I - Review of All Academic Activities

a. Business Degrees Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process considers the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation. The accreditation process includes a review of all academic activities associated with the business programs. In other words, if an institution offers business degrees at the associate, bachelor, master, and doctorate levels, the accreditation process embraces all of these in the self-study.

COMPLETE TABLE "Overview of All Academic Activities" IN THE EXCEL FILE FOUND IN THE EVIDENCE FILE.

b. Adding New Programs. When a new degree program in business is added after the programs have been accredited, it must be referred to in the business program's Quality Assurance report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation.

c. Business Programs Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.

d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded.

If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited. There also must be sufficient distinction between accredited degrees and those degrees offered by excluded segments, to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

Self-Study

I - Review of All Academic Activities

1) Business Degrees Offered by Business Unit

A. Undergraduate Programs

- Accounting
  - BA Accounting (up until 2022 changes)
  - 2022 Degree: BS Financial Services: Accounting
- Financial Planning
  - BA Financial Planning (up until 2022 changes)
  - 2022 Degree: BS Financial Services: Financial Planning
- Finance
  - BA Finance (up until 2022 changes)
  - 2022 Degree: BA Business Administration: Finance
- Management
  - BA Management (up until 2022 changes)
  - 2022 Degree: BA Business Administration: Management
- Marketing
  - BA Marketing (up until 2022 changes)
  - 2022 Degree: BA Business Administration: Marketing
- Economics (not accredited by ACBSP previously)
  - BA Economics (up until 2022 changes)
  - 2022 Degree: BA Business Administration: Economics
- Global Business (discontinued)
  - BA Global Business (up until 2022 changes)
- Entrepreneurship (discontinued)
  - BA Entrepreneurship (up until 2022 changes)
- Business Administration (discontinued)
  - BA Business Administration (up until 2022 changes)

B. Graduate Programs

- Master of Business Administration (Part-Time)
  - MBA Management (up until 2021 changes)
  - MBA Finance (up until 2021 changes)
  - MBA Marketing (up until 2021 changes)
  - 2021 Degree: MBA
- Doctor of Business Administration
  - Degree: DBA Marketing (up until 2023 changes)
  - Degree: DBA Management (up until 2023 changes)
  - Degree: DBA Accounting (up until 2023 changes)
  - 2023 Degree: DBA Business Analytics
  - 2023 Degree: DBA Executive Leadership
  - 2023 Degree: DBA Management

Table- Review of All Academic Activities

2) Adding New Programs.

We have added the Financial Planning program. It has graduated students for two years, and is included in this reporting cycle. We would like for this program to be considered for accreditation.

The economics program previously had its own core classes separate from business, but we have changed that and it now shares the business core. It is included in this report, and has had many years of graduating seniors. If it can now become accredited that would be ideal.

We have changed the structure of our UG degree programs. We now have two majors with six concentrations. This came into effect after the years of this report and will become relevant in the next review cycle.

Business Administration: Management
Business Administration: Marketing
Business Administration: Economics
Business Administration: Finance
Financial Services: Financial Planning
Financial Services: Accounting

The Full-Time MBA program was eliminated due to low enrollment.

The part time MBA program eliminated all concentrations and now offers only an MBA without concentrations. The concentrations may come back in the future, but market demand was showing a need for a shorter, more cost effective MBA which is what we are now offering.

We are starting to offer the MBA program online as well as face to face in Fall 2023.

We are offering an asynchronous DBA program in May 2023. Although asynchronous is available, there is still the option of a 4-day summer residency for those who want it, and the option of weekly zoom sessions. The concentrations have changed as well in the DBA program (see degrees offered to note changes).

3) Business Programs Not Offered by Business Unit

The seminary offers a Doctor of Leadership in Global Perspectives which is aimed at pastors more than business leaders.

The Adult Degree Completion program offers a number of programs taught from a different department, none of their classes or degree programs are under the COB. The two with business titles are Management and Organizational Leadership (BA) and Project Management (BA).

All of these programs are clearly offered from units not connected to the business program. No one in these programs applies to the college of business for their degree.

4) Branch Campuses/Extension Centers

Newberg, Oregon (Undergraduate, DBA)
Tigard, Oregon (Portland Center campus) (MBA)

II - Organizational Charts/Conditions of Accreditation

Place in an Appendix of the self-study a copy of:

1. the institution's organizational chart; and
2. business program's organizational chart

Self-Study

II - Organizational Charts/Conditions of Accreditation

Place in an Appendix of the self-study a copy of: Links used

1. The institution's organizational chart

[Academic Affairs Org Chart 22-23]

[Executive Leadership Team 22-23]

2. Business program's organizational chart

[COB Org Chart]

III - Conditions of Accreditation

a. Institutional Accreditation. Institutions operating in the United States must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog (see subsection d).

c. Statement of Mission—Business Unit's. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Business programs must have a mission consistent with that of ACBSP. State the mission of the business programs and whether the mission is listed in the catalog (see subsection d).

d. Public Information
Note: See standard 1 and standard 7 important public information requirements.

Provide an electronic copy or website link to the catalog.
Please state the catalog page number(s) where each of the following is located:

1. listing of the business degree programs - page number(s)
2. the academic credentials of all faculty members - page number(s)
3. the academic policies affecting students, along with a clear description of the tuition and fees charged the students - page number(s)
4. the statement of mission of the institution - page number(s)
5. the statement of mission of the business unit or program - page number(s)

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs requires meeting the following requirements:

1. Institution must have ACBSP accredited programs at the baccalaureate and/or master's level;
2. Institution must perform a self-study addressing the seven standards and related subcategories to the extent appropriate;
3. Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency; and
4. Accreditation can only be awarded after individuals have graduated from the program.

If this self-study includes accreditation of a doctoral program, please indicate below that you have met these requirements, or you intend to meet these requirements. (Attach documents as required).

f. Please list below all campuses of your institution where a student can earn a business degree.

Self-Study

III - Conditions of Accreditation

a. Institutional Accreditation- GFU's institutional accreditation can be found here

b. Statement of Mission—Institution- GFU Mission

George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

c. Statement of Mission—Business Unit's- COB Mission Statement

The College of Business is a learning community with a Christian worldview whose mission is to graduate students who are:

- **Professionally competent**
- **Ethically grounded**
- **Globally engaged**
- **Socially responsive**
- **Servant leaders**

d. Public Information

Electronic links to website pages:

1. Listing of the business degree programs
   GFU Business Programs
   MBA
   DBA
   UG Business Administration
   UG Financial Services

2. The academic credentials of all faculty members - page number(s)
   COB Faculty
3. The academic policies affecting students, along with a clear description of the tuition and fees charged the students - page number(s)
   Academic Policies
   Tuition & Fees
   Tuition & Fees Graduate
   The statement of mission of the institution - page number(s)
   Mission, Vision & Values
4. The statement of mission of the business unit or program

Statement of vision on business web page

e. Accreditation of Doctoral Programs If this self-study includes accreditation of a doctoral program, please indicate below that you have met these requirements, or you intend to meet these requirements. (Attach documents as required).

These conditions are met in this report.

1. Institution is simultaneously applying for ACBSP accreditation of baccalaureate, master's, and doctoral level programs.
2. This self-study addresses the six general standards and criteria relating to degree programs at the baccalaureate, master's, and doctoral levels.
3. All programs including the doctoral have been approved by the Northwest Commission on Colleges and Universities.
4. The doctoral program was previously granted ACBSP accreditation in 2012

f. Please list below all campuses of your institution where a student can earn a business degree.

Newberg, Oregon (Undergraduate, DBA)
Tigard, Oregon (Portland Center campus) (Part-Time MBA)

IV - Business Program's Organizational Profile

The Organizational Profile is a snapshot of your business programs, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

The importance of Beginning with Organizational Profile. Your Organizational Profile is critically important because:

- It is the most appropriate starting point for self-assessment;
- It helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results;
- It is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important;
- It also may be used by itself for an initial self-assessment; and
- If you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

Submit your responses to both the Organizational Description and the Organization Challenges on documents included within the self-study as an Appendix, or immediately following these pages. Limit the response to the Organizational Profile to not more than five pages.

a. Organizational Description

Describe your organization’s environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

1. Organizational Environment
    a. What delivery mechanisms are used to provide your education programs, offerings, and services to students?
    b. What is your organizational context/culture?
    c. What is your stated vision?
    d. What are your stated values?
    e. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, and use of contract employees?
    f. What are your major technologies, equipment, and facilities?
2. Organizational Relationships
    a. What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
    b. What are your key partnering relationships and communication mechanisms?

Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs, and electronic communication.

Communication mechanisms should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

b. Organizational Challenges

Describe your organization’s competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

1. Competitive Environment
    a. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
    b. What are the principal factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.
2. Strategic Challenges
    a. What are your key strategic challenges? Include education and learning, operational, human resource, and community challenges, as appropriate.

3. Performance Improvement System
    a. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

Notes: Factors might include differentiators such as program leadership, services, e-services, geographic proximity, and program options.

Challenges might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.

Self-Study

IV - Business Program's Organizational Profile

Organizational Description

1. Organizational Environment

Delivery Mechanisms of Education Programs, Offerings, and Services

George Fox University's College of Business leverages a blend of traditional and innovative educational delivery mechanisms to provide its programs, offerings, and services. The undergraduate program focuses mainly on face-to-face courses. We do offer a few of our core business classes in an online format in the summer or during the semester. Since we are a face-to face campus when we offer a course online we do our best to offer a face-to-face option as well.

The MBA program has been a face-to-face cohort based program for the past 30 years. Next year we plan to offer a fully online option while still offering the face-to-face cohort. We don't have a hybrid MBA program.

The DBA has been a hybrid program since its inception 18 years ago and continues to be. Classes are offered online with summer residencies. Originally there were three weeks of face-to-face residencies. About 5 years ago we changed to two weeks of residency per summer, and soon we will move to one week of residency per summer, and also offer an asynchronous option. To ensure that students are still connected to one another and their professors, every course will offer a one and a half hour zoom session for discussions, activities and interactions.

Organizational Context/Culture

As a Christian institution, George Fox University's culture is deeply rooted in its faith tradition. The College of Business, in particular, cultivates an environment that encourages intellectual curiosity, ethical practice, and personal and professional development, reflecting the broader University's commitment to integrating faith and learning. This supportive and inclusive culture promotes academic excellence, spiritual growth, and community service.

The pandemic was a challenge to this culture. Administrators had to make some spur of the moment drastic changes and decisions to deal with the chaos that ensued during the pandemic. This caused a breach in the normally collaborative nature in which faculty and administration worked together. Programs were cut, layoffs happened. It was a low point for the University. Many people voluntarily left the organization at this point in time, the COB had more than 50% turnover during this time.

The COB endured a difficult leadership period from 2016 - 2019. In 2019 the dean left suddenly and there were two interim deans in the following year. Soon came the pandemic and a mass exodus of faculty and staff. This is when I (Debby Thomas) was asked to step in as dean. I was an Assistant Professor of Management. To say this was a challenging time to lead is an understatement. The first two years were primarily focused on personnel issues - finding adjunct faculty to cover classes while I worked to hire quality faculty members. In the first year we hired 5 faculty members, second year 3, and 3 more new faculty members will start next year. We mostly have a full faculty now, and should only need to hire 1 - 2 in the following year.

Since there was not a hand off of documentation, workflow and procedures, I had to learn by doing. Fortunately, our accreditation measurement system was well established and although the assessment faculty left in the pandemic, we were for the most part able to keep all of the accreditation systems going. We assigned a brand new faculty as accreditation champion and have met regularly to assure we are on track with accreditation data collection and analysis. As you read this report you will note that we were in a time of rebuilding for much of my 3 years as dean.

In 2020 the University underwent an organizational restructuring. All university programs became part of an enterprise with four enterprises total: Wellness, Cultural, Seminary and Industrial. The college of business falls into the Industrial Enterprise with engineering, computer science, the school of natural science and the school of design. Each enterprise is led by an Executive dean who reports to the provost and sits on the president's executive leadership team. This new structure is intended to create more opportunities for collaboration as well as push decision making down into departments. This adds a layer of leadership, meetings, and interactions that might not normally be present in a university structure. Our enterprise deans and directors meet bi-weekly year round, and all enterprise faculty and staff meet monthly.

Stated Vision and Values

The COB's stated Vision and Values are:

The College of Business is a learning community with a Christian worldview whose mission is to graduate students who are:

Professionally competent

Ethically grounded
Globally engaged
Socially responsive
Servant leaders

Here is our understanding of what each of these means for us:
Professional Competence: The COB strives to graduate students who are proficient in their field of study, equipped with the necessary skills and knowledge to excel in their chosen professions.
Ethically Grounded: Given the Christian worldview that the college espouses, it emphasizes teaching its students about ethical considerations in business. It believes in producing graduates who understand and implement moral and ethical practices in their work.
Globally Engaged: The COB recognizes the importance of having a global perspective in today's interconnected world. It aims to graduate students who understand and are actively involved in global issues and business contexts.
Socially Responsive: This refers to the COB's goal of educating students who are responsive to social needs and challenges. It strives to produce graduates who are not only business-savvy but also socially conscious and responsible.
Servant Leaders: The COB believes in cultivating leaders who serve others. This approach to leadership puts the needs of others first and involves sharing power, putting the needs of others first, and helping people develop and perform as highly as possible.

The vision, mission, and values of the COB contribute to those of the larger George Fox University community. The GFU Vision, Mission and Values are:

Vision: To be the Christian university of choice known for empowering students to achieve exceptional life outcomes.

Mission: George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

Values: Students First, Christ in Everything, Innovation to Improve Outcomes

Faculty and Staff Profile

Our faculty consists of professors who have DBAs or PhD's for the most part. Recently we have offered full time continuous non-tenure track positions to four faculty members, one of whom is enrolled in a DBA program, one who is in the dissertation phase of her PhD and one is preparing to start her DBA. We had one faculty member with extensive work experience at Nike and Intell who had a bachelors degree and who taught full time through the pandemic. She has retired now and is no longer a faculty member. We value business experience as well and about half of our faculty have significant business experience. Table 5.1 C lists faculty and their degrees.

Major Technologies, Equipment, and Facilities
The College of Business at George Fox University utilizes a variety of technologies to support the educational mission. This includes Canvas, the Learning Management System, face-to-face classroom audio/visual technology, Zoom (every faculty and staff has a full account through GFU), and specialized software for specific courses and topics (e.g., accounting or project management software). George Fox has an extensive campus infrastructure including

classrooms, offices, meeting spaces, a library, cafeteria, dorms, a maker hub and computer lab. The COB generally is a light user of equipment, as we utilize classroom space and professors in our teaching and learning methodologies. We don't use lab spaces or equipment like the science or engineering programs do.

2. Organizational Relationships

Key Student Segments and Stakeholder Groups

George Fox University's College of Business caters to several key student segments including undergraduate students, graduate students (MBA, DBA), international students, online students (graduate), and non-traditional adult learners.

The primary stakeholder groups include faculty and staff, alumni, the local business community, employers who hire graduates, students, parents of students, the University's board of trustees, and governmental/regulatory bodies.

