming for a college student (especially a freshman) to come to a faculty member's office. We attempt to minimize this with a friendly welcome when they come through the main door. Students are consistently asked if they need help or who it is they want to see when they first walk in.

Accurate and timely academic advising will help retain students. Our faculty take advising seriously. All faculty are assigned advisees. Our registrar's office assigns one of their counselors as the liaison to the business department. This has greatly enhanced services to both students and faculty.

Outstanding teaching will positively impact retention of business students. Our faculty must be relevant in their disciplines, connect well with students and be service oriented. Students are drawn to faculty who care about their learning.

The undergraduate business department believes that student retention is in measure related to a sense of belonging to the department. Identity as business majors is important. To this end, we have created the monthly Buzz (coffee with students and faculty) and have pictures of every current undergraduate business major and faculty member hanging on the walls of the department. This has created a buzz among students. We had three Chinese students come in and take pictures of their pictures on the wall probably with the intention of sending them to their families.

Students (and their parents) are value conscious. They want to know that their job prospects upon earning their Bachelor of Arts degree. We believe retention is tied to a strong internship program. Our current internship program needs strengthening. This has become one of our strategic initiatives.

MBA Students:

Note: Items below that pertain only to the full-time MBA program, will be followed by the designation (FTMBA). Items pertaining only to the part-time MBA program, will be followed by the designation (Part-time MBA or PTMBA). Items that include no such designation pertain to both the full-time and part-time MBA programs.

To attract students

- Monthly (part-time MBA) and bi-monthly (FTMBA) informational meetings are held to present our programs and answer questions from prospective students.
- An active website, that includes video and dates of informational meetings, is maintained and kept current.
- Our MBA website is optimized on a regular basis by Marketing Communications.
- Billboards promoting our MBA program and the University are rotated throughout the city.
- Program directors, faculty, and admissions counselors are available to answer questions of prospective students.
- Program directors, faculty, and admissions counselors encourage prospective students to visit a class.
- Admissions counselors attend outside events and educational fairs with admissions personnel from other universities and community colleges.
- Program directors, faculty, and admissions counselors correspond with prospective students via email, phones calls, and hard copy mailings to communicate application deadlines, upcoming community events, and promote informational meetings.
- As members of the Southern Idaho Education Consortium, admissions counselors attend education benefits fairs sponsored by local businesses. (Part-time MBA.)

- Program directors, faculty, and admissions counselors attend various Chamber and community events.

- Program directors and faculty offer leadership training events and speaker workshops to various community institutions and businesses.

- Program directors, faculty, and admissions counselors sponsor a quarterly city-wide speaker series to increase the visibility of programs.

- FTMBA program director and admissions counselor attend specific GFU undergraduate courses (e.g., senior capstone, international business courses, business club, etc.).

- The University International Recruitment Director concentrates his efforts building relationships with various universities in China and strengthening these relationships each year. (FTMBA.)

<u>To retain students</u>

- Program directors serve as advocates for students.

- A cohort model was established for the purpose of building strong relationships and simplifying the academic scheduling process for students.

- A sense of community is promoted through students and faculty sharing meals each class session.

- On the final night of their last class in the program, graduating students enjoy a pizza dinner and 30-minute small group conversations with the students finishing their first course in the program. The graduating students' strategies for success are reiterated to the entire group by the new students.

- The MBA program provides an administrative assistant who devotes time to supporting students (e.g., helps with the registration process, provides text book lists, keeps students updated on program announcements, answers questions, etc.).

- The FoxTALE Boardroom (for part-time MBA students) and "the COMMONS" (for FTMBA students) sites serve as ongoing communication platforms to both new and current students. These virtual platforms are a place to access pertinent information and helpful resources. New students gain access upon matriculation.

- Student-led study groups are established as needed.

- Students work in teams for many projects throughout the program.

- Faculty members (both full-time and adjuncts) are available to students out of class for mentoring and to offer assistance as needed.

- Feedback loops are intentionally built into the program (e.g., evaluations, personal conversations, interviews, and verbal audits).

- Program directors meet regularly with all business faculty to create smooth transitions from class-to-class in regards to students' needs, concerns, potential challenges, and to offer special support where needed.

- All MBA students are required to complete a Harvard e-Learning Accounting module for the purpose of providing a baseline foundation for accounting principles which aids and bolsters student success rates in accounting and financial management courses. (Part-time MBA.)

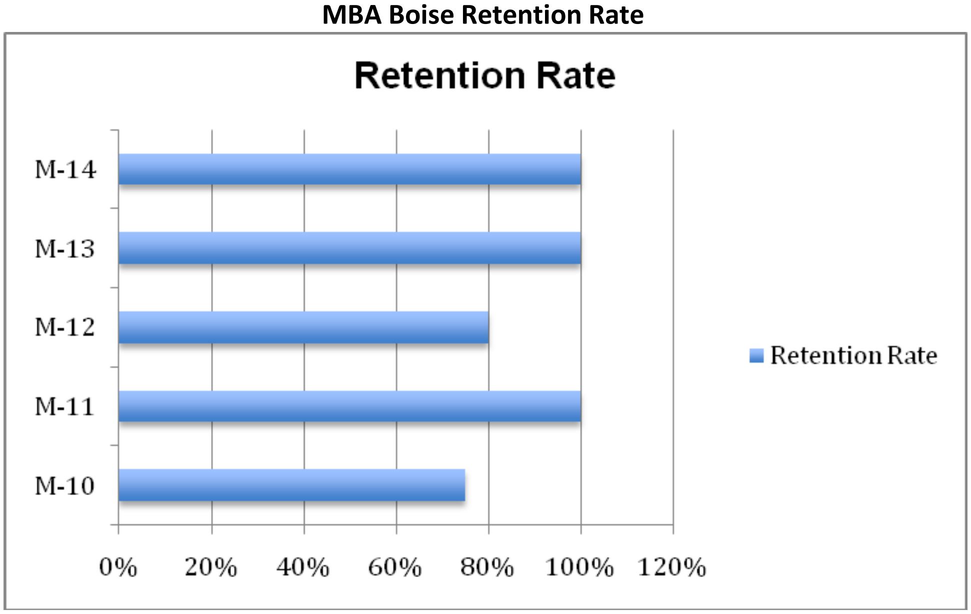
- The FTMBA program requires an investment of satisfactorily completing four pre-requisite courses.

- Program directors and faculty intentionally build relationships with students both inside and outside of class.

- Program directors and faculty track attendance and are proactive in meeting potential program challenges with students.

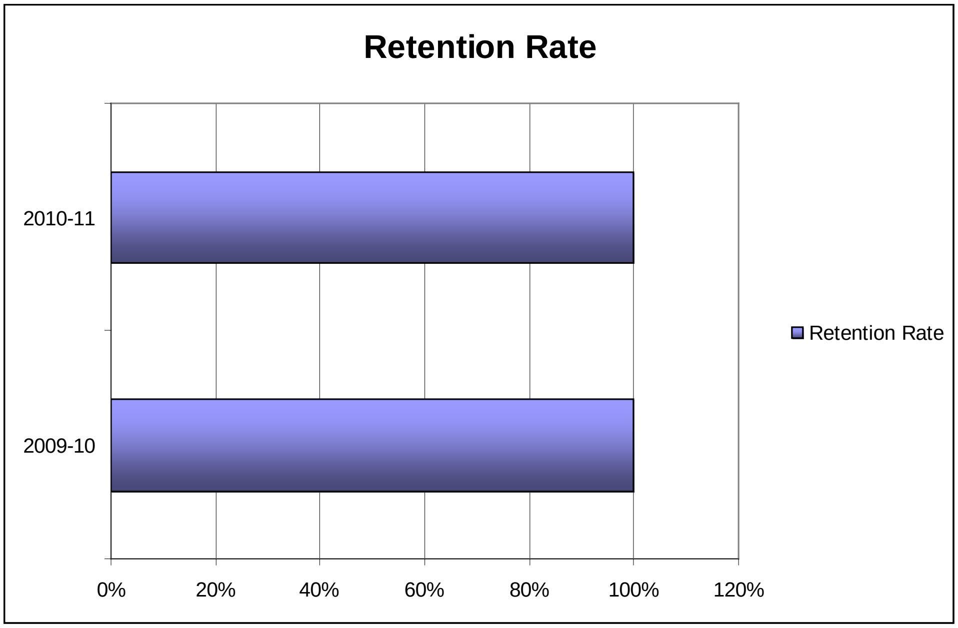
- All MBA students participate in a Challenge Course team learning program within the first three weeks of their program. This quickly builds and creates significant connections and beginnings for cohort relationships.

Figure 3.4
MBA Boise Retention Rate



The overall MBA Boise retention rate for the last five cohorts was 90%.

Figure 3.5
FTMBA Retention Rate



The overall FTMBA retention rate for last two years (since the program's inception) was 100%.

<u>To build relationships with desired stakeholders</u>

- Program directors established MBA advisory boards (in Boise, Portland, and Newberg) that consist of faculty members, alumni, and business professionals.
- Program directors and faculty garner relationships with alumni and other businesses and organizations through providing a quarterly speaker series.
- The BUSG 553 course builds relationships with various corporations in the Portland business community through corporate visits and real time course project work with various companies. (FTMBA.)
- Program directors and faculty forge partnerships with area alumni, consultants, speakers, and organizations through various social media outlets (e.g., Linked-in, Facebook groups, and an e-Newsletter).
- Various guest experts present in specific classes and serve on panel discussions. Some of these guests are alums.

- Faculty and students work with area non-profit organizations by providing student-led community consulting groups that aid the organizations in accomplishing various strategic projects, which ultimately aids them in fulfilling their mission and vision in our city and region. (Part-time MBA.)

- Faculty provide leadership development and training workshops for area non-profits (e.g., Meridian, Idaho Police Department). (Part-time MBA).

- Faculty provide teaching on leadership and deliver presentations to area high school students.

- Faculty provide consulting and expertise with various organizations (local, national, and global) providing strong connections to the global business community as well as informing teaching with current trends and practices.

<u>DMgt/DBA Students:</u>

<u>To attract students</u>

- Continue to hold regular information appointments with prospective students.

- Target advertising to attract potential students from the ACBSP and the Christian Business Faculty Association.

- Continue to be a leading option for Google searches.

- Send letters and brochures to Christian College and community college deans.

<u>To retain students</u>

- An advisor/mentor was assigned to each student during the first three years of the program. Now the program director serves in that role for all students.

- The shift from a modified cohort model to a cohort model was done in part to build retention. A cohort model encourages the development of relationships and simplifies the academic scheduling process for students.

- Special meals are held for students during residency to build relationships among students and with faculty.

- Students entering the program have been supplied with an introductory book and reading list.

- The FoxTALE Boardroom site serves as an easily accessed informational tool for students.

- An administrative assistant devotes a good deal of her job description to supporting students (helping them with the registration process, answering inquiries, in the registration process, answering inquiries, and so on).

To build relationships with desired stakeholders

- A DBA advisory board, made up of business faculty members from other colleges and universities, has been formed.
- Students are placed in businesses and universities to fulfill their practicum requirements.
- DBA faculty present to stakeholder groups (e.g., universities, community groups, etc.).

Criterion 3.f. The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

Undergraduate Program:

Student perceptions as well as feedback are valued in the School of Business. Mechanisms are in place, both formally and informally. The dean of the School of Business and the undergraduate department chair strongly believe in and practice genuine open door access to all students.

The regular faculty performance and course evaluation process is a formal mechanism. The undergraduate chair regularly reviews performance evaluations. Written student comments are powerful and revealing.

The Educational Testing Service (ETS) Undergraduate Comprehensive Exam is given to every undergraduate business major.