Key Requirements and Expectations

- Undergraduate Students: Require quality instruction, career guidance, internship opportunities, a vibrant campus life, advising services and a curriculum that balances foundational business knowledge and skills with emerging trends.
- Graduate Students: Expect advanced, specialized instruction, strong networking opportunities, career advancement support, and flexible class schedules to accommodate working professionals.
- International Students: Require additional support services like language tutoring, visa assistance, and cultural integration programs, in addition to quality education. We have these services for our UG international students, and we tend not to have as many support services available for graduate students, and therefore don't have many of them.
- Online Students: Key expectations include a robust online learning platform, availability of technical support, flexibility in learning schedules, connection and collaboration with peers and professors, and opportunities for virtual networking.
- Non-traditional Adult Learners: These students often require flexible course schedules, recognition of prior learning, and support services tailored to their needs.

Stakeholder groups like faculty and staff require professional development opportunities (a new faculty development position was just created and filled), a supportive work environment (engagement surveys are done regularly), and resources for effective teaching and research.

Employers expect graduates to be job-ready with business knowledge and practical skills, especially soft skills. Alumni appreciate regular communication, opportunities to contribute to the student learning experience, continued learning opportunities, networking events, and ways to give back to the university.

Key Partnering Relationships and Communication Mechanisms

When I started as dean in 2020 there were not many partnering relationships, but many have been cultivated in the past three years. The College of Business maintains partnering relationships with local businesses for internships and job placements through our IGNITE mentoring program, through our COB career fair, and through involvement with a number of local business groups. We hold regular town hall meetings for students to discuss successes and challenges that they face in the COB as well. The COB advisory board has been a key source of insight and encouragement during the past three years.

Internal communication mechanisms include emails, regular meeting times, and an open door policy that encourages chance meetings and conversation. We often use google docs to gather information on a topic we are interested in as well. External communication has been more limited in the past year due to our own bandwidth. But we are now planning regular emails, networking meetings and speaking events for alumni and students. We resumed speaking events in the 22-23 school year and will be adding other forms of external communication and connection in the coming year.

Organizational Challenges

Competitive Environment

b. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
c. What are the principal factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.

Competitive Position

George Fox University is the largest private University in the Pacific Northwest. It is well known in the area with a strong brand identity. The College of Business has a strong presence in the regional education sector. It offers a variety of undergraduate and graduate programs, including an established and trusted Doctor of Business Administration program.

The competitive landscape includes other private and public institutions offering similar business programs in the region and online such as: University of Portland, Seattle Pacific, Pacific Lutheran University, Willamette University, and Linfield University. George Fox distinguishes itself through its strong commitment to integrating Christian faith and values into its curriculum, its focus on ethical leadership, and its commitment to small class sizes and personalized education.

Principal Factors Determining Success

Several factors contribute to the success of George Fox University's College of Business relative to competitors:

Faith-based Education: The integration of Christian faith and values into business education provides a unique selling proposition that differentiates George Fox University from many competitors.
Student-Centered Approach: The focus on small class sizes, personalized attention, and comprehensive support services enhances student satisfaction and outcomes, contributing to a strong reputation and high rates of student retention and success.
Strong Community and Industry Links: The College's partnerships with local businesses for internships and job placements, and its active engagement with the local community, enhance its reputation and provide practical benefits for students. Although we are in the beginning stages of cultivating this strength, it will continue to grow in the future.

Quality Faculty and Accreditation: The College's faculty, typically holding advanced degrees and possessing a mix of academic and business experience, ensure high-quality teaching and mentorship. The fact that the COB is accredited by ACBSP also lends to its reputation as a strong program.

There are many changes in the competitive environment of higher education right now, many of which we don't know how they will unfold. The increasing prevalence of online education is one that we are only beginning to address. Our MBA and DBA programs are progressing in this area while we do not offer any traditional fully online UG degree options in the COB or at GFU. The demographics of students are changing, and their readiness for a college education has diminished since the pandemic. The recent explosive use of AI will create massive changes in the higher education environment, although it's not clear yet what those will be. The college and the university are aware of these trends and are making progress in addressing them.

Strategic Challenges

Education and Learning Challenges:

1. **Adapting to Technological Advances:** Keeping pace with rapidly evolving technology (including AI) and integrating it effectively into the curriculum can be challenging. This includes not only teaching the use of these technologies but also using them for delivering education, particularly in the context of increasing online and remote learning. We don't have a course in Information Systems and we are considering if that might be our next curriculum change.
2. **Maintaining Academic Excellence:** Ensuring the curriculum remains current, relevant, and rigorous in a rapidly changing business environment is a constant challenge. This includes integrating new business trends and ethical considerations into the curriculum.

Operational Challenges:

1. **Financial Sustainability:** Like many private universities, George Fox faces challenges related to financial sustainability, particularly in times of economic uncertainty. Fortunately GFU's finances are solid, and in a much better place than many universities at this time. While our enrollment is at record highs, the discount rate is as well, and the university is working through a shortfall in next year's finances. There is a constant balance in maintaining affordable tuition rates while also ensuring sufficient funding for operations, scholarships, faculty salaries, and facility upgrades.
2. **Adapting to Online Education:** We are adapting to online education, and we seem to be a bit behind the curve. Our UG programs are now offering a few George Fox Digital online classes, which are professionally created with video crew and educational design support. Many of the general education courses are offered in this format, and three business courses were created this year. We do not have a traditional UG degree in online format, although we do offer adult degree completion online. The MBA is one of the first graduate programs to go fully online, and it seems that other graduate programs will soon follow suit. Although the seminary has been offering online degrees for many years now.

Human Resource Challenges:

1. **Attracting and Retaining Quality Faculty:** In this economic environment it has been challenging to find qualified faculty. GFU has the additional requirement of faculty being Chrisitans. We have hired some faculty before they finish their doctoral programs, we have hired a few with masters degrees, and we are becoming more strategic about adjunct and part time positions.

2. **Faculty Development:** Ensuring ongoing professional development opportunities for faculty, particularly in the use of new teaching technologies and methodologies, can be a challenge. The university just created a position for faculty development coordinator and the new person started work in the past few weeks, so we are working on this challenge.

Community Challenges:

1. **Maintaining Strong Community and Industry Links:** Building and maintaining strong relationships with the local community and businesses for internships, job placements, and community service initiatives is a constant effort. We are building these relationships but still have a long way to go.
2. **Promoting Diversity and Inclusion:** GFU has put great emphasis on diversity and inclusion and just hired a new full time person in this position. We have made strides with faculty and students in this area. However, we found that during the pandemic a larger percentage of our diverse faculty left. We are working through how to create a supportive environment where we can do better with retention in this area.

Performance Improvement System

d. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

In the COB we have a faculty member who is in charge of keeping performance improvement at the forefront. This faculty member gathers the evidence that we have indicated we want to measure, and organizes faculty around assessment of the data.

We have institutional processes for performance improvement such as course evaluations, peer reviews of faculty, three and six year faculty reviews, as well as feedback from students, alumni and employers. Faculty performance improvement processes in the university are well established with regular faculty reviews.

We foster a culture of organizational learning in our regular faculty and staff meetings where we share best practices and bring in speakers for upskilling. We have strong mentorship of new faculty members and adjuncts. We make use of collaboration tools to help us organize and remember the resources that we gather.

1 - Standard 1 - Leadership

The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit's leadership process to enable the business unit to address its societal responsibilities and community involvement.

The following information must be provided for this standard to be met:

Leaders must establish performance expectations for some of the listed student achievements identified by the Council for Higher Education Accreditation (CHEA) in the list of examples below.

You do not have to establish performance expectations for every item below.

Use Table 1 in the evidence file to establish measurable performance expectations. The results of these expectations will be reported in Standard 7 and made public on your business program web page.

These are examples of student achievement identified by CHEA.

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11)

Note: Website links must be on the business landing page, clearly identified as public information of/or student achievement and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

Self-Study

1 - Standard 1 - Leadership

Table 1 Example of Performance- Standard 1

GFU accreditation link: https://www.georgefox.edu/business/accreditation.html

UG Enrollment	To obtain stable enrollment in relation to the GFU enrollment
UG Retention	To maintain an equal or higher retention rate than the overall UG population.
UG Industry Interaction	To provide students with opportunities for industry interaction, for at least 1,500 student/industry interactions per year, growing at 500 per year
MBA Enrollment	To achieve a 65% or greater margin - number of students needed is under review by the CFO
MBA Retention	To achieve an 85% graduation rate
DBA Enrollment	To achieve a 65% or greater margin - number of students needed is under review by the CFO
DBA Retention	To achieve an 85% graduation rate

UG Enrollment (reported in table 7.1b): At GFU all efforts are made to increase OVERALL UG enrollment, not to market or increase any one major. The business college contains about 10 - 14% of the UG student population. The goal is to remain a strong and desirable program, so that students desiring to study business will find their home with us and be satisfied with their educational experience. We find that many students come into GFU in other majors, but then migrate to business in their sophomore or junior year. Many of these students come from engineering, but we have students migrating into our program from many majors. We have an internal data portal with a heat map so that we can see where students are coming from and going to.

UG Retention (reported in table 7.1 and 7.1b): UG retention is critical to the success of the university and we need to watch it carefully and work to improve. Every student who enters GFU and doesn’t complete their degree is a loss in income and affects our bottom line and margins. It is concerning that the COB retention rates are less than the university and this needs to be addressed.

UG Industry Interaction (reported in table 7.1 and 7.1b): To be a strong college of business we need to expose students to business leaders and to many different companies and industries. This has not been a goal in the past and is a new goal. Starting in 2021 we began building programs to link industry and business education. These programs have been well received by students and industry partners. We will continue to grow existing programs (that were recently created) as well as to find new ways to increase industry interaction.

MBA/DBA Enrollment (reported in table 7.1b): The MBA and DBA programs are at a critical turning point. The student enrollment numbers are down significantly and they are both at risk of being discontinued. A deep market dive into each program, two significant change cycles in the MBA, and one change cycle in the DBA program has us poised to increase enrollment. It's a matter of time before we find out if these efforts will be successful. I've been in discussions with the CFO's office about these programs for the three years I've been dean. I have not received target numbers of students for either program despite asking. However, I have recently been told that a 65% margin is the goal, and that the CFO's office is currently running a model to let me know how many students that is for each program. We will then decide how long I have to reach that goal.

MBA/DBA Retention (reported in table 7.1b): Both of these programs have excellent retention rates, and both of them will now be offered in a completely asynchronous way. The retention rates may suffer with the online offerings. We need to build systems into our online programs to retain students at high rates.

1.1 - Criterion 1.1

Approach - Leadership Processes that Support Continuous Quality Improvement

Complete Table 1.1 in the evidence file.

Criterion 1.1.a - Mission and Values.
Describe the processes used by the business unit's leadership to establish its stated mission and values (as identified in the overview) with input from the members of its stakeholder groups (as identified in the overview).

Criterion 1.1.b - Performance Measurements.
Describe the business unit's key performance measurement processes for monitoring the achievement of its stated mission and values.

Criterion 1.1.c - Social and Community Responsibility.
Describe the processes used by the business unit's leadership to create and monitor an environment that fosters social and community responsibility.

Criterion 1.1.d - Impacts on Society.
Describe the processes used by the business unit's leadership to identify and address the impact on society of its program offerings, services, and operations.

Evidence might include: job description(s) for the business unit's leaders; applicable policies and procedures; agendas and minutes from meetings where processes are established; performance indicators being tracked, analyzed and met; communications from leaders to stakeholders.

Self-Study

1.1 - Criterion 1.1

Table 1.1

Criterion 1.1.a - Mission and Values.

The Mission and Values of the COB were established many years ago. Two years ago the faculty and staff engaged in a mission and values retreat where we did small group and whole group exercises about why we do our work and the impact we want to have on students. We were considering whether we want to update our mission statement. Here is a brainstorm list that came from that meeting and was followed up with in subsequent meetings. Later in the year we had small groups rotate through table groups to think about this topic again. While we have been actively engaging in conversation around our mission statement, we have not yet decided if we want to change what we currently have. The faculty and staff were actively engaged and we had some great conversations and ideas, but I found that none of them gelled perfectly. For that reason I decided to stick with what we have and continue to have conversations around a new mission statement in the future.

Criterion 1.1.b - Performance Measurements.

We have established an assessment map which includes each piece of our mission statement and how/where/when/who is assessing it. You can find a copy of the assessment map here. This provides the big picture of what we measure and how it relates to the mission statement. The faculty assessment champion brings this to the attention of the faculty and throughout the year will engage us in conversations around certain pieces of information or data that could help with decision making. Since we had a brand new faculty member as an assessment champion for the past two years, it's been a slightly less integrated process. However, we are working to train up all new and longer term faculty members in assessment, data collection, and data conversations so that it becomes a more consistent part of our operations.

Criterion 1.1.c - Social and Community Responsibility.

George Fox University's College of Business (COB) is committed to fostering an environment that encourages social and community responsibility. This commitment is fundamentally rooted in the University's Christian ethos and is consistently woven into our educational fabric.

At the University level, we impart these values through our general education courses, which are called Cornerstone Courses. These foundational classes integrate character-building traits and values, thereby nurturing students' social consciousness and instilling in them a sense of Christian values. This strategic embedding of values throughout our curriculum reflects our dedication to shaping not just knowledgeable students, but conscientious global citizens.

This commitment to social responsibility permeates into the College of Business, where our pedagogical approach is specifically designed to create community-aware leaders. For instance, our Character and Leadership course navigates students through a life-planning process that encourages them to introspect on their core values and to set comprehensive life goals. The course is not merely about professional development, but about personal growth that motivates students to be active contributors to society, rather than just employees or consumers.

We also operationalize our commitment to community service through various community outreach initiatives:

1. **Serve Day Partnership:** The COB collaborates with George Fox University on Serve Day, an event where students, faculty, and staff devote a day to serve local communities, thereby promoting the ethos of collective responsibility and service.
2. **Accounting Programs Community Service:** Our Accounting program traditionally provides free tax services to community members, demonstrating a tangible commitment to community assistance. While this program was temporarily paused due to COVID-19, it underscores our ongoing commitment to leveraging our academic resources to serve our community.
3. **Community-Focused Class Assignments:** We incorporate numerous class assignments that revolve around thoughtful community service and engagement. These assignments allow students to apply their academic knowledge to real-world contexts, fostering a culture of empathy, social consciousness, and active civic engagement.

By integrating social and community responsibility into our curriculum, and by creating opportunities for active community engagement, George Fox University's College of Business ensures that our students graduate with a deep-seated commitment to societal betterment, equipped with the knowledge, skills, and compassion to make significant contributions to their communities and beyond.

Criterion 1.1.d - Impacts on Society.

Our advisory board, composed of diverse business leaders - some of whom employ our students - enables the COB to directly influence the workforce by producing graduates that are not only job-ready but are also equipped to become industry leaders. Our regular interactions with business leaders through our Ignite program and other networking allow us to gauge our students' effectiveness, the applicability of their skills, and their ability to make meaningful contributions to their respective companies, ultimately driving economic growth and innovation.

Additionally, the COB undertakes regular reviews of its programs to ensure they are having a tangible, positive impact on society. An example of this is our recent initiative led by the Director of the Doctor of Business Administration program (who is also the dean), who interviewed alumni in executive roles. The evidence from these discussions was overwhelmingly positive: our alumni have been promoted to more influential positions, thereby extending the reach of the values, ethics, and skills they cultivated during their time at COB. These graduates are not only contributing to their companies, but are also creating ripple effects throughout their industries and communities, promoting best practices, ethical decision-making, and innovative business strategies.

Currently, we are pursuing a qualitative study, led by the Dean and an external consultant around graduate business education. The objective is to explore the needs and expectations of local business leaders and hiring managers from graduate business education. This will not only help us to ensure our curriculum aligns with evolving business trends, but also enable us to develop leaders who are capable of driving societal change. The project, involving at least 30 interviews, is expected to provide insights into how our programs can better serve businesses, contribute to the economy, and make a positive impact on society. It may also inform us of how to create a new program, or change the existing ones.

Our Ignite Mentorship Program offers the opportunity for business leaders to mentor our students. We currently have 50 business mentors meeting with our students. This regular and intentional interaction with successful business leaders helps further prepare our students for their first jobs, helping them to have a more positive impact on the companies they choose to join.

Through these initiatives, COB demonstrates its commitment to fostering a collaborative relationship with the business world, and to enhancing the societal impact of its programs. Our students are not merely graduates; they are future leaders, innovators, and agents of change, prepared to make significant contributions to society and to drive sustainable and ethical growth.

1.2 - Criterion 1.2

Deployment - Provide evidence that the above described processes are fully deployed across the business unit.

Complete Table 1.2 in the evidence file.

Evidence might include: job description(s) for the business unit's leaders; applicable policies and procedures; agendas and minutes from meetings where processes are established; performance indicators being tracked, analyzed and met; communications from leaders to stakeholders.

Self-Study

1.2 - Criterion 1.2

Here are some examples of how the accreditation processes were addressed in our all faculty meeting minutes in the past years. You can see that they are woven throughout our meetings.

COB Meeting Minutes 2019-2022

Table 1.2 Leadership Deployment

From 21-22

- 9/14/21
  -collaborating with GFD online classes; analyzed Digital Pulse Survey & online classes for BA/MBA (1.1b or c) attrition/retention - how to best serve students (1.4)

- 10-12-21
  - Book discussion Letter From Birmingham Jail (justice discussion) (1.1c)
  - Analysis of Faculty growth plan (1.4)

- 11-9-21
  - mission statement brainstorming (1.1a)
  - conflict agreement statement (1.2 processes/codes of conduct)

- 1-11-22
  - Gary Bering (COB's margin calculation) 1.3
  - faculty development ideas/best practices 1.4

- 2-8-22

  - Best practices for teaching (student engagement, class evals, group work and DAS students 1.4

- 3-8-22

- strategy discussion (Industry connections, Advisory board, Data Analytics, Project-based funding, Digital learning options) 1.1

- BCWI Data analysis

- 4-11-22

  - New hire discussion (three new faculty hired) - end adjunct reliance 1.4

From 20-21

- 9-1-20

  - Dean job description (Bob Harder)
  - Re-creation of a COB Advisory Board (based on Engineering) [Also discussed student lead advisory board] 1.1

- 10-6-20

  - COB Advisory Board discussion; major - business champion

- 11-3-20

  - Data analytics certification creation 1.4

- 4-1-21
  - Econ class change (macro-micro combined
- Presentation of Ignite Mentoring program

From 19-20

- 8-19 Planning Day

  - Find permanent Chair
  - update BA major (eliminate global business major)
  - College of Business Purpose statement discussion
- 9-3-19

  - COB purpose statement discuss continued
  - BKD analysis/Enrollment discussion (MBA?) 70% contribution level - set benchmarks

- 11-5-19
  - MBA curriculum update
  - DBA updates

- 4-14-20 - no replacement dean

- 4-28-20 - Keep ACBSP accreditation

From 18-19

- 8-20-18
  - Teaching Evaluation Rubric
- 9-4-18
- PEGSS: Prof Comp, Ethic Ground, Global Engage, Social Resp, Servant Leader
  - Program updates: Financial Planning Degree (CFP), revise Econ, Personal Finance
Class

- Accounting readiness course for internships, community collaboration: tax service, marking assistance, embezzlement case 1.1c
- Industry Insiders (speaking series)
- look at Dean's priorities for ideas

- 10-9-18
  - Every Good Endeavor Book Discussion (1.1c ?)
  - PEGSS recap each meeting

- 11-6-18

  - Refining COB mission/purpose statement w/faith integrations (PEGSS)

- 12-6-18

  - Engineering Your Soul and Building community and retention presentation and discussion (Neal Ninteman Jillian Sokso)

- 1-19-19

  - New mission statement/tagline

  - Five dysfunctions of a team self-assessment

- 3-19-19
  - Future of Higher Ed discussion
- 4-2-19
  - Challenges to COB growth discussion
  - Discussions about the cost of UG programs
  - Adding certificates
  - enrollment growth comparison to other universities (projected enrollment)
  - Organizational assessment (document)
  - See Dean's notes - strategy items

From 17-18

- 8-22-17 Fall Retreat

  - grading consistency w/ rubrics
  - analyzing data about which concentrations need new faculty
  - Task force development for recruitment
  - Need to address lack of IT education connected with Finance
- 9-5-17
  - discussions concerning program differentiation, rebranding/repositioning, business solutions by business students
- 10-3-17
  - First Industry INsider event
  - IAB Leadership Dialogues

- 11-7-17
  - Possible use of Open Textbook Library
  - MBA Global Awareness Course (Panama and China)

- 12-5-17

- Students - Real world opportunities (Internships, service learning, Alumni, Serve day)
- Culture, mission, and Vision of COB

- 1-9-18
    - cell phone/electronic policy discussion
    - Academic STrategy document discussion High demand/High Barrier (see document for details)

- 2-6-18
    - Academic Strategy discussion continued - skill specific electives, co-curricular clubs, service projects
- 3-6-18
    - How to assess PEGSS within each business concentration (discussion)
- 4-3-18
    - Increase research methods in the dBA
    - Team building for COB (increase inclusivity
    - Degree outcomes document

1.3 - Criterion 1.3

Results - Provide evidence of the analysis of data produced by the above described processes.

Complete Table 1.3 in the evidence file.

Evidence might include: minutes of meetings discussing the data; financial audits; survey results; charts, tables, graphs, etc.

Self-Study

1.3 - Criterion 1.3

Table 1.3 Leadership Results

Data was analyzed on a semi-regular basis as shown in the previous meeting notes. However, this was an extremely difficult time for the COB, and attention was focused on matters of hiring and retaining faculty, covering classes with many faculty positions open, onboarding new faculty, leading the graduate programs when the director suddenly got ill and never came back to work. From 2020 - 2022 we were operating in survival mode and data was not reviewed as regularly as would be ideal.

To illustrate this, in the 2021 BCWI engagement survey (see table 5.3) the faculty/staff engagement results for the COB were some of the lowest in the university, and the university also had very low and concerning scores. To illustrate that the leadership efforts during the ensuing years were fruitful, the results of the COB 2023 faculty/staff engagement survey were one of the top 3 departments in the university.

This is to say that we were not in normal operating conditions during the past three years. We were in emergency situations on a regular basis. More than half of the people in the department were new (including the accreditation champion), and starting to become familiar with the assessment process. Therefore, the regularity of reviewing data may not have been optimal. Despite not being optimal, data and assessment related conversations happened fairly regularly. However, now that the COB is doing much better we will re-institute more regular review of data in our meetings and communications.

Previously (2020) we had a faculty assessment coordinator who had a long tenure in the COB and would thoughtfully bring data and relevant information and discussions to the faculty meetings on a regular basis. When he left only 3 weeks before the semester began we scrambled to find a faculty member to lead this effort. We assigned a new faculty member, Joe Jones, to this effort, since all existing faculty were under exceptional burdens already, and met as an assessment team regularly throughout the year. Joe, the director of UG, and the dean attended ACBSP multi-day training on numerous occasions. With the mass exodus of faculty, considerable assessment history, knowledge and consistency were lost. We have done our best to rebuild and maintain stability in assessment during this time. Joe Jones just resigned due to extreme family circumstances and we are once again looking forward to finding a faculty member to anchor our efforts in accreditation.

1.4 - Criterion 1.4

Improvements - Provide evidence of key actions taken by the business unit's leaderships to improve the teaching and learning environment based on the above results.

Complete Table 1.4 in the evidence file. **Evidence might include:** A list of process, key results, and actions taken.

Self-Study

1.4 - Criterion 1.4

Processes, key results and actions taken can be found in Table 1.4.

2 - Standard 2 - Strategic Planning

The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.

The following information must be provided for this standard to be met:

A copy of the business unit’s documented strategic plan must be provided that includes strategic objectives that are measurable and have a timeline.

Self-Study

2 - Standard 2 - Strategic Planning

The following criteria 2.1-2.4 provide evidence of continual improvement of academic quality.

2.1 - Criterion 2.1

Approach - Strategic Planning

Criterion 2.1.a - Institutional-Business Unit Mission & Vision Alignment

Describe the systematic process for developing the strategic plan and how the business unit’s program(s), budget, and strategic plan align with the institution’s mission, and vision. A copy of the unit’s documented strategic plan **must** be provided in the evidence file.

Evidence items might include: Comparison table of the business unit’s mission and values to that of the Institution; meeting minutes referencing mission, vision, budgeting; regional accrediting documentation referencing institutional & units’ missions.

Criterion 2.1.b - Stakeholder Input

Describe how faculty, staff, and stakeholders are involved in the development of the business unit’s strategic plan.

Evidence might include: Meeting minutes; advisory board minutes; linkage to decisions based on the analysis of data from standards 3-7; feedback data from surveys.

Criterion 2.1.c - Communication Linkage

Describe how the business unit communicates the strategic plan throughout the business unit.

Evidence might include: Meeting minutes; documentation from web, share point or other collaboration and documentation application.

Self-Study

2.1 - Criterion 2.1

2.1a
In 2020 when Debby Thomas became dean, there was a substantial gap in leadership. The previous dean had been asked to leave a year prior, there had been two part-time internal interim deans, and COVID had us working flat out just to keep the institution open. The processes and systems, such as a strategic plan, were disrupted by the dean's leaving and COVID circumstances, in fact there was no strategic plan in place. In the first year of leadership, Dr. Thomas made a concerted effort to create a strategic plan together with various stakeholders and to assemble an advisory board.

We had a program directors meeting to discuss how to structure an all-faculty retreat around strategic planning Leaders meeting to prepare for a strategic planning retreat. We conducted a full-day all-faculty and staff retreat to begin the process of creating a new strategic plan, the planning notes are here Faculty Strategic Retreat Dec. 2021. Throughout the year we discussed parts of the strategic plan in various normally scheduled meetings.

2.1b
We connected with different stakeholders including considering the institution's strategic plan, getting the tenured faculty's opinion on the finalized plan and having the advisory board review and weigh in.

The strategic plan is here, along with updates of what has been accomplished and what is still in progress. I would consider this a 2-3 year strategic plan to take us from a place of crisis and chaos to a place of stability. Going into the 2023/24 school year I can say that we are in a place of stability and ready to consider a strategic plan that takes us into the future.

Strategic Plan

My advisory board asked me to create a visual representation of the strategic plan to highlight connections and overlapping. Also, It has been a great way to remind all of us what is important to us, and what we are focusing on. I see this pinned up in faculty offices, and bring them to meetings with potential donors. This has been an extremely helpful tool and I plan to create another one with our next strategic plan.

2.1c
Next steps for strategic planning. When we made the strategic plan we had lost more than 50% of our faculty and were struggling through COVID. Now that we have made significant movement on that plan it's time to regroup and think into the future. In the faculty retreat in August 2023 I will present to the faculty a structure for our next strategic plan and facilitate faculty engagement around the main objectives that will be in that plan. Then I will connect with other stakeholders around this proposed strategic plan to refine it. I plan to leverage the four parts of the GFU strategic plan, and build our own strategic plan based on these four sections. From the last strategic plan I can see that business relationship development, expanding our analytics program, starting a healthcare administration program and moving forward with online programing will be parts of the new plan. Here are my preliminary thoughts on our next strategic plan.

Since our current strategic plan has indications of what is already completed, I'll leave those out of table 2.2 a (note the color coding to indicate done, in process, and in need of external resources already in the linked strategic plan). In table 2.2a you will find that I have begun the process of creating strategic initiatives based on what we are still working on from our last plan, and insights from this assessment process.

2.2 - Criterion 2.2

Deployment - Strategic Implementation

Criterion 2.2.a. - Key Short-Term & Long-Term Strategic Objectives with Timetable

Use Table 2.2.a. to describe the business unit's key short-term and long-term strategic objectives to address key student, stakeholder, and program performance requirements and the timetable for implementation and completion, including who, what, when, and how.

Note: Human resource strategic objectives and action plans should be presented under Standard 5.

Criterion 2.2.b. – Performance measures

Self-Study

2.2 - Criterion 2.2

2.2a

Describe the performance measures implemented to assess and track each of the business unit's action plans. Here are the ways that we have implemented each part of the current strategic plan.

1. Christ in everything
    a. The university evaluates each faculty member regularly on their faith integration in the classroom. It's a part of the tenure and promotion process.
    b. The new faculty year long class does a deep dive on the history and literature surrounding this, works on practical applications, and provides support for writing their essay on the topic for their portfolio for their three year review.
    c. We have discussed this topic numerous times, including dedicating a meeting to having a faculty member present their own philosophy and practice and gathering ideas and information together here.
2. Teaching excellence
    a. We have spent considerable time on the hiring process in the past three years.
    b. Directors and the dean review all course evaluations and provide mentoring, peer evaluations and opportunities for outside teaching training to those who need it.
    c. We discuss methods of effective teaching and learning and share best practices together
    d. We do training such as a full day online teaching training last month for faculty who will start teaching online for the first time. We created an online instructor guide for these faculty as well.
    e. We have conducted peer review and had faculty pair up for mutual peer reviews
    f. We held an adjunct faculty training and support session every year
    g. We have yearly faculty day long retreats to support teaching
3. Creating and maintaining excellent programs
    a. We have made and implemented extensive curricular changes in every program (UG, MBA, DBA) which are detailed later in this document
    b. We have expanded our online course offerings, even going to a fully only MBA and DBA program.
    c. Analytics has been integrated into every program
    d. We created an analytics certificate that is popular across majors and has created many opportunities to collaborate with other departments and to help them enrich their majors.
4. Build and maintain business relationships
    a. We created the Ignite mentorship program which has been a huge success with students and business partners alike. It has been running for two years.
    b. We successfully completed many client projects in analytics, marketing and strategy
    c. We created and utilized the COB advisory board.
    d. We have forged a relationship with the Portland Business Alliance

2.2b

Performance measures can be found on
Table 2.2.a. – Table for Key Short-Term & Long-Term Strategic Planning

2.3 - Criterion 2.3

Results - Performance and Process Effectiveness Results

Criterion 2.3.a. – Performance Effectiveness

In review and analysis of standards 1-7, briefly summarize and provide the results of key measures indicating the accomplishment of the business unit's strategy and action plans. Measures of accomplishment should address the business unit's strategic objectives and goals identified in Criterion 2.1 and action plan performance measures and projected performance in Criterion 2.2.

Criterion 2.3.b. – Process Effectiveness

In review and analysis of standards 1-7, briefly summarize the business unit's overall process effectiveness. Process results should relate to key organizational requirements and expectations of each standard.

Criterion 2.3.c. – Communication of Performance Results

Briefly describe how the performance results are communicated to the stakeholders.