Our internship program does not consistently solicit feedback as to the performance of our students. This is an area that needs to be addressed. Plans are underway to include this in the ongoing development of an internship program.

Feedback from our alumni on how well we prepared them is lacking. A process is needed to gather data from our alumni.

There is no formal system for undergraduate students to voice complaints, yet there is a strong informal mechanism. Our faculty members are extremely accessible and student centered, two qualities that naturally engender student feedback, including complaints. The dean and undergraduate chair teach in the classroom and are both accessible and student centered. The faculty performance evaluation process provides a good source for student concerns.

MBA Program:

Note: Items below that pertain only to the full-time MBA program will be followed by the designation (FTMBA). Items pertaining only to the part-time MBA program will be followed by the designation (Part-time MBA or PTMBA). Items that include no such designation pertain to both the full-time and part-time MBA programs.

Seeking Information

- Student evaluations are used to make improvements in the program.
    - Class check/delta
    - Mid-course evaluations
    - End-of-course evaluations
    - End-of-program evaluations

- Program directors and faculty members maintain an open door policy and are readily available to help resolve concerns and complaints.

- Program directors and faculty meet informally with students to conduct continuous verbal audits of the program and student satisfaction levels.

Pursuing Common Purposes

- Program directors and faculty develop and maintain partnerships with representatives from organizations in the areas of leadership development and training.

- Program directors and faculty at the Boise campus and the Portland campus intentionally collaborate on community consulting courses, processes, evaluations, speaker series, leadership capstone course, and course design. (Part-time MBA.)

- Program directors and faculty meet regularly in faculty meetings to share information.

- Program directors and faculty members meet with adjuncts to align in mission, vision, values, and goals. (Part-time MBA.)

- Program directors and full-time faculty regularly meet with adjuncts to align expectations regarding student reading and writing loads, APA format requirements, grading, and potential class concerns. (Part-time MBA.)

- Faculty members introduce and/or review the GFSB mission statement within every class and community event. Special attention is given to this in the first and last courses of the MBA program.

Receiving Complaints

- A class representative is appointed in each cohort, functioning as a student advocate and a liaison between students and faculty members as needed. (Part-time MBA.)

- The program directors and faculty maintain an open-door policy to resolve concerns and complaints.

- The program directors and faculty meet informally with students to do continuous verbal audits of the program and student satisfaction levels.

- Grievance procedures for resolving disputes are outlined in the student handbook and on the GFU website.

    - "Disputes or disagreements sometimes occur between students, or between students and faculty. You are expected to follow the biblical model for resolving such disputes by implementing the following steps (in the order presented):
        1. Discuss the issue directly and privately with the individual(s) involved. If this fails to resolve the issue, go to Step 2.
        2. Discuss the issue directly with the individual(s) involved and a mutually acceptable third party who can fairly listen and respond to the situation. If use of a neutral third party fails to resolve the issue, to go Step 3.
        3. Bring the issue to the attention of appropriate program faculty or administration for assistance in resolution. If the issue involves another student or a faculty member, until you have taken responsibility to discuss the issue directly with the person(s) involved, the administration will typically not intervene."

- Program directors resource the MBA advisory boards (in Boise and Portland) to provide 360 degree assessments of the program.

<u>DMgt/DBA Programs (See Figure 3.10 as well)</u>

- As noted earlier, an annual survey of student satisfaction is conducted and includes suggestions for making improvements in the program.

- The doctoral committee meets regularly and assists the director in dealing with student initiated policy changes, complaints and concerns.

- The doctoral program director meets informally with local students and with students during residencies.

- Information, and question and answer sessions are held with students during residency periods.

Criterion 3.g. The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

Undergraduate Program

The formal mechanism of faculty performance and course evaluation assessment is one of the primary ways we address student satisfaction and dissatisfaction. These include opportunity for students to provide written comments. All of the feedback is considered confidential. In the School of Business (and the university at large) the possibility of student satisfaction ranges from 1-5, low to high. Faculty scores in the 4-5 range are considered good. Scores in the mid to low 3's and below are cause for concern.

Faculty peer review (3rd and 6th year) are another formal student satisfaction and dissatisfaction measurement tool. The peer review includes a three member faculty team who will visit the faculty member's classes, review their performance evaluations, and talk with students.

The university's Student Handbook contains policies that provide students with avenues to express concern. These include policies on discrimination, harassment, bias and hate-related crimes. Other policies include the university's compliance with the Family Educational Rights and Privacy Act, Americans with Disabilities Act and the Right to a Drug Free Environment.

Academic advisors serve as advocates for their advisees.

MBA Program

Note: Items below that pertain only to the full-time MBA program will be followed by the designation (FTMBA). Items pertaining only to the part-time MBA program will be followed by the designation (Part-time MBA or PTMBA). Items that include no such designation pertain to both the full-time and part-time MBA programs.

Student Satisfaction

- Program directors serve as advocates for students.
- Program directors and faculty implement and maintain built-in feedback loops (e.g., evaluations, personal conversations and interviews, and verbal audits).
- Program directors meet regularly with all business faculty to create smooth transitions from class-to-class in regards to students' needs, concerns, potential challenges, and to offer special support.
- FTMBA faculty members are highly encouraged and regularly collaborate to work towards increased integration of courses (e.g., Marketing, Organizational Behavior, and Entrepreneurship working together on an integrated project).

- Student evaluations are used to make improvements in the program and receive feedback about instructor effectiveness. Based on feedback, class execution is retooled and courses are modified. Evaluations include:
    - Class check/delta
    - Mid-course evaluations
    - End-of-course evaluations
    - End-of-program evaluations

- Faculty members intentionally allot time for question and answer/information/feedback.

- All faculty and adjunct instructors receive written documentation on course evaluations and are provided mentoring and coaching opportunities where needed by program directors.

- Program directors and faculty maintain an open door policy and are readily available to help resolve concerns and complaints as needed.

- Program directors and faculty meet informally with students to do continuous verbal audits of the program and assess satisfaction levels.

- Program directors and faculty initiate and maintain partnerships with local organizations in the areas of leadership development and training.

- There is intentional collaboration between the Boise campus and the Portland campus on our community consulting courses, processes, evaluations, speaker series, leadership capstone course, and course design.

- Program directors conduct regular adjunct faculty meetings for the purpose of discussing student needs, satisfaction, and outcomes. (Part-time MBA.)

<u>Stakeholder Satisfaction</u>

- Representatives from the non-profit organizations with which we partner for our Community Learning and Consulting projects complete evaluations of our students and the overall value they add to the organizations they served. (Part-time MBA).

- MBA advisory boards (Boise and Portland) provide input regarding what businesses expect of new graduates in the fields of management, finance, marketing, leadership, strategy, and accounting.

- Program directors and faculty participate in various offsite meetings with alumni and/or community business leaders and gather information about current business needs and developments at these sessions.

- Faculty attend professional meetings of organizations such as ACBSP, Christian Business Faculty Association, Academy of Management, International Leadership Association, and the American Economic Association.

- FTMBA BUSG 553 corporate participants are occasionally interviewed about the mutual benefit that came through a “real time” course project students completed with/for their organization. See Appendix 3.11 for an example of such an interview.

<u>DMgt/DBA Programs</u> (See Figure 3.10 as well.)

- As noted earlier, an annual survey of student satisfaction is conducted and includes suggestions for making improvements in the program.

- The doctoral committee meets regularly and assists the director in dealing with student initiated policy changes, complaints and concerns.

- The doctoral program director meets informally with local students and with students during residencies.

- Information, and question and answer sessions are held with students during residency periods.

- Conversations take place with faculty in other doctoral programs on campus.

- An advisory board made up of business faculty from other universities has been formed. The board has provided feedback on what colleges expect from DBA graduates to both faculty and students.

Criterion 3.h. The business unit should present graphs or tables of assessment results pertinent to this standard.

Figure 3.6
Student and Stakeholder Satisfaction

Student/Stakeholder Group	Satisfaction Measure	Dissatisfaction Measure
Undergraduate Advisory Board	Review/assessment of syllabi; informal feedback	
Current students	Formal course evaluation Unsolicited positive comments	Formal course evaluation Unsolicited negative comments
Executive in Residence	Informal conversation	Informal conversation

MBA Program

Figure 3.7
Part-Time MBA Boise Center Annual Inquires

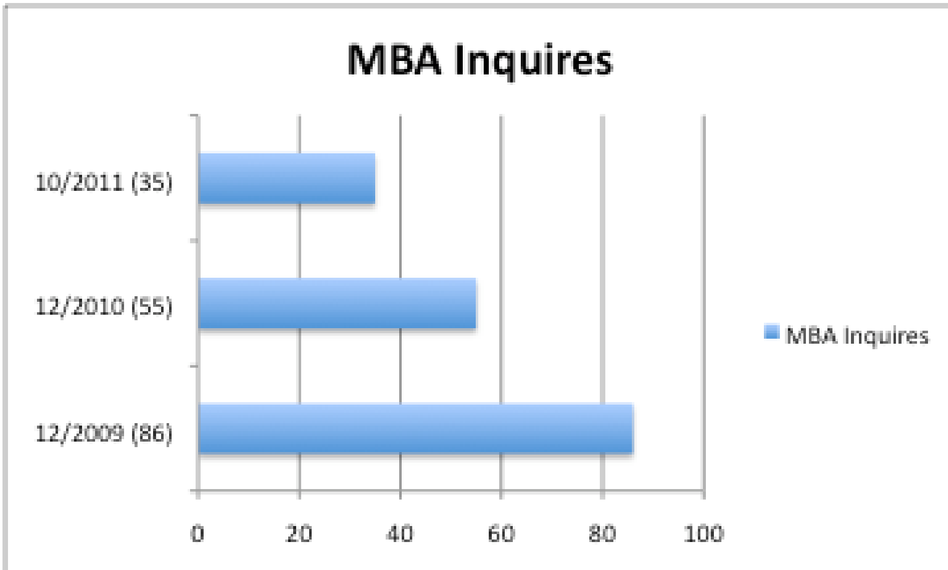


Figure 3.8
Part-Time MBA Boise Center Annual Conversion Rate

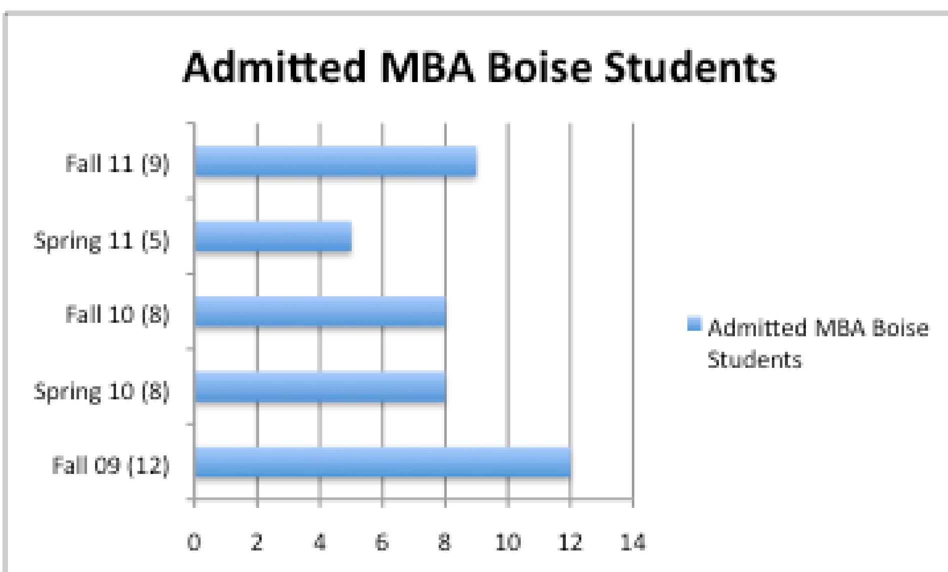


Figure 3.9
Student and Stakeholder Satisfaction (Part-Time MBA)

Student/Stakeholder Group	Satisfaction Measure	Dissatisfaction Measure
Prospective students	Group Assessment Feedback forms	Group Assessment Feedback forms
Prospective students	Informal feedback through question and answers at Informational meetings	Informal feedback through question and answers at Informational meetings
Current students	Regular Check/Delta evaluations	Regular Check/Delta evaluations
Current students	Mid-course evaluations	Mid-course evaluations
Current students	End-of course evaluations	End-of-course evaluations
Current students	Informal conversations	Informal conversations
Current students	End-of-program satisfaction survey	End-of-program satisfaction survey
MBA Advisory Board	Informal feedback	Informal feedback
Community business leaders & organizations	Speaker series feedback survey	Speaker series feedback survey
Non-profit businesses	Community Consulting student survey	Community Consulting student survey
For-profit businesses	Informal conversations	Informal conversations, Business Seminar executive interview (FTMBA).
Business and community leaders	Guest speaker feedback forms	Guest speaker feedback forms

Figure 3.10
Student and Stakeholder Satisfaction (DMgt/DBA Programs)

Student and Stakeholder Group	Satisfaction Measure	Dissatisfaction Measure
current students	annual satisfaction survey	annual satisfaction survey
current students	course evaluations	course evaluations
current students	feedback sessions	feedback sessions
current students	informal conversations	informal conversations
colleges/universities	doctoral committee participation	doctoral committee participation
colleges/universities	practicum interviews	practicum interviews
businesses/nonprofits	practicum interviews	practicum interviews
Fox doctoral programs	meetings/informal conversations	meetings/informal conversations

STANDARD #4

Measurement and Analysis of Student Learning and Performance

Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business school or program and the level of the degree awarded. Accordingly, a business school or program must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.

The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.

Criterion 4.1. Learning Outcomes Assessment Program

a. State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. Include learning objectives for concentrations as well as majors. For example, students completing the core BBA program and then concentrations in accounting, international business, or human resources, then you must have measurable learning outcomes for the BBA, accounting, international business, and human resources.

Undergraduate Degrees Learning Outcomes

1. Professional Competence:
   a. Discipline Knowledge - Demonstrates basic knowledge of functional areas of business and their relationship to each other.
   b. Analysis and Critical Thinking - Demonstrates ability to analyze and accurately interpret quantitative and qualitative information to drive effective decision making.
   c. Oral Communication Skills - Demonstrates ability to effectively communicate orally in front of a group.
   d. Written Communication Skills - Demonstrates ability to effectively communicate in writing related to a business topic.
2. Ethical Reasoning - Demonstrates ability to identify ethical dilemmas and responsible courses of action.
3. Global Understanding - Demonstrates knowledge of global business practices and awareness of globalization on people, business, and the economy.

4. Leadership and Team Skills - Demonstrates ability to be an effective member of a team and understand the principles of effective leadership.

Accounting Major Outcomes

1. **Professionally Competent**:
   a. *Discipline Knowledge*** – Graduates demonstrate basic knowledge of accounting and other functional areas of business and their relationship to each other.
   b. *Analysis and Critical Thinking^^* – Graduates demonstrate the ability to analyze and accurately interpret quantitative and qualitative information to drive effective decision making.
   c. *Oral Communication Skills*** – Graduates demonstrate the ability to effectively communicate orally in front of a group.
   d. *Written Communication Skills*** – Graduates demonstrate the ability to effectively communicate in writing related to a business topic.

2. **Ethically Grounded~~** – Graduates demonstrate the ability to identify ethical dilemmas and responsible courses of action.

3. **Globally Engaged~~** – Graduates demonstrate knowledge of global business practices and awareness of globalization on people, business, and the economy.

4. **Socially Responsive~~** – Graduates demonstrate the ability to identify and respond to cultural issues in a socially responsive manner.

5. **Servant Leaders^^** – Graduates demonstrate the ability to be an effective member of a team and understand the principles of effective leadership.

Business Administration Major Outcomes

1. **Professionally Competent**:
   a. *Discipline Knowledge*** – Graduates demonstrate basic knowledge of functional areas of business and their relationship to each other
   b. *Analysis and Critical Thinking^^* – Graduates demonstrate the ability to analyze and accurately interpret quantitative and qualitative information to drive effective decision making.
   c. *Oral Communication Skills*** – Graduates demonstrate the ability to effectively communicate orally in front of a group.
   d. *Written Communication Skills*** – Graduates demonstrate the ability to effectively communicate in writing related to a business topic.

2. **Ethically Grounded~~** – Graduates demonstrate the ability to identify ethical dilemmas and responsible courses of action.

3. **Globally Engaged~~** – Graduates demonstrate knowledge of global business practices and awareness of globalization on people, business, and the economy.

4. **Socially Responsive~~** – Graduates demonstrate the ability to identify and respond to cultural issues in a socially responsive manner.

5. **Servant Leaders^^** – Graduates demonstrate the ability to be an effective member of a team and understand the principles of effective leadership.

By aligning these learning outcomes with the GFSB mission, the undergraduate faculty was able to better determine which objectives were: (1) most important to the overall success of our mission and (2) most measurable by the GFSB. We selected three (as denoted by ** above): discipline knowledge, oral communication skills, and written communication skills. We believe that these three objectives were essential and readily measurable for our graduates.

We are currently in the process of assessing two other objectives (as denoted by ^^ above). We have determined an assessment point (FINC 260 Finance) for the analysis and critical thinking objective and are currently devising a plan to implement a measurement tool across all sections of that course. We have also collected one data point (Spring 2011) using an approved peer assessment rubric for our servant leaders objective and are in the process of gathering more assessment evidence over the next two years.

The final three objectives (as denoted by ~~ above) are being considered by the undergraduate faculty in conjunction with a complete implementation of our new business core for the 2012/2013 academic year. Appropriate assessment instruments and collection points will be determined for these objectives at our annual undergraduate assessment meeting in the Fall 2012 semester.

<u>MBA Degree Learning Outcomes</u>

1. Professional Competence:
   a. Discipline Knowledge - Demonstrates basic knowledge of functional areas of business and their relationship to each other.
   b. Analysis and Critical Thinking - Demonstrates ability to analyze and accurately interpret quantitative and qualitative information to drive effective decision making.
   c. Oral Communication Skills - Demonstrates ability to effectively communicate orally in front of a group.
   d. Written Communication Skills - Demonstrates ability to effectively communicate in writing related to a business topic.
2. Ethical Reasoning - Demonstrates ability to identify ethical dilemmas and responsible courses of action.
3. Global Understanding - Demonstrates knowledge of global business practices and awareness of globalization on people, business, and the economy.
4. Social Responsibility - Demonstrates commitment to identifying social need and responding appropriately.
5. Leadership and Team Skills - Demonstrates ability to be an effective member of a team and understand the principles of effective leadership.

Doctoral Degree Learning Outcomes

1. Students will integrate Christian faith & ethics into business practice & the classroom.
2. Students will develop a foundational understanding of functional areas of business to equip them to teach.
3. Students will understand learning and development theory and be able to apply effective pedagogical tactics, techniques and styles in the classroom.
4. Students will become discriminating consumers of research.
5. Students will develop an in-depth understanding of one functional area of business.
6. Students will demonstrate an ability to conduct scholarly research.
7. Students will understand global trends and issues and their implications for business practice and instruction.

b. Describe your learning outcomes assessment process for each program;

In the fall of 2008, there was some structured assessment of learning activity beyond the classroom in the GFSB. During that year, we revised our school mission statement, identified our program learning outcomes and began to develop to assessment measurements for each. Phase I of the plan was to begin immediately administering the ETS MFT to our undergraduate students, and soon after to our MBA students, to measure discipline knowledge. Phase II was to develop measurements for communication skills at the undergrad and MBA levels. We are now beginning the third phase of annually developing and implementing one or two additional measurements to assess performance on additional outcomes.

Undergraduate Program

Phase I of our assessment plan was to begin immediately administering the ETS MFT to our undergraduate students to measure discipline knowledge. Phase II was to develop and implement measurements for oral and written communication skills. Phase III includes the annual development and implementation of one or two additional measurements to assess performance on additional outcomes.

Generally, for each of the three selected learning objectives we have identified a course or activity in which we will measure the outcome and the criteria to assess whether we have met our objective. The ETS measure is gathered on a yearly basis. The oral and written communication measures are gathered on a semester basis. These data can be reviewed under Criterion 4.2 below.

The undergraduate faculty have met annually to discuss the stage of each phase and to also consider the preliminary results gathered from the ETS, oral, and written assessments. During these meetings we evaluate the results, discuss any necessary improvements, and develop an implementation strategy for any necessary changes. Criterion 4.3 discusses whether our assessment data meets our benchmarks. We discuss how we have used these assessment results to improve our programs in Criterion 4.4 below.

MBA Program

Similar to the undergraduate program, the MBA program implemented the assessment in phases.
In Phase I, MBA students began taking the ETS MFT test. This test measures discipline knowledge and allows us to measure our students against the national average. Phase II was implemented and oral and written communication skills were measured and assessed. Phase II is an ongoing process of adding and amending current assessment tools to better gauge our students learning outcomes.

Oral and written communication and ETS MFT data are assessed each semester.

Doctoral Program

The doctoral program at George Fox University is a smaller program than both the undergraduate and MBA programs. Additionally, the outcomes for the Doctor of Management degree are specialized even more so than an UG major. Assessment for assurance of learning for doctoral students occurs at the comprehensive examination stage. Once students complete their coursework and prior to defending their proposal, students are required to write and pass a set of comprehensive essays. The prompts for the essays address subject matter and research skills expected of one having recently completed their doctoral coursework. Additionally, a dissertation is required of all doctoral students. Each dissertation committee must include an external member.

Figure 4.1
Student Learning Outcomes Assessment Data

We selected three learning outcomes for assessment for each program. Figure 4.1 documents these objectives along with the type of assessment information and data that we will gather and the measurement criteria selected. All external data is marked by a ** in Figure 4.1. Internal data is not marked.