Self-Study

2.3 - Criterion 2.3

2.3a

In looking at the current strategic plan, the color coding shows what is in process, what is completed, and what we need external resources to accomplish. It is evident that much of this plan has been accomplished, the bulk of it being activities to stabilize a department in chaos and distress.

Significant achievements were in hiring enough faculty to teach classes, and therefore drastically reducing the adjunct load. Moving more into digital and online learning has been a huge success for us, and at the same time an ongoing process. We are making progress in offering more online courses in UG and moving our MBA and DBA online.

Building and maintaining business relationships and exposing students to business professionals and various industries has been an area of success and growth for us. And at the same time, now that we have some of those relationships and programs we realize how much more we could do and have a plan to build into the future.

It's clear that the current strategic plan has served its purpose and it's time to move back into the planning process. The new plan will incorporate elements of the current strategy that are not complete, but will be built around the four main strategies of GFU, and will continue to move us forward into the future. The beginning of this planning can be found here and is shown in table 2.2a.

2.3b
Standard 1 - Leadership - The leadership functions have been met in the prior three years. However, due to leadership turnover and extremely trying circumstances for the first two years, these processes were not as systemetized as they could have been. In the future, now that leadership and faculty positions are filled and all are becoming more familiar with the accreditation process, I believe these can be fulfilled more systematically and effectively.

Standard 2 - Strategic Planning - The strategic planning process is a strong point. Strategic planning was done out of necessity, and was extremely helpful in the past years. This accreditation cycle comes at an intersection between just about finishing up the strategic plan and starting the process of planning into the future. The process of fulfilling standard 2 helped solidify parts of the strategic plan into the future.

Standard 3 - Student and Stakeholder Focus - The process of collecting this information has been baked into the educational processes and procedures, and therefore information was gathered and considered regularly. The satisfaction surveys help us stay connected with what is working for students and how we can improve.

Standard 4 - Student Learning Assessment - Similarly, the learning assessment process is well documented, faculty are familiar with it, and program directors know how to support it. We have noted in the past two years that student writing is not up to a standard that we find acceptable. The UG director will be coming up with a plan to increase the teaching, assessment and application of writing throughout the program.

Standard 5 – Faculty Focus - The department had an extremely low engagement score in 2021, and more than 50% of faculty had left. Rebuilding the faculty bench and revitalizing a culture of thriving has been key. The BCWI results from 2023 are encouraging and show that the efforts in faculty engagement have been working. We are just starting a university wide effort to make plans to continue to strengthen faculty and staff engagement. The beginning of these plans is forming here.

Standard 6 - Curriculum - We have been able to update and improve all of our programs' curriculum in the past three years. The faculty are attentive to the needs of the program, students and industry and volunteer their time to help make curriculum changes possible.

Standard 7 - Business Unit Performance - UG retention and MBA/DBA low enrollment rise to the top as strategic objectives coming from these tables.

2.3c.
Performance results are listed on our website for public access.

Undergraduate Communication. The processes outlined are communicated to current undergraduate students across a structure established to promote prompt and open communication, and improvements are continually being made to this structure.

Academic advising. All channels of advising faculty/staff (Undergraduate Program Director, Undergraduate Program Operations Manager, CAP Center, undergraduate faculty) facilitate further communication and information sharing with students during advising sessions and through email/phone communications.

The Business Brief. College of Business staff and student workers publish a bi-weekly online magazine known as The Business Brief with the objective of clearly communicating important information, news, opportunities, and events to undergraduate business students using a medium approachable to students in this segment. The Business Brief is emailed to all undergraduate faculty, staff, and students.

Digital Poster Board. A large digital poster/news board is located outside of the College of Business office, displaying important information, news, opportunities, and events relevant to undergraduate student participation and success.

Welcome BBQ. New business undergraduates are all invited to a welcome barbecue event at a local park, in which they have a chance to connect with professors and staff, with the goal of building a culture of open communication early in their academic careers here.

COB Town Hall. Once per semester, undergraduate business students are invited to attend a town hall meeting in which important changes are introduced and students are given a forum to communicate interests and concerns. Faculty are not allowed to attend, so that students have an open forum for voicing opinions and/or complaints. Highlights from Town Hall meetings and associated improvements during the self-study year include: (1) lack of engagement with a professor, leading to faculty development support to improve that course (course evaluation scores increased markedly); (2) timing of COB core creating scheduling challenges, leading to additional sections offered, better strategic course planning, and some course accommodations for graduating seniors; (3) desire for more summer offerings, leading to three new COB core courses offered beginning Summer 2023; (4) desire for transition support for transfer students, leading to a UG transfer support workshop being planned.

Additional communications. The University regularly communicates information and news on Diversity, Equity, & Inclusion, Disability & Accessibility Services, library and academic resources, Spiritual Life, and Student Life to undergraduate students through email, on-campus events, course syllabi, and other methods.

MBA Communication. The processes outlined are communicated to current MBA students across a structure established to promote prompt and open communication, whereas improvements are continually being made to this structure.

Academic advising. All channels of advising faculty/staff (MBA Program Director, MBA Operations Manager, MBA faculty) facilitate further communication and information sharing with students during advising sessions and new student orientation, and through email/phone communications.

Additional communications. The MBA operations director and the University regularly communicates information and news on Diversity, Equity, & Inclusion, Disability & Accessibility Services, library and academic resources, and The Portland Writing Center to MBA students through email, course syllabi, and other methods.

DBA Communication. The processes outlined are communicated to current DBA students across a structure established to promote prompt and open communication, whereas improvements are continually being made to this structure.

Academic advising. All channels of advising faculty/staff (DBA Program Director, DBA faculty) facilitate further communication and information sharing with doctoral students during advising sessions and new student orientation, and through email/phone communications.

Dissertation Committee Chair. Each DBA student selects a Dissertation Committee Chair, with whom the student engages in regular communication. The Chair will often broadly communicate information, opportunities, and College of Business student feedback responses to doctoral students.

Additional communications. The University regularly communicates information and news on Diversity, Equity, & Inclusion, Disability & Accessibility Services, library and academic resources, and The Portland Writing Center to DBA students through email, course syllabi, and other methods.

2.4 - Criterion 2.4

Continuous Improvement - Strategic Planning

Criterion 2.4.a. – Performance and Process

Use Table 2.2.a. in the evidence file to provide evidence of meeting this criterion. Additionally, provide a summary of potential opportunities for improvement (OFI) relative to the strategic plan in review and analysis of Criterion 2.3.a, 2.3.b, and 2.3.c.

Self Study

2.4 - Criterion 2.4

Table 2.2.a. – Table for Key Short-Term & Long-Term Strategic Planning

The biggest area of improvement is that we need to establish a faculty champion for assessment, and further integrate assessment processes into our everyday work. When our last champion (who was fantastic) left, we started training and supporting a new one, who was just learning the process. That person has now left as well. Finding a permanent faculty member with the skills and desire to champion this process is key. Then in every faculty meeting that person has a portion of the meeting to address the most current and salient issues arising from the data. It will help us to integrate these processes into our operations to have a competent and engaged champion.

In our UG curriculum, Information Systems is not sufficiently covered. We are having faculty conversations around adding this class to the business core, it would then be necessary to remove one class and we are considering which that could be. Also, IS is often taught in upper division courses not showing in the business core such as in Accounting, which has an IS accounting course, management which teaches project management tools, marketing which has a digital marketing course, etc.

UG retention and MBA/DBA low enrollment rise to the top as areas for improvement. We struggled to get reliable retention data and worked with the GFU analytics team to get meaningful data. Now that we have it and its is clear that our retention is sub par we will find ways to improve retention. Low enrollment in our graduate programs is an area for improvement as well. We have been focusing on this and will continue to put effort into boosting graduate enrollment.

3 - Standard 3 - Student and Stakeholder Focus

The business unit must have a systematic process to determine requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.

The following information must be provided for this standard to be met:

A list of student segments served.

A list of other stakeholders beside students.

A list of methods used to communicate with students and stakeholders

A list of improvements made from knowledge gained from students and stakeholders.

Table 3.1 to provide evidence

Self Study

3 - Standard 3 - Student and Stakeholder Focus

The College of Business incorporates clear and measurable criteria for evaluating and improving methods used to serve student and other stakeholder groups. This section outlines these criteria in detail.

3.1 - Criterion 3.1

Approach

Criterion 3.1 Business programs must determine the student segments its educational programs will address and other key stakeholders of the business programs.

3.1.a List the business unit’s key student segments (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.).

3.1.b List the business unit’s key stakeholders additional key stakeholders (e.g. parents, parent organizations, faculty members, staff, governing boards, alumni, employers, business/industry advisory board, other schools, funding entities, local/professional communities, etc.).

3.1.c Use Table 3.1 (Student and Stakeholder Groups), to describe how the business unit determines key student and stakeholder requirements and the processes used to meet those requirements.

3.1.d Describe the systematic process the business unit uses to respond to complaints from students and other key stakeholders.

Self Study

3.1 - Criterion 3.1

3.1a

Table 3.1 Undergraduate
Student segments for traditional undergraduate programs:

Undergraduate students in the College of Business include students pursuing a Bachelor of Arts in Business Administration with a concentration in one or more of Economics, Finance, Management, or Marketing; or a Bachelor of Science in Financial Services with a concentration in Accounting or Financial Planning.

- Traditional undergraduate students (16-24 years old)
- International students
- A few non traditional students (mostly with a military background) who choose the traditional educational degree

Prospective students:

- Undergraduate admissions counselors regularly schedule appointments for prospective students to meet with department faculty.
- Friday @ Fox, a College of Business preview event, is held periodically during the year where visiting high school students tour the campus and meet business faculty.
- During the summer prior to fall enrollment, accepted students attend Bruin Bound, an online orientation designed to encourage full enrollment of incoming students (https://www.georgefox.edu/college-admissions/bruin-bound/index.html).
- Prospective incoming students are invited to attend Scholarship Summit, in which they interview with College of Business faculty to compete for tuition scholarships – many of these students enroll.
- George Fox Athletics also works extensively with prospective students to boost recruitment efforts.
- Local high school students can attend any number of week-long educational camps offered by different academic departments in the university. The COB currently does not offer a summer camp option but may in the future.

Student segments for MBA:

Table 3.1 MBA

MBA students reflected in this self study include part-time online MBA students, and part-time in-person MBA students. Similar feedback and communication will be conducted involving students in the College of Business' new online asynchronous MBA program beginning in 2023. It should be noted that the full-time in-person MBA program was discontinued in 2021.

- Business and non-business undergraduate majors.
- Students who have recently completed their undergraduate degree (only a few of these are accepted in the part time program since it's geared more toward professionals).

- Young professionals with 3 - 4 years of work experience desiring to strengthen their undergraduate degree and refine their career path.
- Seasoned professionals with 5+ years of professional or managerial experience desiring to become more influential leaders in their respective fields.
- Business professionals of any experience level desiring to further their careers.
- Engineers or those in similar technical careers wanting to expand their opportunities to management and leadership in their company
- Adults in professions outside of business desiring to gain expertise in leadership and the functional core areas of business.

Prospective students:

- Information meetings are held online and/or in-person on a monthly basis to present the program and answer questions. The dates for information meetings are posted on the website.
- The Marketing & Communications department keeps monthly statistics on the number of online inquiries about the program through Google search and various search engines.
- Admissions counselors, the MBA Program Director, and the MBA Operations Manager frequently communicate by email, phone, and video conference with prospective students to answer questions about the program and to invite prospective students to in-person/online class sessions.
- Admissions counselors attend in-person and online transfer and graduate fairs with other local universities and community colleges.
- Admissions counselors and the MBA Program Director 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 MBA program.
- Admissions counselors, the MBA Program Director, the College of Business Dean, and faculty members attend various Chamber of Commerce and Portland Business Alliance events when they are pertinent to program offerings and to build networks supporting interest in the MBA.
- Individual interviews are held with each student to ensure fit, preparedness, and to help them begin to connect to the program and the program director.

Student segments for DBA:

Table 3.1 DBA

DBA students included in this self study include students pursuing a Doctor of Business Administration with a concentration in Management, Marketing (discontinued in 2022) & Accounting (discontinued in 2023). Information included in this self-study report reflects the legacy program with online classes and on-campus residency requirements, although feedback and communications standards will apply to students in the new fully asynchronous DBA program (beginning May 1, 2023).

- Current executives desiring further certification
- Second half executives – experienced professionals desiring to change careers to teach
- Holders of graduate degrees in business or related fields seeking to earn necessary credentials to enter academia professionally

- Community college instructors, adjunct professors, full-time university faculty, and Christian business college faculty pursuing a terminal degree

Prospective students:

- Information appointments with admissions counselors or the DBA Program Director are held with individual students on campus and online via video conferencing.
- The Marketing & Communications department keeps monthly statistics on the number of online inquiries about the program through Google search and various search engines.
- Admissions staff, the DBA Program Director, and the DBA Program Coordinator routinely answer questions about program requirements from prospective students via email.
- The DBA Program Director and College of Business Dean and faculty members engage in passive recruiting at academic conferences and local business meet-ups, including events for the Portland Business Alliance.
- Enrollment patterns have changed over this accreditation period, such that our current and prospective body of DBA students represent an ever growing population of professionals desiring to continue in a business career and possibly more into and executive leadership position and fewer are making a move into academia. Marketing & Communications staff are working intimately with the DBA Program Director and faculty to adjust positioning and messaging to appropriately reflect this shift.
- Individual interviews are held with each student to ensure fit, preparedness, and to help them begin to connect to the program and the program director.

3.1b

Non-student stakeholders for the undergraduate business program:

- Undergraduate program alumni
- Employers & business community, including organizations with which we partner for our Industry Insiders program
- IGNITE program mentors
- Prospective students (local, regional, national, international) and their parents
- Current and prospective regular and adjunct undergraduate faculty

Non-student stakeholders for the MBA program:

- MBA alumni
- Employers & business community
- Prospective MBA students
- Current and prospective regular and adjunct MBA faculty

Non-student stakeholders for the DBA program:

- DBA alumni
- Employers (including universities and colleges) & business community
- Prospective DBA students
- Current and prospective regular and adjunct DBA faculty

3.1c

The College of Business has identified different methods to listen and learn about student and stakeholder requirements and their importance to program quality and improvements. Stakeholder requirements are also informed by ACBSP standards.

Student Requirements & Processes

Table 3.1 outlines the requirements and processes for current undergraduate, MBA, and DBA students in the College of Business.

i) Determination of Undergraduate Student Requirements & Processes

The College of Business regularly seeks undergraduate student feedback to determine requirements processes associated with assessment of program quality and faculty performance. The following sources of feedback are applied:

Course evaluations. Every regular full time faculty member and adjunct instructor is required to conduct student course evaluations at the end of their course. Important current undergraduate student feedback is obtained from both quantitative and qualitative measures included in the course evaluations.

Academic advising. Academic advising is another source of student satisfaction or dissatisfaction feedback. Undergraduate advising is conducted by the Undergraduate Programs Director, Undergraduate Program Operations Manager, Career and Academic Planning (CAP) Center coaches, and full-time undergraduate faculty (each faculty member is assigned advisees in their concentration area). All advising faculty/staff are attentive to student comments and perspectives during advising sessions and email/phone communications.