Degree Program	Internal Data and Information	External Data and Information
Undergraduate Programs	Writing Assessment Oral Presentation Assessment	ETS MFT
MBA Programs	Writing Assessment Oral Presentation Assessment	ETS MBA MFT
Doctoral Program	Comprehensive Exams	External Dissertation Committee Member and Supervisor Business Teaching Practicum

Undergraduate programs

Accounting Major

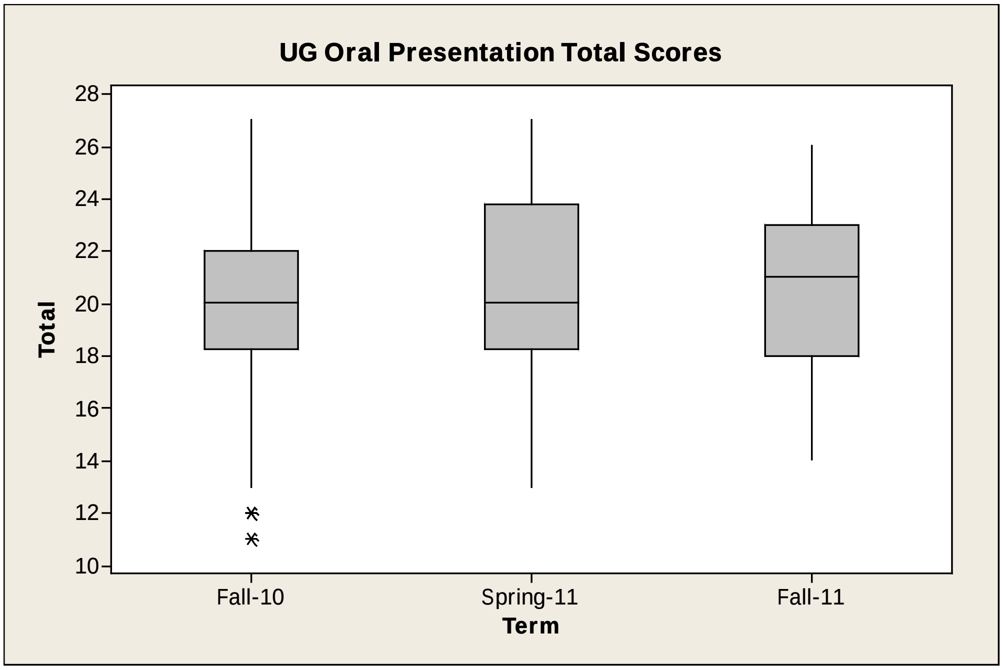
Outcome	Internal/External Data	Criteria
1a. Discipline Knowledge	ETS MFT**	• Mean Institutional score of 50th percentile • Accounting sub-group 75th percentile in accounting area • Accounting sub-group 75th percentile in finance area • Scored by ETS
1c. Oral Skills	MKTG 260 Presentation Assessment	• 70% of students = 2 or more • Ranking by instructor
1d. Written Skills	MGMT 260 Oral Assessment	• 70% of students = 2 or more • Ranking by instructor
Business Administration Major		
1a. Discipline Knowledge	ETS MFT**	• Mean Institutional score of 50th percentile • Management sub-group 75th percentile in management area • Marketing sub-group 75th percentile in marketing area • Scored by ETS
1c. Oral Skills	MKTG 260 Presentation Assessment	• 70% of students = 2 or more • Ranking by instructor
1d. Written Skills	MGMT 260 Oral Assessment	• 70% of students = 2 or more • Ranking by instructor

c. Identify *internal* learning outcomes assessment information and data you gather and analyze; (See Figure 4.1.)

Undergraduate Oral Presentation Skills

Each semester all students in the core course in marketing, MKTG 260 Principles of Marketing, prepare and present a team project on marketing. These presentations are video recorded and archived in the assessment office. Each individual student is evaluated using a 9-item rubric (Appendix 4.1) evaluated on a three-point scale where 3=exceeds expectations, 2=meets expectations, and 1=fails to meet expectations. (While the original scale has 10 items, the last item on ability to respond to questions was not consistently used as opportunities for questions were not always possible.)

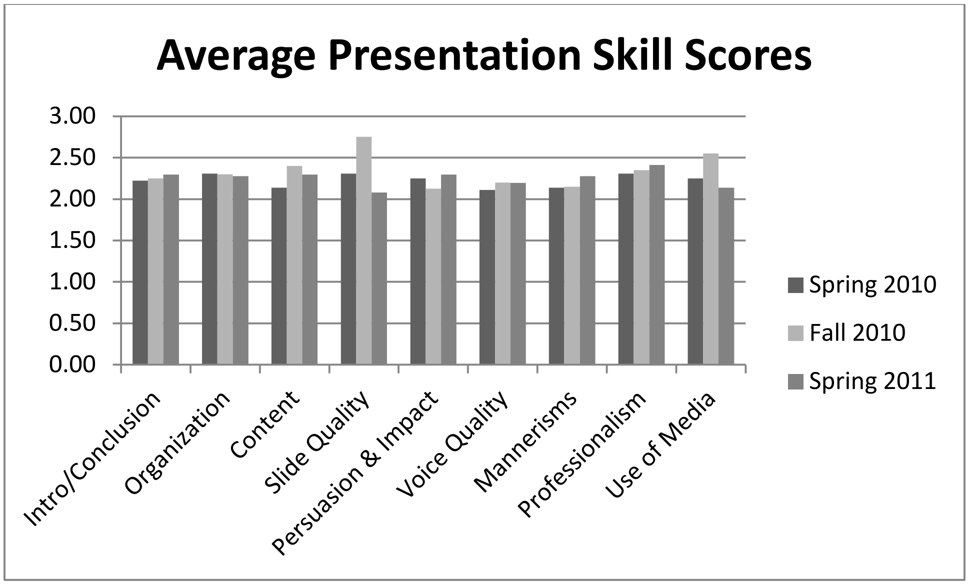
Figure 4.2
Undergraduate Oral Presentation Assessment Total Scores



Spring 2010 n=26, Fall 2010 n=40, Spring 2011 n=51

As illustrated in Figure 4.2, each semester the median performance on the presentations has slightly improved. With a 9-item scale with 2=meets expectations, the minimum acceptable total score (target) would be 18. As shown, the upper three quartiles each semester have been at our above 18. Performance by the lowest quartile has consistently improved over the three semesters with the minimum scores being higher each time.

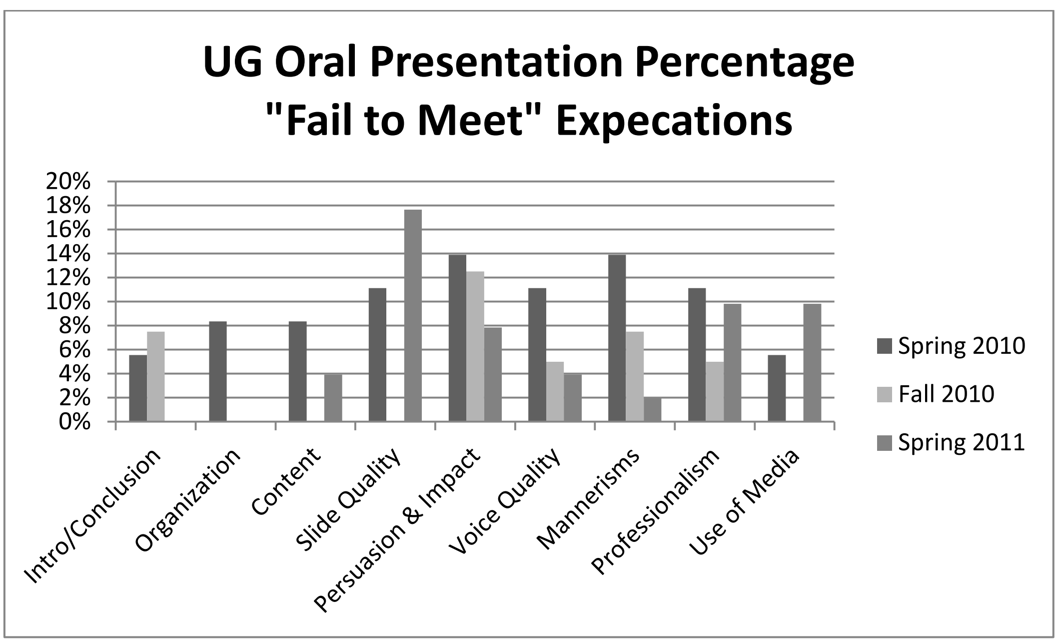
Figure 4.3
Undergraduate Oral Presentation Assessment Sub Scores



Spring 2010 n=26, Fall 2010 n=40, Spring 2011 n=51

Analysis of individual scale items show that average performance is consistently at or above the level of meets expectations. The two items that show irregular performance and a slight trend down are Slide Quality and Use of Media. Faculty are investigating why students may not be quite as well prepared in the use of media as part of their presentations.

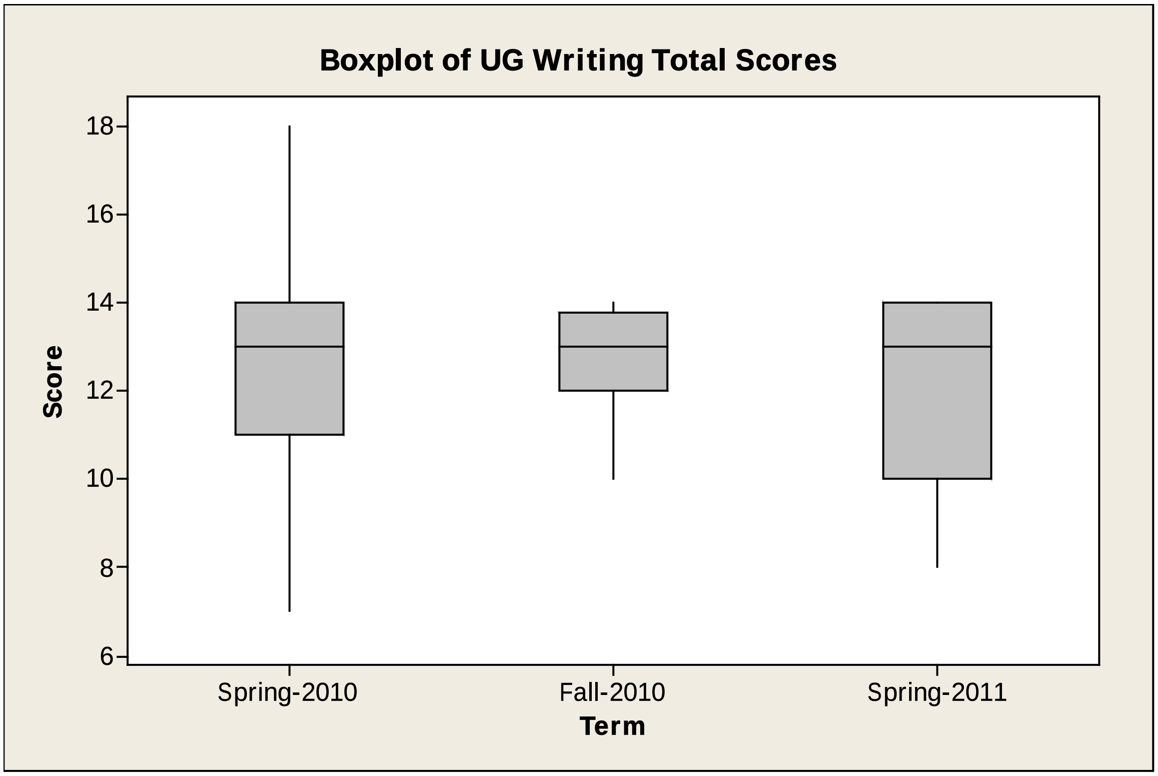
Figure 4.4
Undergraduate Oral Presentation Assessment Fail to Meet Expectations



In the most recent semester, the percentage of students failing to meet expectations was for Slide Quality followed by Use of Media and Professionalism. In all other categories the number of students failing to meet expectations was trending down.

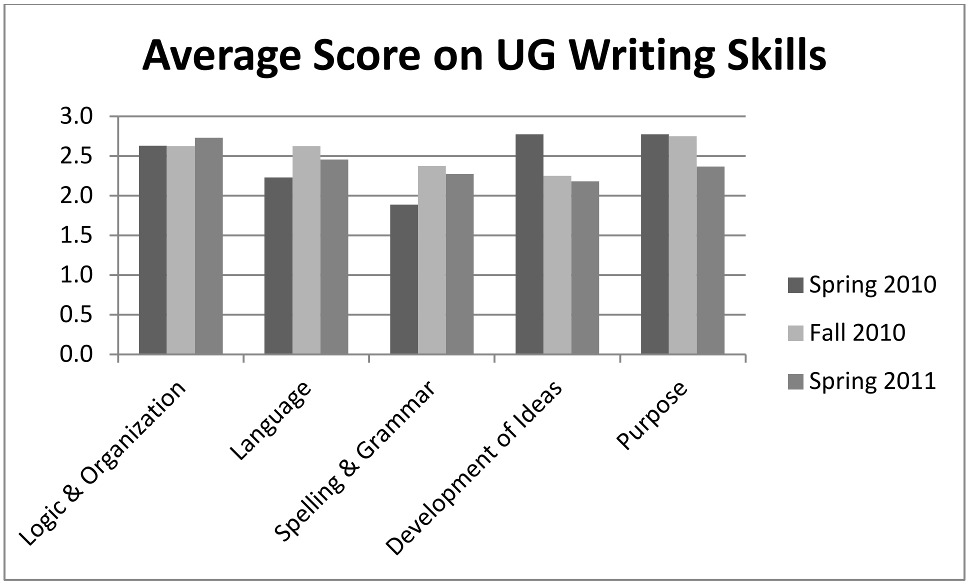
Undergrad – Writing Skills

Figure 4.5
Boxplot of Undergraduate Writing Total Scores



Spring 2010 n=35, Fall 2010 n=8, Spring 2011 n=11

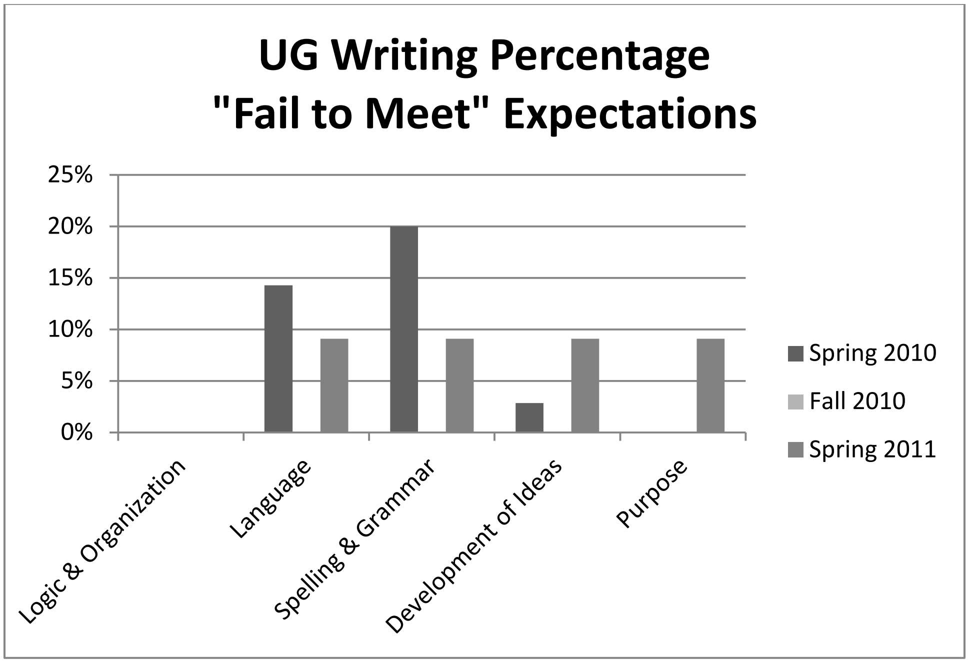
Figure 4.6
Average Score on Undergraduate Writing Skills



Spring 2010 n=35, Fall 2010 n=8, Spring 2011 n=11

A majority of students (n=35) earned an overall satisfactory score on the writing skills using the assessment rubric. For those who failed to meet expectations, the top two reasons were language and grammar. We have a large Chinese population of students (agreements have been made between George Fox University and Chinese universities). We have already begun to work with our campus English Language Institute to implement programs to support English language learners becoming more successful. Additionally, we are working with the Academic Resource Coordinator to provide writing assistance to domestic and international students alike.

Figure 4.7
Undergraduate Writing Percentage "Fail to Meet" Expectations



Spring 2010 n=35, Fall 2010 n=8, Spring 2011 n=11

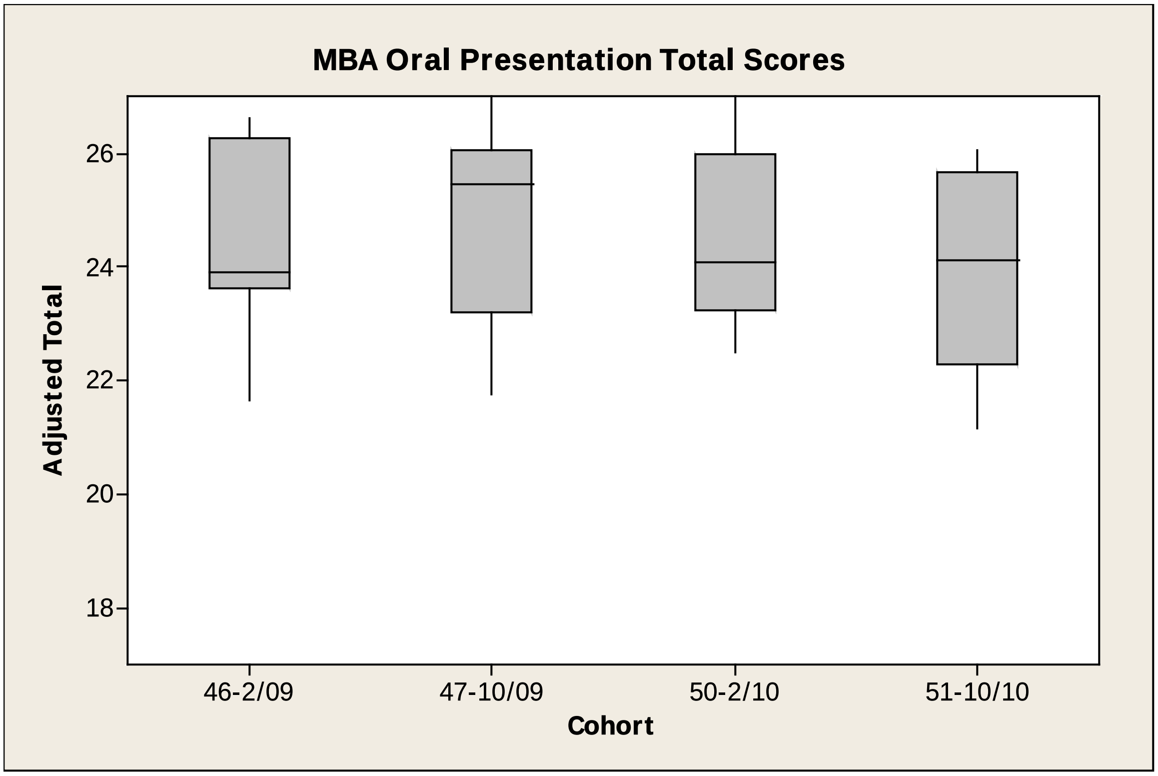
MBA Oral Presentation Skills-

Each cohort for the MBA program was assessed for Oral Presentations Skills from BUSG 556. These presentations are video recorded and archived in the assessment office. Each individual student was evaluated using a three-point scale where 3=exceeds expectations, 2=meets expectations, and 1=fails to meet expectations. A faculty member and alumnus from GFSB MBA used the rubric to measure oral presentation skills.

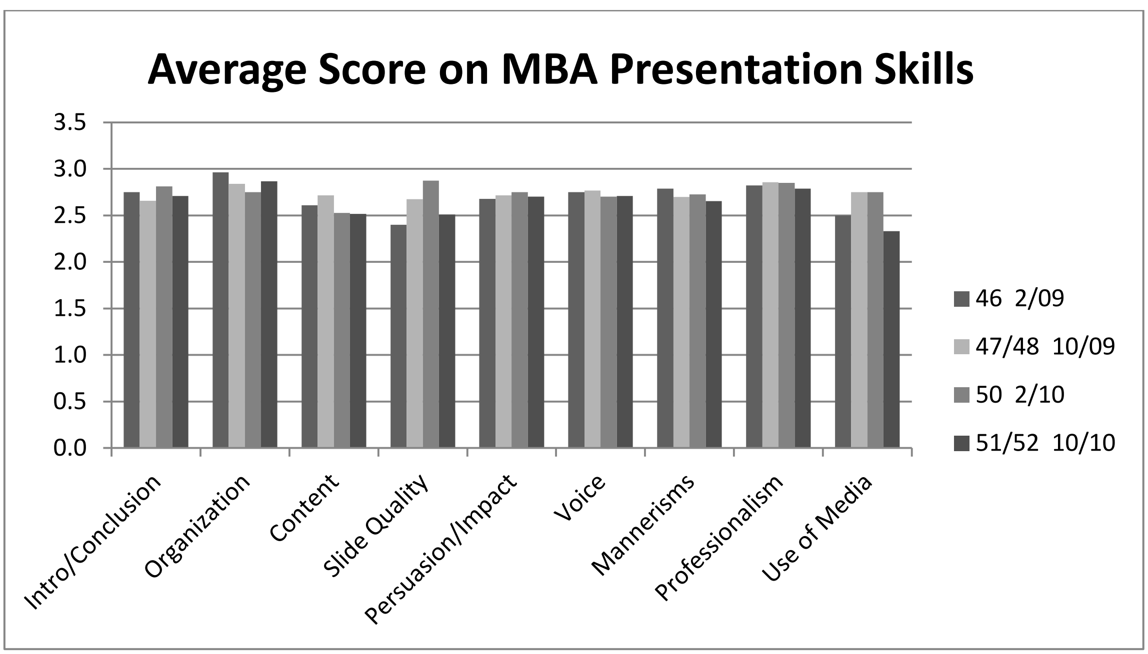
MBA Written Skills-

Faculty throughout the GFSB used the rubric and assessed writing outcomes from BUSG 551.

Figure 4.8
Part-Time MBA Program – Oral Presentation Skills



Cohort 46 n=7, Cohort 47/(48) n=14, Cohort 50 n=10, Cohort 51/(52) n=10



Cohort 46 n=7, Cohort 47/(48) n=14, Cohort 50 n=10, Cohort 51/(52) n=10

The MBA students scored at or above expectations for desired learning outcomes. The two strongest areas for students were organization and professionalism. This would be expected as our Part-time MBA is for working professionals. Additionally, each class in the MBA program has presentations (both group and individual) as part of the course requirements. The area with most room for improvement is with Media and Slide Quality. While we use a presentation text in the first class of the MBA program (Presenting to Win), we will begin to refer to the text in each subsequent class to help refresh students perspective on presentations.

The DBA program comprehensive exams

The DBA/DMgt program has a traditional curriculum experience for students. Once coursework is completed, the student must take and pass a set of comprehensive exams. These exams (which contain four questions) are required of all doctoral students and allow the student to demonstrate a synthesis of the knowledge gained throughout the program. There are three subject matter prompts and one research methods prompt. Each prompt requires the student to write a research paper of 12 pages in length.