UG Program Director & Program Coordinator. The Director and Operations Manager are very accessible for business majors, and are attentive to student concerns about curriculum and faculty performance. The full-time Undergraduate Program Coordinator and student workers on site in the College of Business office 9:00am through 5:00pm, Monday through Friday, are tasked, in part, with facilitating communication with undergraduate students. Undergraduate students are comfortable visiting the College of Business offices when greeted by peer staff, and feel more comfortable approaching the Operations Manager, Program Director, and faculty with peer staff as intermediaries.

College of Business Advisory Board. Our College of Business Advisory Board provides us with relevant perspectives on business realities and the broader scope of business issues that need to be taken into consideration.

COB Town Hall. Once per semester, undergraduate business students are invited to attend a town hall meeting in which important changes are introduced and students are given a forum to communicate interests and concerns. Typical attendance is 10-20 students. Faculty are not allowed to attend, so that students have an open forum for voicing opinions and/or complaints.

ii) Current Undergraduate Business Student Requirements & Processes

Based on the feedback obtained from the aforementioned sources, the following undergraduate business student requirements and processes have been identified, as outlined in Table 3.1.

Experience satisfaction with College of Business program quality. Outgoing student satisfaction surveys are an effective means for gathering relevant feedback from graduating undergraduate students on satisfaction with program quality and outcomes.

Develop business acumen in core business topic areas. Outgoing Peregrine test results are a fair representation of undergraduate student knowledge in core business topic areas, as outcomes may be compared with similar institutions at regional, accrediting body, and national levels.

Access networking opportunities. This requirement is measured by assessing activities associated with connecting students with local business leaders and with opportunities to experience real-world applications of business.

iii) Determination of MBA Student Requirements & Processes

The College of Business regularly seeks MBA student feedback to determine processes associated with assessment of program quality and faculty performance. The following sources of feedback are applied in determining requirements and processes.

Course evaluations. Every regular full time faculty member and adjunct instructor is required to conduct student course evaluations at the end of their course. Important current MBA student feedback is obtained from both quantitative and qualitative measures included in the course evaluations.

Academic advising. Academic advising is another source of MBA student feedback used in determining requirements and processes. MBA advising is conducted by the MBA Program Director and MBA Operations Manager, who take note of student comments and perspectives during regular advising sessions and email/phone communications.

MBA Program Director & Operations Manager. The MBA Program Director and MBA Operations Manager are very accessible for virtual meetings with MBA students, and are attentive to student concerns about curriculum and faculty performance. They will carry out exit interviews with students or meet with student groups around concerns or questions they may have.

College of Business Advisory Board. Our College of Business Advisory Board provides us with relevant perspectives on business realities and the broader scope of business issues that need to be taken into consideration.

iv) Current MBA Student Requirements & Processes

Based on the feedback obtained from the aforementioned sources, the following MBA student requirements and processes have been identified, as outlined in Table 3.1.

Experience satisfaction with MBA program quality. Outgoing student satisfaction surveys are an effective means for gathering relevant feedback from graduating MBA students on satisfaction with program quality and outcomes.

Develop advanced business acumen in core business topic areas. Outgoing Peregrine test results are a fair representation of MBA student knowledge in core business topic areas, as outcomes may be compared with similar institutions at regional, accrediting body, and national levels.

Develop networks with local/regional business community. This requirement is measured by assessing activities associated with connecting MBA students with local business leaders.

v) Determination of DBA Student Requirements & Processes

The College of Business regularly seeks DBA student feedback to determine processes associated with assessment of program quality and faculty performance. The following sources of feedback are applied in determining requirements and processes.

Course evaluations. Every regular full time faculty member and adjunct instructor is required to conduct student course evaluations at the end of their course. Important current DBA student feedback is obtained from both quantitative and qualitative measures included in the course evaluations.

Academic advising. Academic advising is another source of student satisfaction or dissatisfaction feedback. DBA advising is conducted by the DBA Program Director and DBA Program Coordinator, who take note of student comments and perspectives during regular advising sessions and email/phone communications.

DBA Program Director. The DBA Program Director is very accessible for virtual meetings with DBA students, and is attentive to student concerns about curriculum and faculty performance. The Director also meets with students in person during the on-campus residency (residencies) each summer.

College of Business Advisory Board. Our College of Business Advisory Board provides us with relevant perspectives on business realities and the broader scope of business issues that need to be taken into consideration.

vi) Current DBA Student Requirements & Processes

Based on the feedback obtained from the aforementioned sources, the following DBA student requirements and processes have been identified, as outlined in Table 3.1.

Experience satisfaction with DBA program quality. Yearly student satisfaction surveys are an effective means for gathering relevant feedback from DBA students on satisfaction with program quality and outcomes.

Actualize advanced business topic area knowledge. Comprehensive exam test results are a fair representation of DBA student knowledge in core business topic areas.

Realize and develop opportunities for continued professional growth and continuous learning. Doctoral faculty are assessed on their participation in professional development activities and application of that participation in DBA classes and student interaction.

Stakeholder Requirements & Processes

Table 3.1 outlines the requirements and processes for the various stakeholders of the undergraduate, MBA, and DBA programs in the College of Business.

i) Determination of Undergraduate Program Stakeholders Requirements & Processes

The College of Business engages in regular communication to obtain feedback from relevant stakeholders for undergraduate programs, as outlined in Table 3.1. The following sources of feedback are applied in determining requirements and processes.

Undergraduate program alumni: College of Business administrative staff and faculty forge partnerships and establish networks for regular communication with program alumni through email, phone, and social media. Alumni are often connected with faculty through LinkedIn, and alumni continue to receive regular communications on and invitations to relevant College of Business events.

Employers & business community: Employers in the Portland metropolitan area, Newberg, Salem, and the general region, along with some employers at the national level, are represented by this stakeholder group; with several employers providing notable degrees of support for and interest in our undergraduate students, including Adec, Pacific Seafood, The London Stock Exchange Group, and others. The business community is represented by regional Chambers of Commerce, the Portland Business Alliance, and other relevant boards and organizations.

The Dean and some faculty members regularly meet with employers and the business community, both casually and through official events (such as IGNITE events or Portland Business Alliance events), to establish networks leading to student employment opportunities and feedback on curriculum. One program that has arisen from these meetings is Industry Insiders, in which students visit a place of business to observe the workplace in action and have interactions with company executives.

Regular communication with employers supports the College of Business Career Fair as well as university wide career fairs, held on campus and virtually each year (note a trend of increasing frequency, with six fairs held in the 2022-2023 academic year).

IGNITE program mentors: College of Business faculty regularly meet with Ignite program mentors to glean feedback on program quality. Surveys are sent to program mentors and students to assess program quality and effectiveness every semester.

Prospective students & parents: The Undergraduate Program Coordinator engages in regular and ongoing email communications with prospective students and parents to obtain feedback, including in the case of students who choose not to enroll in the College of Business at George Fox University. Friday @ Fox is also a primary channel of communication with prospective students and their parents.

Regular & adjunct undergraduate business faculty: Full-time tenure-track and non-tenure-track faculty teaching undergraduate courses meet weekly, monthly, and annual job standards established by the University. Full-time faculty have access to communications with and feedback from other stakeholder groups through the University email, phone lists, social media, and My George Fox (student/staff/faculty information center), and in-person on campus through dedicated faculty offices. Several full-time faculty members work primarily from a remote location, as they mostly teach online courses; these faculty may participate in on-campus undergraduate program meetings and student advising sessions via live video conference. Full-time new faculty are required to participate in a First Year New Faculty Seminar and a Second Year New Faculty Seminar, during which time the institutional mission, best practices, performance expectations, and support functions are communicated clearly to help new faculty navigate pathways to continuous improvement.

Adjunct faculty consist primarily of business professionals in the community and around the country. Regular communication with adjunct faculty is conducted by the Undergraduate Program Director and Undergraduate Program Coordinator, who share relevant information and best practices, while collecting feedback on students and curriculum shared by the adjunct professors. Adjunct faculty also have access to office space in the College of Business office in Newberg, from where they can communicate directly with other stakeholder groups. Once each year all adjunct faculty meet in person to discuss best practices, share general information and learn from each other.

Prospective full-time, part-time, and adjunct faculty are identified through standard higher education recruiting channels (Chronicle of Higher Education, HigherEdJobs.Com, etc.) and through networking platforms and activities (LinkedIn, academic conferences, etc.).

ii) Undergraduate Stakeholder Requirements & Processes

Based on the feedback obtained from the aforementioned sources, the following undergraduate stakeholder requirements and processes have been identified, as outlined in Table 3.1.

Undergraduate business program alumni - access employment opportunities. Successful employment of undergraduate alumni inside and outside business fields of interest, as measured through employment surveys, is a relevant representation of College of Business undergraduate program quality.

Regular & adjunct undergraduate business faculty - gather feedback on teaching performance. In-person and online classroom performance of undergraduate faculty is assessed based on course evaluations, with aggregated course evaluation outcomes representing overall performance of teaching faculty. When needed one on one mentoring is offered to help adjunct faculty improve teaching quality.

iii) Determination of MBA Program Stakeholder Requirements & Processes

The College of Business engages in regular communication to obtain feedback from relevant stakeholders for the MBA program, as outlined in Table 3.1. The following sources of feedback are applied in determining requirements and processes.

MBA *alumni:* College of Business administrative staff and faculty forge partnerships and establish networks for regular communication with program alumni through email, phone, and social media. Alumni are often connected with faculty through LinkedIn, and alumni continue to receive regular communications on and invitations to relevant College of Business events.

Employers & business community: Employers in the Portland metropolitan area, and at the regional and national level are represented by this stakeholder group; with several employers providing notable degrees of support for and interest in our MBA graduates. MBA students may also attend the College of Business Career Fair held each semester. The business community is represented by regional Chambers of Commerce, the Portland Business Alliance, and other relevant boards and organizations. The Dean and some faculty members regularly meet with employers and the business community, both casually and through official events, to establish networks leading to MBA student employment opportunities and feedback. Communication with one local business, Adec, has yielded initial talks about creating a dedicated MBA cohort for this company's employees.

Prospective MBA students: The MBA Program Director and MBA Operations Manager engage in regular and ongoing email and video conferencing communications with prospective students to obtain feedback, including in the case of students who choose not to enroll in the George Fox MBA. The MBA Operations Manager also regularly visits Senior Capstone presentations and on-campus events targeting undergraduate seniors to gain feedback from prospective students considering matriculating into the MBA program.

Current and prospective faculty/adjuncts: Full-time tenure-track and non-tenure-track faculty teaching MBA courses meet weekly, monthly, and annual job standards established by the

University. Full-time faculty have access to communications with and feedback from other stakeholder groups through the University email, phone lists, social media, and My George Fox (student/staff/faculty information center), and in-person on campus through dedicated faculty offices (in Newberg and/or Portland). Several full-time faculty members work primarily from a remote location, as they mostly teach online courses; these faculty may participate in on-campus or virtual MBA program meetings and student information sessions via live video conference. Full-time new faculty are required to participate in a First Year New Faculty Seminar and a Second Year New Faculty Seminar, during which time the institutional mission, best practices, performance expectations, and support functions are communicated clearly to help new faculty navigate pathways to continuous improvement.

Adjunct faculty consist primarily of business professionals in the community and around the country. Regular communication with adjunct faculty is conducted by the MBA Program Director and MBA Program Operations Manager, who share relevant information and best practices, while collecting feedback on students and curriculum shared by the adjunct professors. Adjunct faculty also have access to office space in the College of Business office in Newberg or Portland, from where they can communicate directly with other stakeholder groups.

Prospective full-time, part-time, and adjunct faculty are identified through standard higher education recruiting channels (Chronicle of Higher Education, HigherEdJobs.Com, etc.) and through networking platforms and activities (LinkedIn, academic conferences, etc.).

iv) Current MBA Stakeholder Requirements & Processes

Based on the feedback obtained from the aforementioned sources, the following MBA stakeholder requirements and processes have been identified, as outlined in Table 3.1.

Regular & adjunct MBA faculty - gather feedback on teaching performance. In-person and online classroom performance of MBA faculty is assessed based on course evaluations, with aggregated course evaluation outcomes representing overall performance of teaching faculty.

v) Determinants of DBA Program Stakeholder Requirements & Processes

The College of Business engages in regular communication to obtain feedback from relevant stakeholders for the DBA program, as outlined in Table 3.1. The following sources of feedback are applied in determining requirements and processes.

DBA *alumni:* College of Business administrative staff and faculty forge partnerships and establish networks for regular communication with program alumni through email, phone, and social media. Alumni are often connected with faculty through LinkedIn, and alumni continue to receive regular communications on and invitations to relevant College of Business events.

Employers & business community: Employers in the Portland metropolitan area, and at the regional and national level are represented by this stakeholder group, which also includes Christian colleges/universities, community colleges, and other public and private higher education institutions that are seeking to hire new faculty. DBA program faculty connect with university representatives regularly at regional, national, and international conferences to establish networks and gather feedback relevant to those DBA graduates seeking employment as college/university professors. The business community is represented by regional Chambers of Commerce, the Portland Business Alliance, and other relevant boards and organizations. The Dean and DBA faculty and staff engage in regular networking activities with the business community to gather feedback on improving the program.

Prospective DBA students: The DBA Program Director and Admissions Counselor engage in regular and ongoing email and video conferencing communications with prospective students to obtain feedback, including in the case of students who choose not to enroll in the George Fox DBA.

Current and prospective faculty/adjuncts: Full-time tenure-track and non-tenure-track faculty teaching DBA courses meet weekly, monthly, and annual job standards established by the University. Full-time faculty have access to communications with and feedback from other stakeholder groups through the University email, phone lists, social media, and My George Fox (student/staff/faculty information center), and in-person on campus through dedicated faculty offices. Several full-time faculty members work primarily from a remote location, as they mostly teach online courses; these faculty may participate in on-campus or virtual DBA program meetings or information sessions via live video conference. Full-time new faculty are required to participate in a First Year New Faculty Seminar and a Second Year New Faculty Seminar, during which time the institutional mission, best practices, performance expectations, and support functions are communicated clearly to help new faculty navigate pathways to continuous improvement.

Adjunct faculty consist primarily of academic professionals around the country. Regular communication with adjunct faculty is conducted by the DBA Program Director and DBA Program Coordinator, who share relevant information and best practices, while collecting feedback on students and curriculum shared by the adjunct professors. Adjunct faculty that are local also have access to office space in the College of Business office in Newberg or Portland, from where they can communicate directly with other stakeholder groups.

Prospective full-time, part-time, and adjunct faculty are identified through standard higher education recruiting channels (Chronicle of Higher Education, HigherEdJobs.Com, etc.) and through networking platforms and activities (LinkedIn, academic conferences, etc.).

vi) DBA Stakeholder Requirements & Processes

Based on the feedback obtained from the aforementioned sources, the following DBA requirements and processes have been identified, as outlined in Table 3.1.

Regular & adjunct DBA faculty - gather feedback on teaching performance. In-person and online classroom performance of DBA faculty is assessed based on course evaluations, with aggregated course evaluation outcomes representing overall performance of teaching faculty.

3.1d

Undergraduate Student Complaints

The College of Business receives undergraduate student complaints formally through the Undergraduate Program Director and Undergraduate Program Coordinator who, along with program faculty, maintain an open-door policy to resolve concerns and complaints.