Figure 4.9
Doctoral Program Comprehensive Essay Results

Doctor of Management/Doctor of Business Administration Program										
Comprehensive Essay Accreditation Data; October 12, 2011										
DBA Cohorts	**# Students Taking Essays**	**% of cohort**	**Students passing without retakes**	**%**	**Students passing with one or more retakes**	**%**	**Students who failed**	**%**	**Total Students who passed**	**%**
Cohort 01	11	100%	4	36%	6	55%	1	9%	10	91%
Cohort 02	6	86%	0	0%	4	67%	2	33%	4	67%
Cohort 03	3	75%	1	33%	2	67%	0	0%	3	100%
Cohort 04	1	17%	0	0%	1	100%	0	0%	1	100%
Total # Taking Essays	**21**	**71%**	**5**	**24%**	**13**	**62%**	**3**	**14%**	**18**	**86%**

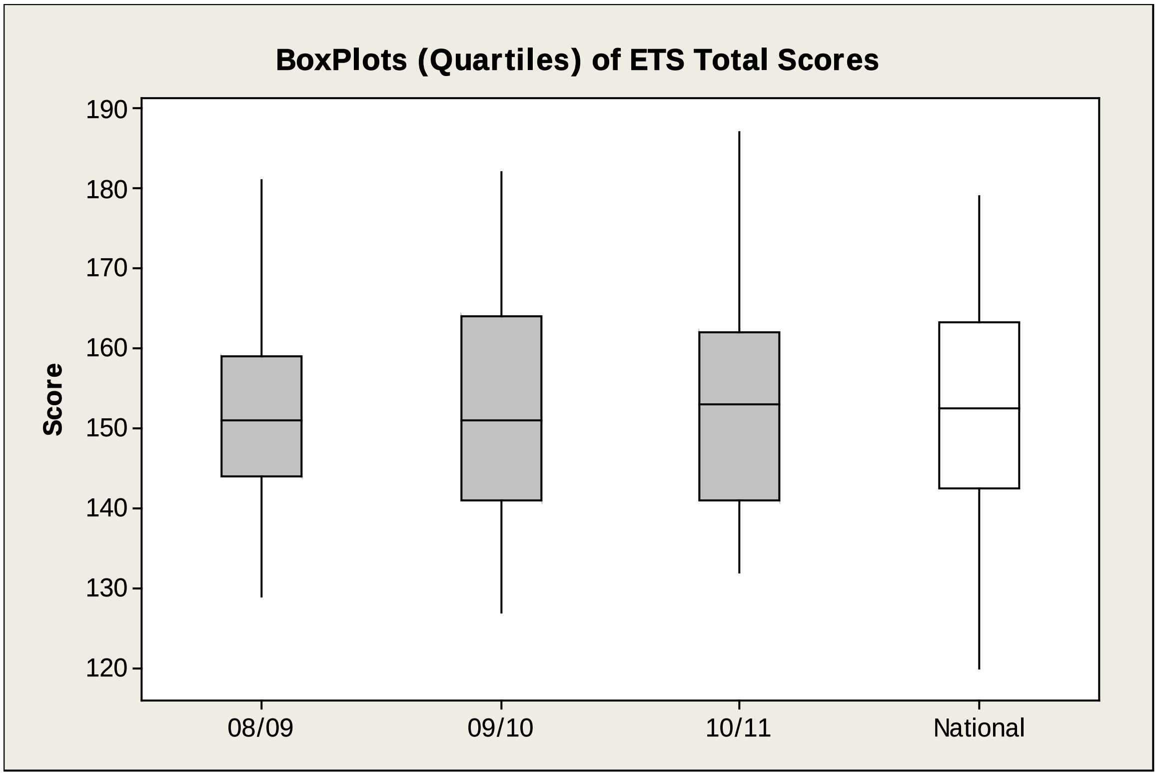
As one can see, our sample size is relatively low so it is rather difficult to make trending assumptions.

d. Identify *external* learning outcomes assessment information and data you gather and analyze. (See Figure 4.1.)

The primary external assessment tool used by the GFSB is the ETS Major Field Test at both the undergraduate and MBA levels.

Undergraduate Program – ETS Undergraduate Major Field Test

Figure 4.10
Undergraduate ETS Major Field Test Results

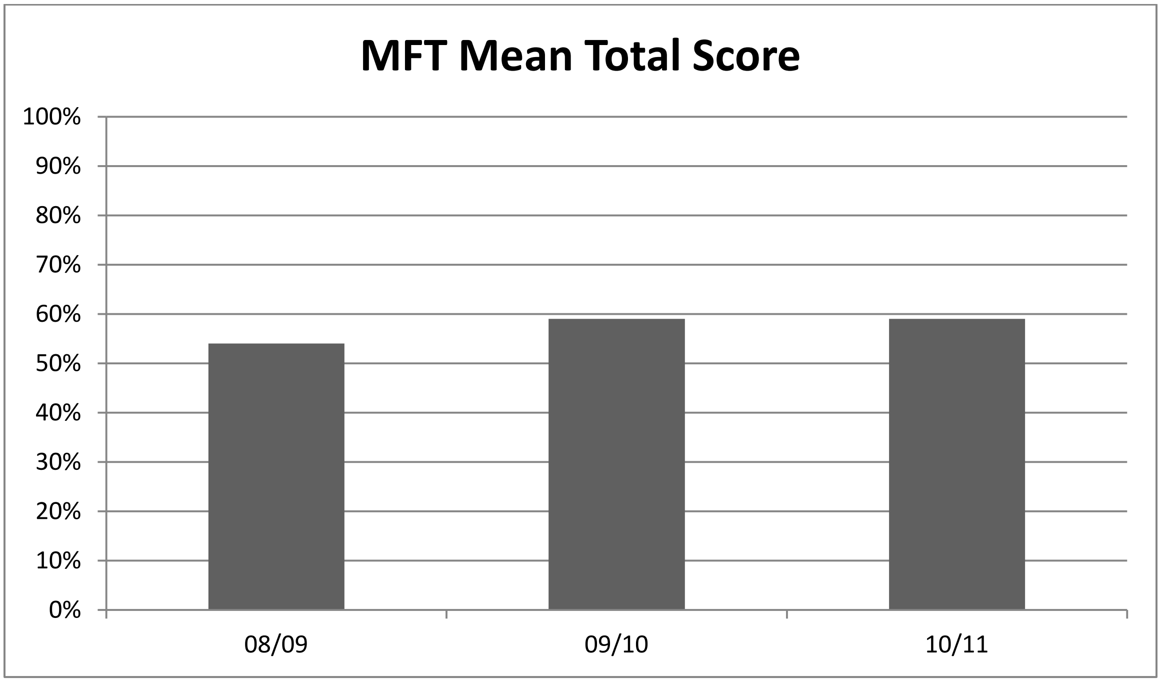


2008/2009 n=57, 2009/2010 n=75, 2010/2011 n=61

The GFSB has conducted the undergraduate ETS Business Major Field Test of all graduating seniors in the spring of their senior year for the past three academic years. Results are very similar to the national averages. In the most recent year our lowest quartile scores were higher than the national standards, and the highest quartile scores were higher than the national standards. From these results, we conclude that overall the GFSB undergraduate program is performing on par with other programs nationally. While we will always strive to improve our level of performance, we understand being an open admissions program that we will likely never have the highest scores when compared to the national results.

Undergraduate Program – ETS Major Field Test

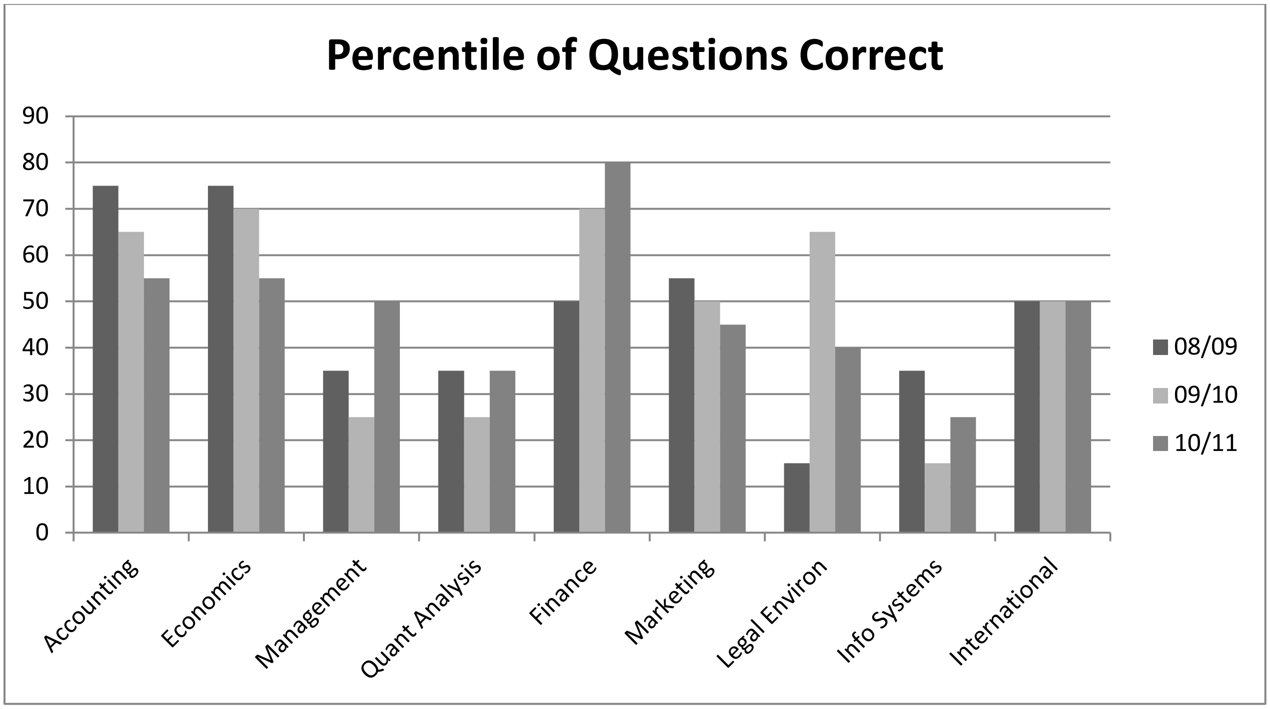
Figure 4.11
Undergraduate ETS Major Field Test Results



08/09 n=57, 09/10 n=75, 10/11 n=61

The GFSB has conducted the undergraduate ETS Business Major Field Test of all graduating seniors in the last semester of their senior year for the past three academic years. Our preliminary target was the 50th percentile, which we have met for all three years. The results are also very similar to national averages. In the most recent year our lowest quartile scores were higher than the national standards, and the highest quartile scores were higher than the national standards. There was marginal improvement from the first year and we expect further improvement as our curricular changes take full effect in the 2012/2013 academic year.

Figure 4.12
Percentile Departmental Summary Indicators of Undergraduate ETS MFT

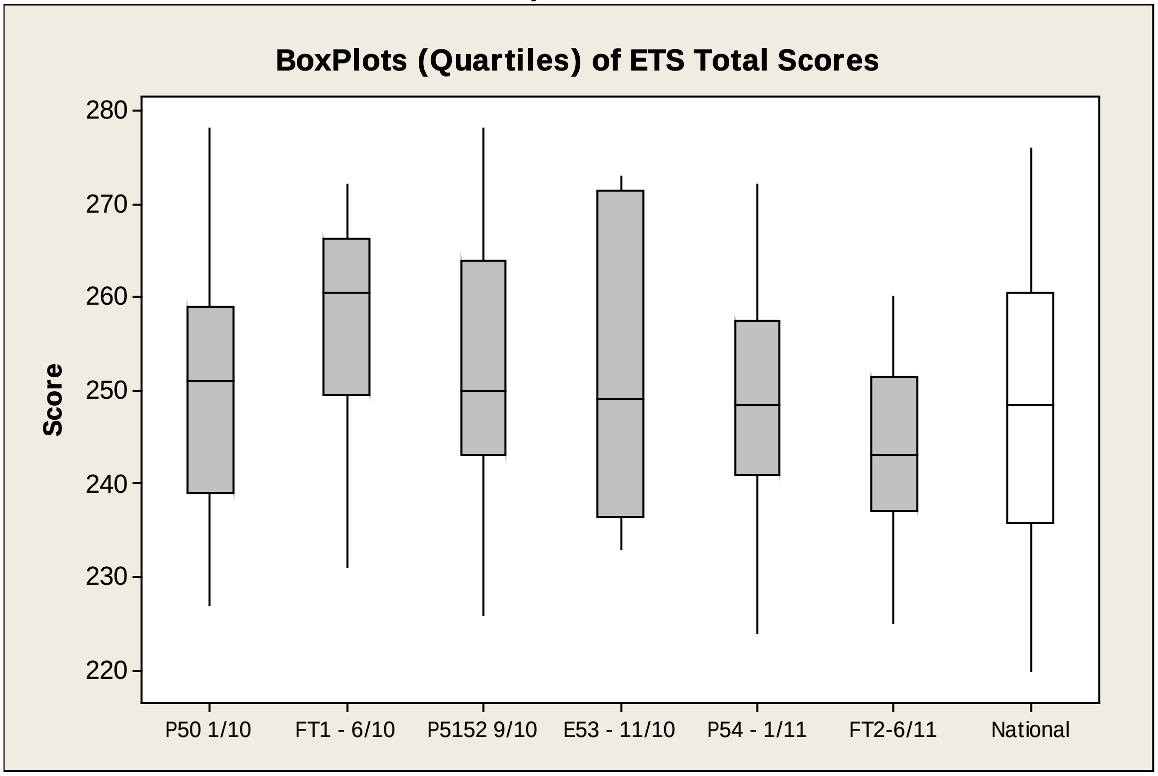


2008/2009 n=57, 2009/2010 n=75, 2010/2011 n=61

With a target of the 50th percentile, the program has been achieving the target in Accounting, Economics, and Finance; in Accounting and Economics, the relative performance has been declining while in Finance performance has been increasing. In Marketing, performance has move from the 55th to the 45th percentile. Performance on Legal Environment has been inconsistent over the past three years. Performance in Management, Quantitative Analysis, and Information Systems has been consistently below the 50th percentile.