- Regular undergraduate faculty are required to hold office hours and meet with students who have been assigned as advisees, during which faculty are able to informally take inventory of student attitudes, gauge program satisfaction, and hear student complaints.
- If the student is unable to resolve the problem with the faculty member, they

can meet with the UG program director. Some student issues are then escalated to the dean where most are resolved. Occasionally an issue is deemed to affect a wider part of the community and upper level GFU administration becomes involved.

- If a student disagrees with a decision that was made at the end of this process there is a faculty committee that processes decisions around student appeals.
- 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."

MBA Student Complaints

The College of Business receives MBA student complaints formally through the MBA faculty, Program Director, or MBA Program Operations manager who maintain an open-door policy to resolve concerns and complaints.

- A class representative is appointed in each cohort, functioning as a student advocate and a liaison between students and faculty members as needed.
- One strategy we use in our graduate programs to ensure students are comfortable approaching the program director with concerns is that the program directors teach the first course that students take. They establish a relationship with students and emphasize the importance of bringing up issues early and often rather than letting them fester.
- MBA program faculty meet with students informally in person and virtually via video conference to conduct regular verbal audits of the program and student satisfaction levels.
- If the MBA administrators are unable to solve the issue the dean is involved.
- 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."

<u>DBA Student Complaints</u>

The College of Business receives DBA student complaints formally through the DBA faculty, Program Director or DBA Program Coordinator who maintain an open-door policy to resolve concerns and complaints.

- DBA program faculty meet with students informally in person and virtually via video conference to conduct regular verbal audits of the program and student satisfaction levels.
- One strategy we use in our graduate programs to ensure students are comfortable approaching the program director with concerns is that the program directors teach the first course that students take. They establish a relationship with students and emphasize the importance of bringing up issues early and often rather than letting them fester.
- During the self-study period, DBA students had opportunities to voice concerns or complaints directly to faculty, staff, and/or the DBA Program Director during the required on-campus residency sessions informally and in formal Q&A sessions.
    - In the current program structure, as the in-person residency is now optional, additional efforts are being integrated into the processes for DBA student communication and interaction so that DBA students feel empowered to share concerns and complaints freely with the DBA Program Director, DBA Program Coordinator, staff, and faculty.
- 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.”

3.2 - Criterion 3.2

Deployment

The business unit must provide evidence that the processes identified in Criterion 3.1.c have been fully deployed across the business unit. Using Table 3.3 (Student and Stakeholder Groups), provide evidence, such as alumni surveys have been deployed and returned in the evidence folder.

Self-Study

3.2 - Criterion 3.2

Table 3.2 Student and Stakeholder Focus

Undergraduate Student Process Deployment

Table 3.1 highlights three requirements for current undergraduate students, for which deployment of College of Business resources and activities has been established per the processes identified in the table and presented further in Table 3.2-3.4.

Experience satisfaction with undergraduate business program quality. Outgoing student satisfaction surveys were administered to all undergraduate College of Business students within six months prior to graduation, with outcomes presented in Table 3.2-3.4. The College of Business set a performance expectation of 80% overall satisfaction among undergraduate students.

Develop business acumen in core business topic areas. The Peregrine assessment is administered to all outgoing undergraduate business students within six months prior to graduation. The target outcome for this measure is to meet or exceed regional aggregated scores among ACBSP institutions. Outcomes are presented in Table 4.1.

Access networking opportunities. The IGNITE mentorship program connects students with industry leaders who serve as career/life mentors; Industry Insiders facilitates site visits to local corporations with tours and meetings with current employees and leadership at the corporations; the Reiten Lecture Series brings renowned experts onto campus to share their expertise and to connect with COB students; the College of Business Advisory Board meets once per semester to provide feedback on undergraduate networking opportunities; the COB endeavors to hire adjunct faculty who currently hold professional and leadership positions in industry; and faculty are encouraged to incorporate networking activities in courses. Specific information on these items is included in Table 3.2-3.4.

MBA Student Process Deployment

Table 3.1 highlights three requirements for current MBA students, for which deployment of College of Business resources and activities has been established per the processes identified in the table and presented further in Table 3.2-3.4.

Experience satisfaction with MBA program quality. Outgoing student satisfaction surveys were administered to all MBA students within six months prior to graduation, with outcomes presented in Table 3.2-3.4. The College of Business set a performance expectation of 80% overall satisfaction among MBA students.

Develop advanced business acumen in core business topic areas. The Peregrine assessment is administered to all outgoing MBA students within six months prior to graduation. The target outcome for this measure is to meet or exceed regional aggregated scores among ACBSP institutions. Outcomes are presented in Table 4.1.

DBA Student Process Deployment

Table 3.1 highlights three requirements for current DBA students, for which deployment of College of Business resources and activities has been established per the processes identified in the table and presented further in Table 3.2-3.4.

Experience satisfaction with DBA program quality. Yearly student satisfaction surveys were administered to all DBA students. with outcomes presented in Table 3.2-3.4. The College of Business set a performance expectation of 80% overall satisfaction among DBA students.

Actualize advanced acumen in core business topic areas. Comprehensive exams are administered to all outgoing DBA students after completion of DBA coursework. The target outcome for this measure is presented in Table 4.1.

Undergraduate Stakeholder Process Deployment

Table 3.1 identifies two relevant undergraduate stakeholder requirements, for which deployment of College of Business resources and activities has been established per the processes identified in the table and presented further in Table 3.2-3.4.

Undergraduate alumni employment opportunities. The College of Business endeavors to assess undergraduate alumni employment by conducting surveys. The College of Business set a performance expectation of 80% of undergraduate alumni having reported holding gainful employment seven months after graduation. Outcomes are presented in Table 3.2-3.4 and in Section 3.3 Results.

Current undergraduate faculty feedback on performance. Every regular full time faculty member and adjunct instructor is required to conduct student course evaluations at the end of their course. The Undergraduate Program Director reviews every undergraduate course evaluation. The Director is watchful for trends or concerns requiring attention and meets with faculty/instructors to address these trends or concerns. In addition to individual trends, an aggregate course evaluation summary provides further faculty performance information. Course evaluations are tabulated through the IAS online system and published on My George Fox (a link is emailed to the instructor approximately one to two weeks after the end of each term). The aggregate summary presented in Table 3.2-3.4 is for the undergraduate program from 2018-2022. The Student Evaluation of Instruction form includes 27 scaled items and additional quantitative items. Ratings summaries are presented on a scale in which 0=very poor and 5=excellent. Summary scores over 4.0 are generally expected of experienced faculty. Summary scores in the 3.0 and above range are noted for improvement. Scores in the 2.0 to 3.0 range are cause for concern and intervention. Students are also given the opportunity to offer additional feedback through written comments. Students' written comments are taken seriously and reviewed by the undergraduate Program Director to identify patterns that are cause for concern and intervention. Action in response to low quantitative evaluation scores and/or patterns of negative qualitative narratives may include a Performance Improvement Plan for the faculty member. Data on faculty course evaluations are presented in Table 3.2-3.4. The College of Business set a performance expectation of a mean course evaluation score of 4.0 for undergraduate faculty. Outcomes are further discussed in Section 3.3 Results.

MBA Stakeholder Process Deployment

Table 3.1 identifies one relevant MBA stakeholder requirement, for which deployment of College of Business resources and activities has been established per the processes identified in the table and presented further in Table 3.2-3.4.

Current MBA faculty feedback on performance. Every regular full time faculty member and adjunct instructor is required to conduct student course evaluations at the end of their course. The MBA Program Director reviews every MBA course evaluation. The Director is watchful for trends or concerns requiring attention and meets with faculty/instructors to address these trends or concerns. In addition to individual trends, an aggregate course evaluation summary provides further faculty performance information. Course evaluations are tabulated through the IAS online system and published on My George Fox (a link is emailed to the instructor approximately one to two weeks after the end of each term). The aggregate summary presented in Table 3.2-3.4 is for the MBA program from 2018-2022. The Student Evaluation of Instruction form includes 27 scaled items and additional quantitative items. Ratings summaries are presented on a scale in which 0=very poor and 5=excellent. Summary scores over 4.0 are generally expected of experienced faculty. Summary scores in the 3.0 and above range are noted for improvement. Scores in the 2.0 to 3.0 range are cause for concern and intervention. Students are also given the opportunity to offer additional feedback through written comments. Students' written comments are taken seriously and reviewed by the MBA Program Director to identify patterns that are cause for concern and intervention. Action in response to low quantitative evaluation scores and/or patterns of negative qualitative narratives may include a Performance Improvement Plan for the faculty member. Data on faculty course evaluations are presented in Table 3.2-3.4. The College of Business set a performance expectation of a mean course evaluation score of 4.0 for MBA faculty. Outcomes are further discussed in Section 3.3 Results.

DBA Stakeholder Process Deployment

Table 3.1 identifies one relevant DBA stakeholder requirement, for which deployment of College of Business resources and activities has been established per the processes identified in the table and presented further in Table 3.2-3.4.

Current DBA faculty feedback on performance. Every regular full time faculty member and adjunct instructor is required to conduct student course evaluations at the end of their course. The DBA Program Director reviews every DBA course evaluation. The Director is watchful for trends or concerns requiring attention and meets with faculty/instructors to address these trends or concerns. In addition to individual trends, an aggregate course evaluation summary provides further faculty performance information. Course evaluations are tabulated through the IAS online system and published on My George Fox (a link is emailed to the instructor approximately one to two weeks after the end of each term). The aggregate summary presented in Table 3.2-3.4 is for the DBA program from 2018-2022. The Student Evaluation of Instruction form includes 27 scaled items and additional quantitative items. Ratings summaries are presented on a scale in which 0=very poor and 5=excellent. Summary scores over 4.0 are generally expected of experienced faculty. Summary scores in the 3.0 and above range are noted for improvement. Scores in the 2.0 to 3.0 range are cause for concern and intervention. Students are also given the opportunity to offer additional feedback through written comments. Students' written comments are taken seriously and reviewed by the DBA Program Director to identify patterns that are cause for concern and intervention. Action in response to low quantitative evaluation scores and/or patterns of negative qualitative narratives may include a Performance Improvement Plan for the faculty member. Data on faculty course evaluations are presented in Table 3.2-3.4. The College of Business set a performance expectation of a mean course evaluation score of 4.0 for DBA faculty. Outcomes are further discussed in Section 3.3 Results.

3.3 - Criterion 3.3

Results

The business unit must provide trend data for pertinent criteria for each student segment listed in 3.1.a. (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.). Examples include course evaluations, student measures, alumni measures, employer measures, other student/stakeholder measures. Using Table 3.3 (Student and Stakeholder Focused Results), report and graph results for the past three to five data cycles (e.g. two years plus the self-study year).

Self-Study

3.3 - Criterion 3.3

Table 3.2 Student and Stakeholder Focus

Current Undergraduate Business Student Results

Experience satisfaction with College of Business program quality. While results of outgoing undergraduate satisfaction surveys, as presented in Table 3.2-3.4, fell just short of the performance expectation, we believe the COVID-19 global pandemic negatively impacted this score. The College of Business was able to navigate course delivery changes with agility in the early stages of the pandemic, but the challenges of the pandemic had a serious impact on student overall impressions, expectations, and assessments across the university. We expect satisfaction to improve when we have data representing more students who have completed our undergraduate programs in post-pandemic years. Moreover, improvements are consistently being made to the undergraduate programs in response to student feedback. Details are presented in Section 3.4 Improvements.

Develop business acumen in core business topic areas. The College of Business Core (42 credits) builds solid business acumen, with Global Business (BUSN300) and Leadership & Character (MGMT200) as required courses for all undergraduate students. Moreover, during the self-study year, the College of Business hired a new faculty member with a doctorate focusing on international trade management, further facilitating global perspectives & awareness.

Access networking opportunities. Participation in IGNITE and Industry Insiders is strong, as shown in Table 3.2-3.4, with an increasing trend of student/advisor participation in IGNITE from 38 student/advisor pairs to 48 pairs in the program's first two years of deployment. IGNITE student ambassadors successfully recruited 163 students to visit five local firms, including Adec, Pacific Seafood, Daimler Trucks, Kroger, and Nike. Career and Academic Planning communicate with the Undergraduate Program Director, undergraduate faculty, and faculty working on the IGNITE and Industry Insiders programs to identify networking opportunities and factors supporting student success in the job market. They also encourage student participation in the College of Business Career Fair, which is held once each academic year GFU wide career fairs. The Reiten Lecture Series has been re-established since coming out of the pandemic, with industry speakers invited on campus to share and establish networks with undergraduates. Professions bring numerous business professionals into the classroom to teach and interact with the students. The College of Business Advisory Board, which meets 4-6 times per year, has provided valuable feedback on business networking opportunities for students. The College of Business continues to employ adjunct faculty with extensive industry experience and connections. Further, the direct work students in several classes have done with the London Stock Exchange Group has created new networking opportunities.Table 3.2-3.4 provides a summary of data on these items.

Current MBA Student Results

Experience satisfaction with MBA program quality. As the full-time MBA program has been discontinued, results will not be discussed in this section. The part-time MBA program fell just short of the 80% performance expectation, coming out at 74%; however, this score reflects a notably low 2021 score of 20%, which diluted the mean score over the period from 2018-2022. The problems associated with the 2021 cohort that expressed a high level of dissatisfaction have been fully addressed, and a new MBA Program Director and MBA Operations Manager were hired to champion the return of the program to a stable, satisfactory structure. We are confident that the current MBA program will meet performance expectations moving forward. Moreover, additional improvements are underway, as presented in Section 3.4 Improvements.

Develop advanced acumen in core business topic areas. Peregrine outcomes here. Further, the MBA program curriculum has been developed to best achieve this outcomes with a focus on leadership, entrepreneurship, and innovation across all courses and acutely in the courses BUSG501 Leading & Developing Orgs, BUSG502 Org Agility, Change, & Innovation, BUSG556 Developing World-Class Leaders, BUSG560 Design Thinking for Strategy, and BUSG598 Client/Capstone Project.

Current DBA Student Results

Experience satisfaction with DBA program quality. The DBA program received an average satisfaction rating of 93% during the 2018-2022 period, with all yearly ratings exceeding the satisfaction threshold.

Actualize advanced acumen in core business topic areas. Comprehensive exam outcomes are used here. Further, the DBA curriculum is focused on facilitating the actualization of these skills; and concentrations in Management, Marketing (discontinued in 2022), and Accounting (discontinued in 2023) offer DBA students the chance to develop subject area expertise.

Undergraduate Stakeholder Results

Undergraduate alumni employment. While specific data has not been retrieved recently on alumni employment 7 months after graduation, outgoing surveys of graduating seniors, presented in Table 3.2-3.4, shows that a range of 48-60% of graduating seniors have landed a job or been accepted to graduate school before graduation in the years from 2018-2022.

Current undergraduate faculty feedback on performance. As shown in Table 3.2-3.4, the mean of combined median scores on quantitative items for undergraduate faculty met or nearly met the performance expectation of 4.0 for each of the years reviewed. Even in the years when the expectation was not met (3.8 in 2018-2019, 3.9 in 2020-2021), the items representing the instructor’s effectiveness were relatively high. Moreover, a lower score was expected in the 2020-2021 academic year due to the onset of the global pandemic.