MBA Programs – ETS MBA Major Field Test

Figure 4.13
MBA ETS Major Field Test Results



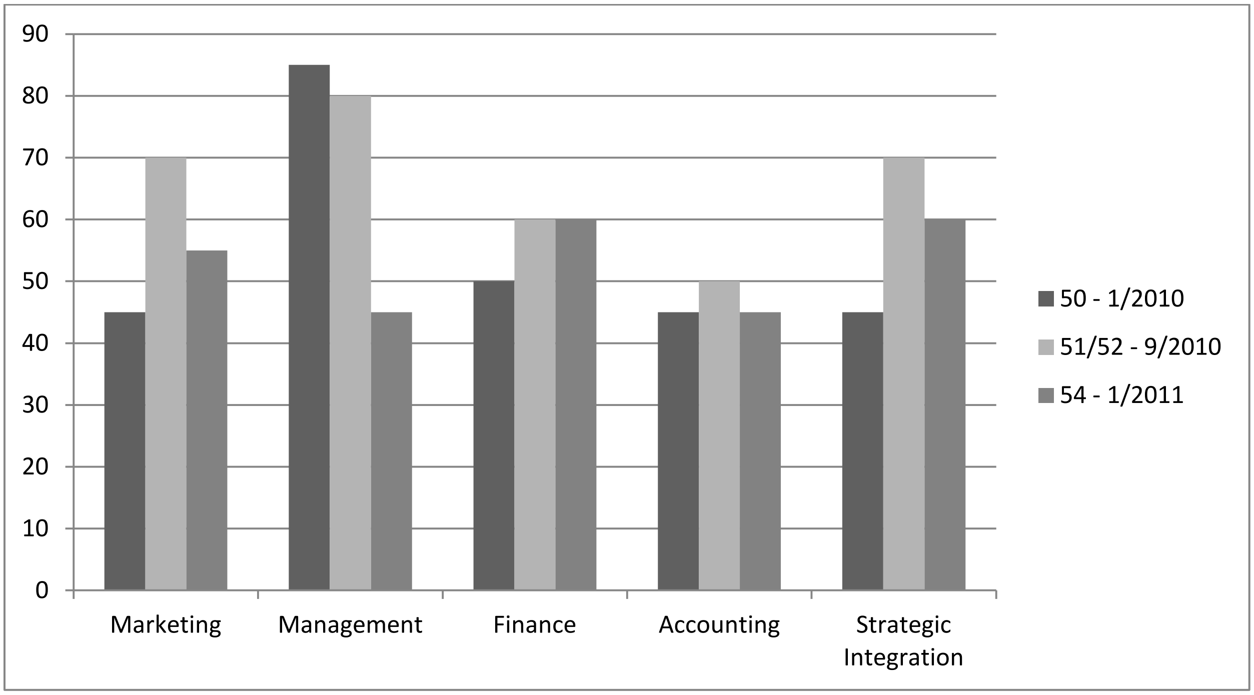
P=Part-Time MBA FT=Full-Time MBA E=Executive MBA
P50 n=10, FT1 n=14, P51/52 n=31, E53 n=9, P54 n=24, FT2 n=20

The GFSB began administering the ETS MBA Major Field Test to all MBA students as part of their final course in the program in January 2010. Results for all MBA cohorts are comparable to results observed in the national standard. In all but the latest Full-Time cohort, the median performance of each cohort has been at or above the national median. The overall performance of the three Part-Time MBA cohorts has been similar with respect to median score and quartile distributions. The two Full-Time MBA cohorts demonstrate significantly different levels of performance with the 2009/2010 cohort scoring substantially better overall than the 2010/2011 cohort; the latter cohort still doing comparable with respect to the national results.

The final cohort of the Executive MBA program (now discontinued) showed the greatest dispersion in performance which was indicative of what faculty in the program experienced, a wide range of knowledge and abilities.

Part-Time MBA Program Departmental Assessment Indicators

Figure 4.14
ETS MBA MFT Percentile Scores of Departmental Assessment Indicators – Part-Time MBA

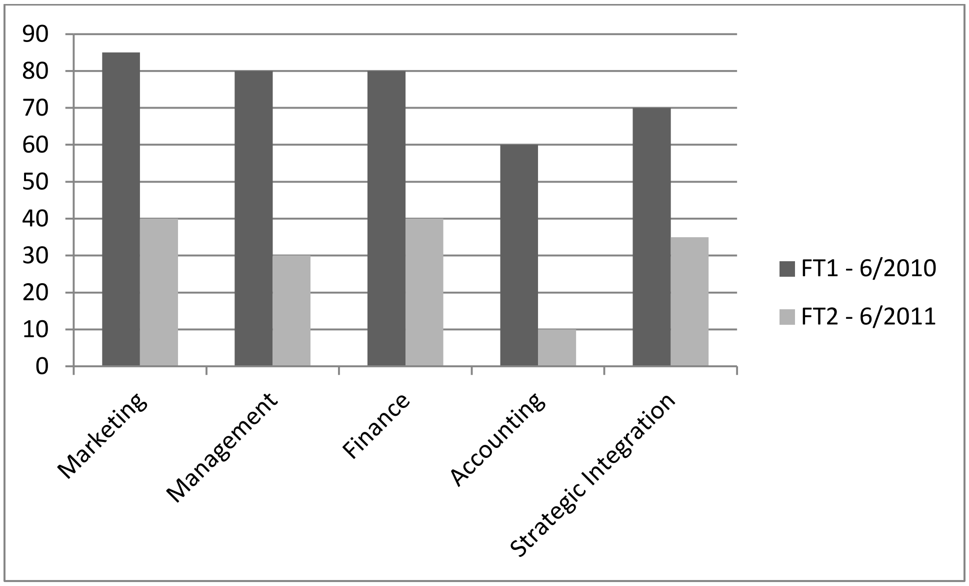


P50 n=10, P51/52 n=31, P54 n=24

The ETS MBA MFT has been administered at three different times to cohorts in the Part-Time MBA Program: on 1/2010 to Cohort 50 (n=10), on 9/2010 to Cohorts 51 and 52 (n=31), and on 1/2011 to Cohort 54 (n=24). Desiring to be at or above the 50th percentile, the most recent cohort shows we are doing well on Marketing, Finance, and Strategic Integration. In all three cases these three data points overall are trending upward. Accounting and Management most recently were at the 45th percentile, and Management has been trending downward.

Full-Time MBA Program Departmental Assessment Indicators

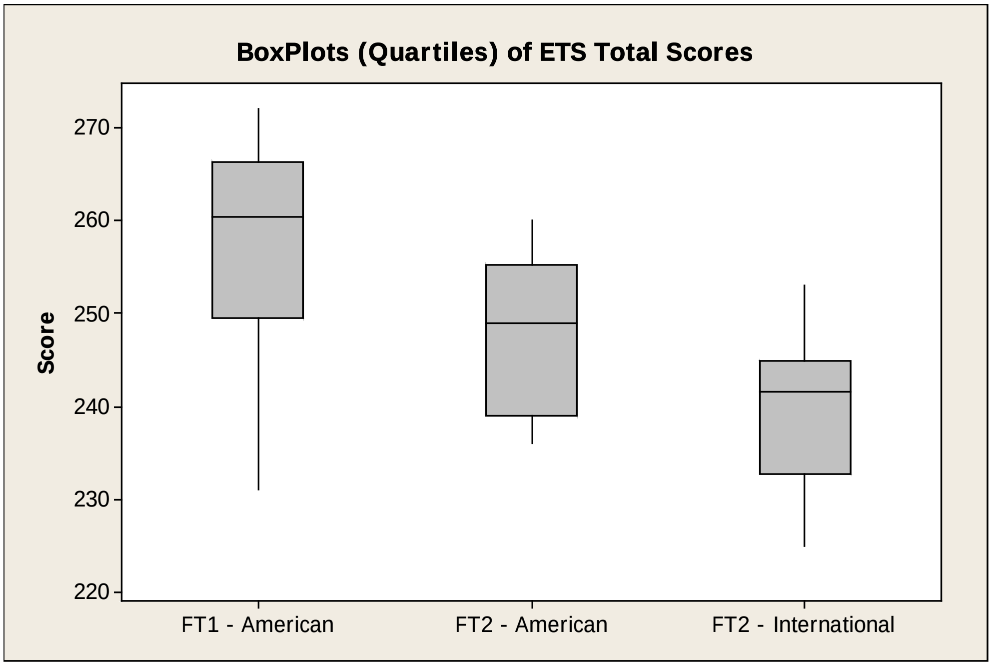
Figure 4.15
ETS MBA MFT Percentile Scores of Departmental Assessment Indicators – Full-Time MBA



FT1 n=14, FT2 n=20

Analysis of the Departmental Assessment Indicators for each of the first two cohorts of the Full-Time MBA shows a dramatic difference in performance between the two. Cohort FT1 (n=14), both overall and on departmental measures, consistently performed better than all other GFSB MBA cohorts in all programs. Cohort FT2 (n=20) performed at a significantly lower level than FT1, both overall and on all departmental indicators.

Figure 4.16
ETS MBA MFT Total Scores by Cohort by Origin – Full-Time MBA



FT1 American n=14, FT2 American n=10, FT2 International n=10

A major difference between cohorts FT1 and FT2 is that FT1 was composed of 14 American students, where cohort FT2 was composed of 10 American students and 10 international students of which 8 were from China. While the American students overall performed better than the International students in FT2, the American students in FT1 performed somewhat better than the American students in FT2.

DBA/DMgt external assessment

The DBA/DMgt program uses two methods for external assessment. The first is through the use of a business teaching practicum supervisor. All doctoral students are required to complete a business teaching practicum where they teach a business class under the supervision of a senior faculty member at the institution. This faculty member reports back to the doctoral director about the student's ability in the classroom as well as subject matter expertise.

The second area for external feedback comes from the outside committee member on the dissertation committee. All doctoral students are required to complete a dissertation. As part of the dissertation committee there is an outside committee member. This person must be from outside of the GFSB and provides continual feedback on the dissertation and ability of the candidate.

Criterion 4.2. To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

As demonstrated above, GFSB has provided three data points for each assessment. As we progress, these tools and instruments will be refined to better measure student outcomes of learning.