MBA Stakeholder Results

Current MBA faculty feedback on performance. As shown in Table 3.2-3.4, the mean of combined median scores on quantitative items for MBA faculty exceeded the performance expectation of 4.0 for each of the years reviewed. The year with the lowest mean of combined median scores recorded (4.1 in 2020-2021) coincides both with a cohort that was struggling with the program (wherein, a new Program Director and Operations Manager were introduced in response) and with the onset of the global pandemic. A trend of continued high course evaluation scores is expected, while attention will be given to continuing to maintain or improve the course evaluation outcomes, as presented in Section 3.4 Improvements.

DBA Stakeholder Results

Current DBA faculty feedback on performance. As shown in Table 3.2-3.4, the mean of combined median scores on quantitative items for DBA faculty met or exceeded the performance expectation of 4.0 for each of the years reviewed (with a range of 4.0-4.5). Although a clear trend pattern is not discernable with the data representing just three academic years, continued high course evaluation scores in this program are expected. Attention will be given to continuing to maintain and potentially improve the course evaluation outcomes, as presented in Section 3.4 Improvements.

3.3 - Criterion 3.3

Improvement

The business unit must have a process to use the information obtained from students and stakeholders for purposes of improving educational processes (e.g. improved curriculum, faculty development, computer lab operating hours, change office hours, etc.). Using Table 3.3 (Student and Stakeholder Focused Results), provide evidence of continuous improvement. This table should include a sample of student segments and other stakeholders listed in 3.1.a. However, results from all student segments and stakeholders should be available to the evaluation team on site.

Self-Study

3.3 - Criterion 3.3

Table 3.2 Student and Stakeholder Focus

Items from Table 3.2-3.4 that have been given special attention in plans for improvement to the College of Business's student and stakeholder approach are presented here.

Undergraduate student satisfaction. Traditional undergraduate students generally favor in-person classes, as they provide opportunities for face-to-face interactions with professors and peers. We are working toward further systemization of a structure that promotes faculty-student relationships. This is evident in the current staffing structure (Undergraduate Program Director, Undergraduate Program Coordinator, student workers), as well as in plans currently underway to renovate the College of Business lobby to create an environment oriented more toward student needs, including emotional needs, than the current setup allows. We will also continue to utilize adjunct professors with extensive work experience to enhance the quality of education provided to students. Town Hall meetings will continue to be a platform for dialogue and feedback, with a focus on follow-up actions to address concerns raised. Messages in the Business Brief and on the Digital Board outside of the College of Business may need to be improved in order to promote increased attendance at Town Hall meetings. Regular curriculum reviews should also be conducted to ensure that courses remain relevant and aligned with industry needs. By prioritizing these initiatives, the College of Business can improve the overall learning and effective experience for students and better equip them for success beyond graduation.

Undergraduate networking. By systematically cataloging the connections and interactions through IGNITE and Industry Insiders, along with other networking activities, the College of Business is able to leverage its resources and relationships to create a dynamic learning environment that prepares students for success in their chosen fields. This approach not only provides students with practical skills and experience, but also fosters valuable partnerships between academia and industry, promoting innovation and economic development in the local community. The College of Business offers more courses with client based projects now; these projects offer students the opportunity to work with businesses, non-profits, and campus organizations. Through these projects, students are able to apply their classroom knowledge to real-world scenarios, and gain practical experience that prepares them for the workforce. Moreover, the addition of more courses focused on developing vocational skills, such as those indicated in Section 3.3 Results, may further support the expansion of real-world skill-building and facilitate future student success.

MBA student satisfaction. Consistency in the program's offerings and stability in its leadership can have a significant impact on student satisfaction with the program. Students tend to feel more comfortable and invested in a program that provides consistent experiences, and a stable leadership team can foster trust and confidence in the program's direction and management. With the discontinuation of the full-time MBA program, a successful recovery from the educational delivery challenges faced by all institutions during the global pandemic, and a reorganization of administrative staffing, the program appears poised to continue its current trend of improving student satisfaction to previous levels, or higher. The MBA Director will strive to improve communication with students to understand their needs, concerns, and expectations; review the program's curriculum regularly to ensure that it aligns with industry trends and meets the needs of students; focus on providing more opportunities for networking, internships, and extracurricular activities; and work towards creating a supportive and inclusive environment where students feel valued and supported.

MBA student networking. To provide our MBA students with a comprehensive and practical business education, we believe that hearing from business leaders in the field is an essential aspect of their learning journey. Some of the guest speakers who have been able to share their expertise and support MBA student networking have only spoken at the classroom level, per invitations from MBA faculty. The College of Business is working to develop a systematic process to document and track industry connections and interactions within our MBA classes, that will also incorporate a renewal of something like the Speaker Series that was implemented in prior years. Further, a program similar to Industry Insiders could be implemented at the MBA level, which would have particularly relevant implications for MBA students with less industry experience.

DBA student satisfaction. According to student feedback, DBA students are highly satisfied with several aspects of the DBA program, including the curriculum, degree of difficulty, course schedule, and course delivery. These factors have contributed to the program's high satisfaction ratings. With some structural changes to the DBA program, such as the removal of the mandatory requirement for synchronous virtual classroom meetings, the College of Business will need to closely monitor DBA programmatic elements to ensure that the program continues to provide this high degree of value to its students.

DBA culture of learning/growth. By providing faculty members with opportunities for ongoing professional development, the institution can ensure that its faculty are equipped with the latest knowledge, skills, and techniques in the field of business education. This, in turn, can improve the quality of teaching and mentorship provided to DBA students, resulting in better learning outcomes and preparation for the business world. George Fox University has available funds for academic conference attendance, as well as additional research support funds available on a competitive basis. College of Business faculty teaching in the DBA program may benefit from being further encouraged to take advantage of the availability of these funds. The speed of IRB response at George Fox University is notably quick considering the size of our institution, and DBA students are enlightened early on in their doctoral journey – from their first course – of the importance of submitting for IRB approval, of academic and trade conference attendance, and of establishing a foundation for future research and publication beyond graduation.

Undergraduate alumni employment. The fact that nearly half of COB undergraduates landed employment or were accepted to graduate programs prior to graduation suggests that College of Business undergraduate alumni are highly employable. We speculate that this is a result of increasing attention to programs aimed at improving employment awareness and employment opportunities for undergraduate students, including the College of Business Career Fair, Industry Insiders, etc. Employers continue to show interest in participation in College of Business Career Fair, with recent employer participation numbers at 41 (2018), 39 (2019), 43 (2020), 34 (2021), 36 (2022), and 129 (2022 virtual career fair).

Comparable data on undergraduate employment is not available on alumni after leaving the institution. The College of Business should continue to monitor employment data on outgoing students, as well as incorporate a mechanism for collecting data on alumni employment 6-12 months after graduation.

Undergraduate, MBA, DBA faculty performance feedback. Based on the summaries of faculty course evaluations over the period from 2018-2022, College of Business faculty in all programs are proficient in developing and delivering courses that meet the educational standards aligned with strategic learning outcomes and student expectations. The extensive incorporation of adjunct-taught undergraduate courses, the sheer number of courses taught at the undergraduate level, and the different approach to course workload expectations of undergraduate students as compared to graduate students likely explains the relatively lower course evaluation scores in undergraduate courses. The College of Business will continue to use the IAS system for evaluating course effectiveness, and will continue to provide feedback to faculty and conduct interventions as needed with respective program directors. Further, consideration may need to be given to incorporating mechanisms for identifying areas for improving the educational effectiveness of some classes at the undergraduate level.

4 - Standard 4 - Student Learning Outcomes

The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.

The following information must be provided for this standard to be met:

1. List each program accredited or to be accredited.
2. List the **Program Learning Outcomes for each program** See Table 4.1 in the evidence file for Examples.
3. Provide the results for each program learning objectives in a graph or table.
4. Provide a list of improvements made based on what you learned from the results.

Use Table 4.1 in the evidence file to report 1 – 4 above.

IMPORTANT NOTE: Do not use subjective grades or GPAs. Assessment instruments must be objective and measure program learning objectives.
The following criteria provide evidence of continual improvement of academic quality.

Definitions:

- All degree programs include: Associate, Bachelors, Masters or Doctorate in Business
- A minor is defined as 12 credit hours of transcripted course work in one field.
- A concentration or specialization is defined as 12-15 credit hours of transcripted coursework in one field.
- An outcome is what we expect a student will know or be able to do after completing an assignment, a course, or a program of study. A competency is an applied skill or expertise that enables a student to perform work or achieve a result.
- A performance measurement activity is an identified, standardized activity based on a specific learning outcome that is completed by students to determine their degree of proficiency and competency attainment.
- Formative assessment is a way to measure performance achievement during the learning process or at regular intervals to provide timely feedback regarding student progress.
- Summative assessment is a way to measure and evaluate cumulative student performance at the conclusion of a unit of study, a course, or after a specific period of time to determine the achievement of a standard or benchmark.
- Internal assessments are created and deployed within the institution, department, or program, are used as indicators of the educational achievement of students, and which can be used in the decision-making about instruction and to report progress.
- External assessments are designed, selected, provided and/or controlled by another person or group outside the institution (such as licensing bodies, commercial assessment service providers or vendors or publishers) are used as indicators of the educational achievement of students and which can be in the decision-making about instruction and to report progress.

Self Study

4 - Standard 4 - Student Learning Outcomes

Table 4.1 Student Learning Outcomes

1. Undergraduate:
   - Accounting
   - Business Administration
   - Economics
   - Finance
   - Financial Planning
   - Marketing
   - Management

Master of Business Administration

Doctor of Business Administration

2. UG Program

   All UG Business Program Students

   a. Professionally Competent: Basic Knowledge. Demonstrate basic knowledge of functional areas of business and their relationship to each other.
   b. Professionally Competent: Oral Communication. Demonstrate the ability to accounting. effectively communicate orally in front of a group.
   c. Professionally Competent: Written Communication. Demonstrate the ability to effectively communicate in writing related to a business topic.
   d. Ethically Grounded. Demonstrate core ethical competencies.
   e. Socially Responsive. Reflect awareness of social needs and responsibilities.

   Accounting. Graduates with a BA in accounting will:

   a. Be a technically competent accountant.
   b. Develop and enhance students' ethical decision-making ability and demonstrate the ability to integrate a biblical worldview in the accounting profession.
   c. Engage in experiential learning opportunities where students can integrate technical knowledge and professional acumen.
   d. Evaluate the pressures, benefits and challenges of the globalization of

   Business Administration. Graduates with a BA in business administration will:

   a. Develop an understanding of the role of each of the primary business disciplines in today's organizations.
   b. Communicate orally and in writing with effectiveness.
   c. Understand the principles of effective leadership.
   d. Demonstrate effective skill as a team member who serves both locally and globally.
   e. Demonstrate the ability to identify ethical dilemmas and responsible courses of action

   Economics. Graduates with a BA in Economics will:

a. Be technically competent in economic analysis and in basic econometric techniques and other tools of economics.
b. Demonstrate a command of existing economic knowledge.
c. Be able to utilize economic knowledge to explain economic issues.
d. Be able to apply economic analysis to make business decisions and evaluate them.
e. Demonstrate the ability to evaluate societal and ethical issues from an economic perspective.
f. Integrate a biblical worldview in the economics profession.

Finance. Graduates with a BA in finance will:

a. Be technically competent in financial analysis, financial strategy and tool and software use.
b. Demonstrate an understanding of the macro economic factors that impact financial decision making.
c. Be competent leaders and managers to be servants for the world, specifically leaders who are ethically grounded, globally engaged and socially responsible.
d. Engage in real-time and experiential learning opportunities where he/she can integrate technical knowledge and professional acumen.
e. Evaluate the pressures, benefits and challenges of the globalization of finance.
f. Integrate a biblical worldview in the finance profession.

Financial Planning. Graduates with a BS in financial planning will:

a. Be technically competent in the concepts and quantitative skills of financial planning.
b. Develop the interpersonal skills necessary to maintain successful client relationships during their careers.
c. Be knowledgeable regarding the legal and regulatory environment financial planning occurs within.
d. Integrate a biblical worldview in the finance planning profession.

Management. Graduates with a BA in management will:

a. Develop an understanding of the role of management theories and behaviors in today's organization.
b. Communicate orally and in writing with effectiveness
c. Understand the principles of effective leadership
d. Demonstrate effective skill as a team member who serves both locally and globally.
e. Demonstrate the ability to identify ethical dilemmas and responsible courses of action.

Marketing. Graduates with a BA in marketing will:

a. Critically evaluate each of the major steps in the marketing research process and to design, analyze and conduct a market-research project for an organization.
b. Demonstrate analytical skills through gathering and assessing relevant information, and by coming to well reasoned conclusions and solutions.
c. Display strong interpersonal abilities in writing, through presentations, and via business networking opportunities.

d. Appreciate the contribution of consumer behavior to developing good marketing practice and understand consumer and business decision making, along with consumption activities and experiences.
e. Evaluate the effectiveness of marketing communications and to design, implement and effectively communicate marketing communication plans.

MBA Programs

(1) Both full-time and part-time options.

a. Professionally Competent: Functional Competence. Demonstrate knowledge and effective application of functional areas of business and their relationship to each other along with an in-depth understanding in one specific area of business specialty.
b. Professionally Competent: Decision Making. Demonstrate the ability to analyze and accurately interpret information to drive decision making.
c. Professionally Competent: Oral Communication. Demonstrate the ability to effectively communicate orally in front of a group.
d. Professionally competent: Writing. Demonstrate the ability to effectively communicate in writing related to a business topic.
e. Globally Engaged: Demonstrate current knowledge of the global business world and analyze emerging trends by reflecting on global belief systems and documenting global involvement/engagement.
f. Socially Responsible: Reflect awareness of social needs and responsibilities.

DBA Program

All DBA Program

Professionally Competent: Functional Competence. Students will demonstrate an in-depth understanding of one functional area of business.

a. Professionally competent: Scholarly Research. Demonstrate the ability to conduct scholarly research.
b. Professionally Competent: Consumers of Research. Demonstrate the ability to recognize and utilize quality research.
c. Professionally Competent: Teach Business Content. Demonstrate the ability to teach business content.
d. Globally Engaged: Demonstrate an understanding of global trends and issues and their implications for business practices.
e. Social Awareness: Reflect awareness of social needs and responsibilities.

4.1 - Criterion 4.1

Approach

Criterion 4.1.a - Business Unit Outcomes Assessment Plan and Process
Describe the Business Unit's student learning outcomes assessment process.

Criterion 4.1.b - Determination of Outcomes and Performance Measurements
Provide evidence that the Business Unit's assessment process addresses how programs determine:

1. which student competencies and skill sets are measured
2. what data is collected, and why
3. that the student performance measurements are appropriate for determining the desired student achievement of the outcomes

Criterion 4.1.c - Key Stakeholder Engagement in the Assessment Process
Provide evidence that the faculty and other key stakeholders (as defined in Criterion 3.1.b) are engaged and participate in the assessment process.

Self Study

4.1 - Criterion 4.1

4.1.a

As assessment instruments (e.g., papers, presentations) are completed by students, the professor for the class will forward them to the assessment champion and/or the executive assistant in the College of Business. The instruments are then saved to a Google Drive folder for assessment at the end of the spring semester. Toward the end of the spring semester, the assessment champion will reach out to all faculty involved in the assessment process to coordinate assessment of the instruments. A guidance document is sent to faculty to describe what is necessary for completion of the assessments. In years past, there was a specific day where faculty would gather together and all complete the assessments at the same time. However, for academic year 2021-22 a different approach was taken in that we did not meet for a day but rather faculty over an approximate two-week period, completed their assessments virtually or on their own time. This provided faculty with greater schedule flexibility and was well-received by the faculty.