External - ETS Test Scores
Undergraduate – three years of data reported above
Professional MBA – three cohorts graduating in different semesters reported above
Full-Time MBA – reported all cohorts of which there have been just two

Internal – Oral Presentation Skills
Undergraduate – three semesters of data reported above
Professional MBA – three cohorts or more in different semesters reported above
Full-Time MBA—reported on all cohorts which have been two

Internal – Writing Skills
Undergraduate – three semesters of data reported above
MBA – three cohorts or more in different semesters reported above
Full-Time MBA – reported on all cohorts which have been two

While trends have been identified above, 3 thematic trends have arisen from reviewing the data.

Trend 1 - We need to, as a school, be more intentional with our international student population in our FTMBA program. Without great care, external assessments might continue to decline. We will create a new plan in Spring of 2012 to address this issue. We have already made adjustments in recruiting the 2011-2012 FTMBA class.

Trend 2 – Clearly, the GFSB needs to place a greater emphasis on the quantitative side of business to meet a goal of the 75th percentile achievement. Discussions have already occurred regarding improving the quantitative learning opportunities in our curriculum.

Trend 3 – The MBA program has seen a need to improve the medial skills and organizational skills of students. The MBA program is considering placing more emphasis on this throughout multiple classes.

Criterion 4.3. Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks

The GFSB uses two types of assessments (internal and external). The external assessments are compared to national trends and percentiles. The internal assessments are used to demonstrate expected levels of competency and trends as measured against previous years. See Figure 4.17 for a synopsis of the data found throughout Criterion 4.2.

Figure 4.17
Table for Comparative Information and Data

Undergraduate comparison:		
Comparative Information and Data	Targets/Performance Improvements	Results
ETS MFT	50th Percentile	Met for all three semesters
Writing Assessment	70% of students score a 2 or greater	Met for all three semesters
Oral Presentation Assessment	70% of students score a 2 or greater	Met for all three semesters

While we are pleased that we met expectations with these assessments, we are also planning on implementing other assessments and modifying these assessments to better measure student learning outcomes. But this continual improvement process, we hope to assure student learning grows.

MBA comparison:		
Comparative Information and Data	Targets/Performance Improvements	Results
ETS MFT	See improvement	Downward trend
Writing Assessment	90% students meet or exceed	Met
Oral Presentation Assessment	90% students meet or exceed	Met

MBA faculty have met and discussed the results of the ETS MFT. Consensus of the meeting was that we need to respond to these results by stressing more subject matter competence. This was our initial attempt at using ETS and Writing and Oral rubrics as assessment tools. The current (2011) retooling of our MBA program clearly addresses the subject matter issue.

Doctoral comparison:		
Comparative Information and Data	Targets/Performance Improvements	Results
Comprehensive Exams	50%	Not met

Criterion 4.4. The business unit shall make use of the learning outcomes assessment results to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to its programs based on information obtained from its learning outcomes assessment results.

2008-2009 Undergraduate summary

Evaluation

This was our first year implementing our assessment plan. The undergraduate faculty conducted an informal review and evaluation of programs relative to our GFSB mission statement. Through this process we began to identify several curriculum weaknesses. We also planned for the launch of our first assessment phase. Our conclusions follow:

1. This was our first year beginning with Phase I of our assessment plan, which largely entailed collecting ETS MFT data. At this time we were already evaluating what the undergraduate faculty believed were weaknesses in the current curriculum package provided to business administration and accounting majors. The first year of ETS scores confirmed and supplemented our anecdotal evidence.

Improvements

1. Through the use of department meetings and retreats, faculty began drafting a proposal to enrich the common business core for all majors, changing four concentrations into full majors (management, marketing, finance, and global business), adding a brand new entrepreneurship major, and enhancing the existing accounting major.

Implementation

1. We began drafting major curricular changes as described above. The changes were approved by the GFSB faculty and the entire university faculty in the spring of 2009.

2009-2010 Undergraduate and summary

Evaluation

This was our second year implementing our assessment plan. The undergraduate faculty conducted a review and evaluation meeting where we examined ETS data received and continued planning for the launch of our next assessment phases. Our conclusions follow:

1. The ETS data continued to suggest the same areas of weakness previously identified in the prior year. We believed that our curricular proposal was warranted and urged the full GFU faculty body to approve the changes.
2. The undergraduate faculty continued to deliberate and finalize which assessment objectives would be selected for measurement and mission fit, settling on the oral and written communication objectives to be collected each semester going forward.
3. The servant leader objective was also selected but projected as an annual peer assessment point requiring three years to accumulate the necessary data.

Improvements

1. We received full university faculty and administration approval for our curricular changes. These included the development of 5 majors, the revision of the accounting major, the improvement of the common business core and the hiring of 3-4 new full-time faculty members.
2. We developed Phase II of the assessment plan, which included the collection of oral and written evaluations initiated in the Spring of 2010. This included the preparation, review, and approval of two assessment rubrics to be used for these tasks.
3. We developed and received approval for our peer assessment rubric intended to assess the servant leader outcome.

Implementation

1. The curricular changes were phased in for the 2010/2011 academic year, with full implementation scheduled for the 2012/2013 academic year.
2. Oral and written communication assessment was launched in the Spring 2010 semester using the approved rubrics. Data was gathered for each of the four semesters thereafter, with the exception of the oral data for the Fall 2011 semester, as previously discussed.
3. Servant leader assessment data was accumulated in the Spring 2010 semester. We are currently on track to receive our second assessment data point in the Spring 2011 semester.

2010-2011 Undergraduate summary

Evaluation

This was our first year to extensively evaluate all of our learning outcomes data for the comprehensive essay. The undergraduate faculty conducted a review and evaluation meeting where the ETS, oral and written data were examined. In addition, previously discussed improvements and implementations are on-going as planned unless otherwise noted below. Our conclusions follow:

1. We decided that the ETS scores were not providing much clarity although we were able to see some positive trending of student performance in their core areas of study. We believe we are accomplishing our objective but are not sure to what extent we are accomplishing it. However, we believe that students have not taken the exam seriously (as observed from anecdotal evidence) causing at least some of the variation in scores.

2. We discussed a weakness in our assessment of oral and written communication skills. In short, we believe that the oral and written communication data is not adequately revealing the impact of our educational processes on student learning objectives because it is being assessed during the sophomore or junior year for most students. In order to improve our assessment measurement, we believe that we should be evaluating these objectives by measuring both input and output. Likewise, the course professor is the only evaluator for this assessment, potentially causing reliability problems.

Improvements

1. We decided to make the ETS test a graded component in our senior capstone course, with the undergraduate chair involved in previewing the pending exam and detailing its objectives.
2. We decided to move our written and oral communication assessment points to the Introduction to Business course (our first required course for all majors) as well as to the Business Capstone course (our last required course for all majors). This will allow us to perform a pre-and post-test of student's skills and better measure the impact of our educational processes. We also decided

to sample the assessment data and have an independent evaluator measure the assessment. This should improve inter-rater reliability.

Implementation

1. The implementation of the ETS test as a graded component of our business capstone course will begin in the Spring 2012 term.
2. The implementation of the oral and written communication assessments will begin in the Spring 2012 term.

2008-2009 MBA summary

Evaluation

This was our first year implementing assessments for our MBA students. The directors conducted an informal review and evaluation of programs relative to our GFSB mission statement. Through this process we began to identify areas for improvement. We also planned for the launch of our first assessment phase. Our conclusions follow:

1. This was our first year beginning with Phase I of our assessment plan, which largely entailed collecting ETS MFT data. At this time we were already evaluating what the faculty believed were weaknesses in the current curriculum. The first year of ETS scores confirmed and supplemented our initial evidence.

Improvements

1. The directors began to look at the intellectual, social and spiritual growth through a caring Christ-centered learning community.

Implementation

1. We began to evaluate these variables internally in both qualitative and quantitative ways.

2009-2010 MBA summary

Evaluation

This was our second year implementing our assessment plan. The faculty conducted a review and evaluation meeting where they examined ETS data received and continued planning for the launch of our next assessment phases. Our conclusions follow:

1. The ETS data continued to show the same areas of improvement. We focus on continued improvement in subject matter areas and allowing individual faculty to review the results in order to improve learning in the classroom.
2. Continued discussion occurred and assignments were given to faculty to develop strategies for improvement. The assignments included rubric writing for oral and written assessment, embedded course assessments and plans for improvement.

Improvements

1. Faculty incorporated more direct skill set development in courses.
2. We embarked on Phase II of our assessment plan. This phase included collecting data to assess assurance of learning.

Implementation

1. Oral and written communication assessment was launched in the Spring 2010 semester using the approved rubrics. Data was gathered for each of the four semesters thereafter, with the exception of the oral data for the Fall 2011 semester, as previously discussed.

2010-2011 MBA summary

Evaluation

This was our first year to extensively evaluate all of our learning outcomes data for the three selected areas (discipline knowledge, oral communication, and written communication). Our conclusions follow:

1. ETS scores were not initially helpful as with three data sets, it was hard to determine specific trending. We expect that in the future, more data points will help to eliminate any anomalies with cohorts. Many of the students also have not taken the test seriously.

2. We discussed a weakness in our assessment of oral and written communication skills. In short, we believe that the oral and written communication data is not adequately revealing the impact of our educational processes on student learning objectives because it is being assessed during the first and last class of the MBA program. So, an assessment will take place in the first class and the final class in the future.

Improvements

1. We will move the assessment to the beginning of the MBA program and at the end. This should provide a starting point to determine how individual students are progressing throughout the program.

Implementation

1. The implementation of the oral and written communication assessments will begin in the Spring 2012 term.

2008-2009 DMgt/DBA summary

Evaluation

This was our first year implementing our assessment plan.
Our conclusions follow:

1. The director addressed how to measure success in student learning; specifically, how to measure faith, integration, global trends and theoretical foundations. The assessment which was selected was using the comprehensive essay questions as these questions specifically address the areas of objective learning outcomes. A high failure rate on research questions was discovered.

Improvements

1. Due to the finding of research skill gaps in our program, curricular changes in the program were established.

Implementation

1. We began drafting major curricular changes as described above. The program was shifted from a Doctor of Management Program to a Doctor of Business Administration. Therefore, initial trending data, will begin next year to evaluate success of the new curriculum.

2009-2010 DMgt/DBA summary

Evaluation

This was our second year implementing our assessment plan. Our conclusions follow:

1. GFSB began collecting data on comprehensive examinations and pass rates as well as retention in the program. Currently, no other students will be admitted to the DMgt program and some DMgt students are "bridging" to the new DBA program.

Improvements

1. Preparations are underway to admit the first cohort for the new DBA program. Arrangements have been made to accommodate the current students in the DMgt program.
2. New faculty members with terminal degrees were added to the faculty and will begin work in the 2010 school year.
3. A DBA Advisory Board was formed.

Implementation

1. The director of the doctoral program met with the DBA advisory board. They provided feedback on curriculum requirements as well as expectations of graduates.
2. Faculty were hired for new positions with terminal degrees

2010-2011 DM/DBA summary

Evaluation

This was our first year to extensively evaluate all of our learning outcomes data for the comprehensive exam data.. Our conclusions follow:

1. We found that we have below a 50^{th} percentile pass rate on the comprehensive examinations.

2. Discussion occurred that using a MBA ETS field test is not the appropriate measurement for doctoral students.

Improvements

1. The committee decided to include a requirement of portfolios which will include some of their work throughout the program. This will allow the director and faculty another form of assessment.
2. Change in curriculum to include a global component.

Implementation

1. Portfolios requirements will begin with the incoming class in 2011.
2. Global business class was included in the new DBA curriculum.
3. DBA Advisory Board met with students over lunch to discuss future work opportunities and expectations.