Each faculty member is assigned to a team and specific assessments that need to be completed. The completed assessments are saved to Google Drive. The teams are formed by program (i.e., UG, MBA, and DBA) and faculty members have been generally assigned based upon the program in which they predominantly teach. In general, at least three faculty assess each instrument separately. The average score is reported for each instrument, faculty evaluate at least 5 submissions.

The assessment champion will check to ensure that enough instruments have been assessed and the average scores are documented and calculated correctly.

4.1.b

1. Which student competencies and skill sets are measured

   Undergraduate

   The undergraduate business program focuses on developing six competencies for business students, as seen in this assessment map. The foundational knowledge competency strives to develop a student's ability to demonstrate knowledge of functional areas of business and their interrelationships. The goal of the oral communication competency is for students to demonstrate the ability to effectively communicate in front of a group. The written communication competency develops the ability to communicate effectively in writing on business topics. Finally, students develop competency in navigating ethical dilemmas (ethically grounded), knowledge of global business and related belief systems (globally engaged), and awareness of social needs and responsibilities (socially responsible).

   Master of Business Administration (MBA) (Part-time)

   The MBA program develops within its students functional competence in core business concepts at the graduate level. The competencies measured and the courses the instruments originate from are found in this assessment map. As with the undergraduate business program, oral communication and written communication competencies are emphasized. Additionally, students develop competency in navigating ethical dilemmas (ethically grounded) and knowledge of global business and related belief systems (globally engaged).

   Doctor of Business Administration (DBA)

   The doctoral program focuses on three specific competencies which are functional competence, scholarly research, and being globally engaged and can be seen in the DBA assessment map. As part of functional competence, students will demonstrate an in-depth understanding of one functional area of business content. As of academic year 2022-23, students may choose a concentration of management, accounting or marketing as their functional area of specialization. For scholarly research, students develop an ability to conduct scholarly research including reading, writing, analyzing, and synthesizing academic research to develop original work to push knowledge forward on given topics. Finally, doctoral students develop competency in being globally engaged by gaining an understanding of global trends and issues and their implications for business practices.

2. What data is collected, and why.

   Undergraduate

   To accomplish well-rounded assessment of the program, a combination of formative and summative assessments are used. We utilize the services of Peregrine Global Services who provide standardized testing for students to assess competencies in functional areas of business, such as accounting, finance, and management. We use this testing for the business competencies of basic knowledge in business and global engagement.

In addition, this testing is used by many business program majors including accounting, finance, global business, management, and marketing.

Since it is desirable for our students to perform at a minimum, above average (70-79%) in terms of oral and written communication. So the assessment goal for these competencies are set at 80%, meaning the overall average score of all graded instruments is 80% or higher. Separate averages are computed for the written instruments and the oral instruments.

Master of Business Administration (MBA) (Part-time)

The MBA program uses summative assessments. As with the undergraduate program, the MBA program assesses competency in oral and written communication through grading presentations and papers with the same goal of 80% or higher. The MBA utilizes Peregrine testing to measure the competencies of being ethically grounded and globally engaged.

Doctor of Business Administration (DBA)

The DBA program uses summative assessments for the three areas of competency currently being measured. These areas are functional business knowledge, scholarly research, and being globally engaged. As with the other programs, an average score of 80% is set as the target measure for each competency. .

3. That the student performance measurements are appropriate for determining the desired student achievement of the outcomes

4.1.c

Faculty are engaged and participate in the assessment process by assessing instruments as noted above. In addition, when assessments are conducted (end of spring semester), faculty are asked to provide any feedback they have to the assessment champion on the assessment process. For example, faculty are asked to provide feedback on whether the instrument served its stated purpose or if there are any suggestions on how to improve the assessment process moving forward.

4.2 - Criterion 4.2

Deployment

Criterion 4.2.a - Assessment Process Deployment
Provide evidence that the assessment process is fully and systematically deployed. (Evidence might include a process rubric, forms that document the deployment of the process, etc.)

Rubrics are used for grading all oral and written communication assessment. These rubrics can be found on Google Drive. Additionally, grading results are summarized in Excel spreadsheets for each year and saved on Google Drive. Lastly, university-wide accreditation results are recorded in a system called Nuventive. Results from College of Business assessments are entered into this system such as all results, measurement, and analysis of competencies using Peregrine testing.

Criterion 4.2.b – Assessment Measurement Cycles
Provide evidence that all program outcomes established for each program are assessed and measured over 3-5 data measurement cycles. (Evidence might include a copy of your assessment schedule or deployment cycle.)

All assessments for all programs are completed annually. At the end of each spring semester, instruments are graded and results are summarized and reviewed for conformance to established goals/target measures. These summary spreadsheets are saved on Google Drive.

Criterion 4.2.c - Program Student Learning Outcomes, Performance Measurements and Assessment Cycles
Complete Table 4.1 - Standard #4 Measurement and Analysis of Student Learning and Performance in the evidence file for each program seeking accreditation or re-affirmation. Include the outcome, the corresponding assessment measurement activity(ies) and the type of assessment: Internal,(I) external (X), formative (F), summative (S), etc.

See Table/Figure 4.1 for the above information.

Note: Each program, concentration, specialization, etc. must have at least one assessment performance measurement. If programs “share” a set of common outcomes, (such as the common business core) you may list those outcomes in one table and label accordingly. However, each program must have unique program outcomes.

Self Study

4.2 - Criterion 4.2

4.2.a -
This google folder shows systematic assessment and organization of assessment over time.

The UG assessment map, PTMBA assessment map, and DBA assessment map also provide evidence of thoughtful and systematic deployment of the assessment process over time.

4.2.b –
See Table 4.1 where all assessment cycles and data are reported.

4.3 - Criterion 4.3

Results

Direct assessment is a way of measuring student learning that relies on attainment of competencies rather than credit hours or seat time. It provides tangible and measurable evidence of student learning. Comparative assessment is a way to compare the results of student learning between instructional delivery methods, identified student groups, as well as other peer institutions.

Definitions for Criterion 4.3:
Direct assessment is a way of measuring student learning that relies on attainment of competencies rather than credit hours or seat time. It provides tangible and measurable evidence of student learning. Comparative assessment is a way to compare the results of student learning between instructional delivery methods, identified student groups, as well as other peer institutions.

Criterion 4.3.a. - Collection, Analysis, and Use of Assessment Data
Report assessment performance activities deployed during the self-study year for **each** program seeking accreditation or re-affirmation. Include the current use of results by identifying the specific improvement actions taken/changes made based on data obtained from the assessment for the program outcome. Graph the actual performance results for 3-5 data collection cycles. Include only *direct measures* of student learning in Figure 4.1 in the evidence file.
If you do not assess all students, indicate your sample size/population. Provide evidence of the selection Criterion you use to ensure a representative sample. For all data reported, show sample size (n=75).

Criterion 4.3.b – Comparative Measures
Provide evidence of the Business Unit's use of comparative measures (internal and/or external) to improve overall student performance. For example, internal comparative measures may include a comparative data of student performance results by alternative methods of instructional delivery, location, etc. and external comparative measures may include performance on external assessments.

Criterion 4.3.b.1. - Use of Comparative Measures Results
Report the actual results and use of the results of comparative measures by completing the Table 4.1 in the evidence file. Include all programs seeking accreditation or re-affirmation.

Criterion 4.3.c - Student Learning Results Communication
Provide evidence that student learning performance and assessment results (for each program) are systematically made available to key stakeholders.

Self Study

4.3 - Criterion 4.3

4.3 a, b, b1

Comparative assessment is used to compare our schools scores to the ACBSP school scores in our region and are reported in table 4.1.

The measures we assessed are the following:

- Undergraduate Professionally Competent: Basic Knowledge Demonstrate knowledge of functional areas of business and their relationship to each other.
  Goal: Score above ACBSP institutions in zone #7
- Undergraduate Professionally Competent: Oral Communication Demonstrate the ability to communicate effectively in front of a group. Goal: 80% score
- Undergraduate Professionally Competent: Written Communication Demonstrate ability to communicate effectively in writing related to a business topic. Goal: 80% score
- Undergraduate Ethically Grounded Demonstrate core ethical competencies. Goal: Peregrine Ethics score above ACBSP Zone #7
- Undergraduate Globally Engaged Demonstrate understanding of key global business concepts and demonstrate the ability to adapt to diverse cultural environments Goal: Global score above ACBSP institutions in zone #7
- Undergraduate Accounting Major Students will demonstrate knowledge of core concepts and apply that knowledge in real life settings Goal: score above ACBSP institutions in zone #7
- Undergraduate Finance Demonstrate knowledge of finance concepts and apply those concepts to financial problems and projects Goal: score above ACBSP institutions in zone #7
- Undergraduate Management Demonstrate understanding of key concepts of Management and apply them in a business setting Goal: score above ACBSP institutions in zone #7
- Undergraduate Business Integration and Strategic Management
  Demonstrate an understanding of strategic management and the ability to integrate business concepts
  Goal: score above ACBSP institutions in zone #7
- Undergraduate Marketing Students will demonstrate knowledge of important marketing concepts and the ability to apply those concepts to marketing projects. Goal: score above ACBSP institutions in zone #7
- MBA Professionally Competent: Functional Competence Goal: score higher than ACBSP region
- MBA Professionally Competent: Oral Communication Demonstrate the ability to communicate effectively in front of a group Goal: 80% score on assessment rubric
- MBA Professionally Competent: Written Communication Demonstrate the ability to write effectively Goal: 80% score on assessment rubric
- MBA Ethically Grounded Demonstrate core ethical competencies Goal: Peregrine score above ACBSP institutions in zone #7
- MBA Globally Engaged Demonstrate knowledge of the global business world by reflection on global belief systems and documenting global involvement/engagement Goal: Peregrine score above ACBSP institutions in zone #7
- DBA Professionally Competent: Functional Competence Students will demonstrate an in-depth understanding of one functional area of business content Goal: 80% score
- DBA Professionally Competent: Scholarly Research Students will be equipped with concepts, theories and methodologies that enable students to develop academic research and scholarship and business research and strategy Goal: continued completion of dissertations each year

- DBA Globally Engaged Demonstrate an understanding of global trends and issues and their implications for business practices Goal: 80% score

4.3.c

These scores are reported on our website here.

4.4 - Criterion 4.4

Continuous Improvement

Criterion 4.4.a - Results of the Re-Assessment of Program Outcomes (Closing the Loop)
Provide evidence of using the results for continuous improvement (e.g. improve curriculum, improved material, handouts, books, faculty development, change of faculty, improved contract management, records management, improving case studies, improve technology, improve interaction, innovative technology, digital classroom, etc.).
Criterion 4.4.b - Continuous Improvement of Assessment Process
Provide evidence that the Business Unit improves, refines, and/or enhances the assessment process and plan. Include (1) when the plan and process were last reviewed, (2) specific improvements that were deployed and (3) key stakeholder engagement in the review process.

Self Study

4.4 - Criterion 4.4

4.4a

Undergraduate

As a faculty we spent a couple of months in 2021 to rethink our core classes in light of student performance, and student readiness for work. The university was making some drastic changes due to COVID related financial issues including cutting majors that were under enrolled (in other departments). They shortened the academic change process from 1.5 - 2 years to three months to get the changes made. As a faculty, although we were not asked to reduce majors or make changes we decided to take advantage of the three month window for change. The academic changes as they were documented, approved and rolled out are found in this document. In brief we made these major changes, based on our last self-study report:

- Reduced economics classes and moved the economics major into the business core
- Our ethics results were less than optimal in our last report and this is central for us, so we replaced our former business ethics course with a newly created character and leadership and launched it with an exciting industry collaboration that continues to today. This is now seen as the “heart” of our business core and we look forward to seeing results in the future.

- Business communication was low in our 2020 self study and industry partners were indicating it as a high need, so we added a business communication course to the core. It has taken us until 2023/24 to hire a full time person for that course but it was developed and taught very successfully by an adjunct faculty since it was instituted.

Master of Business Administration (MBA)

Our full time MBA was sunsetted due to low student enrollment and faculty shortage.

Our PTMBA had excellent results in the last self study. It would seem that we would choose not to make changes in those circumstances however, market conditions forced us to make changes. Our PTMBA enrolment was so far down three years ago when the new dean started, that the CFO was ready to close the program. Instead we did market research to In 2021 the market research indicated a need for a shorter (faster) and cheaper MBA option (Feb 2021, March 2021)

For that reason we created an MBA without any concentrations, that could be completed in 14 months, the approved and implemented change can be found here. We created an assessment curriculum map in the process of changing the program to ensure that assessment data remains consistent and meaningful.

Market research also indicated a need for an online MBA. We took our time making this decision as it would involve a lot of work and needs to be of the highest quality. We decided to launch an online MBA that will start in fall 2023 and uses the exact same classes, curriculum and assessment as the F2F but with a changed delivery method. The approved changes that we are implementing now are found here. The ongoing process to operationalize the online program is here.

Here is a document showing past and continuous planning for improving our graduate programs.

Doctor of Business Administration (DBA)

The DBA program has undergone a deep dive program review and subsequent changes as well. While DBA assessment factors show strong outcomes, student enrollment was lagging and the CFO said that changes needed to be made or the program would be closed. Three months of market research were conducted, the results are available here. And a deck with the information in brief is here.

Many forms of research were completed including current student and alumni interviews, faculty review of program glitches in the COVID and subsequent faculty leaving era, a values proposition exercise, as well as market research.

A core team of DBA faculty met for four half-day work sessions to determine what, if any changes were needed. Here is a list of items to they considered. The faculty landed on a two prong change 1) change to an online program, offering a fully asynchronous option (this launched in May 2023 so the change needed to happen fast to market it in time) 2) course changes based on the needs of the market, the needs of fully online students and reflection on recent retention issues in the program.

In academic year 2022-23, degree outcomes were updated for the DBA program. A request was made to the registrar to update the official catalog (link). The catalog was in fact updated to reflect the current degree outcomes (link).

All of the DBA changes have been approved and are presently being implemented.

4.4.b
Table 4.4.a shows that each program is reviewed regularly in light of both assessment criteria and market conditions. The pattern is that all faculty are included in the conversations, and a smaller subset of faculty along with the program director take on the task of research, planning for change, seeking approval and implementation. All faculty are kept abreast of progress and are included in major decisions.

5 - Standard 5 - Faculty Focus

The business unit must have a systematic process to ensure current and qualified faculty members by: 1) fostering teaching excellence, 2) aligning faculty credentials and skill sets with current and future program objectives, 3) evaluating faculty members based on defined criteria and objectives, and 4) ensuring faculty development including scholarly and professional activity.

Synthesis of Manageable Parts - A systematic process to ensure current and qualified faculty members by:

- Fostering teaching excellence
- Aligning faculty credentials and skill sets with current and future program objectives
- Evaluating faculty members based on defined criteria and objectives
- Ensuring faculty development including scholarly and professional activities

Definitions

- **Fostering Teaching Excellence** includes a Human Resource Plan, high levels of student learning outcome results, a high level of faculty satisfaction in addition to the processes listed in Standard 5.
- **Dual Credit** enrolls students in college courses while they are still in high school, allowing them to earn credit for both.

Self Study

5 - Standard 5 - Faculty Focus

Answered in each Criteria.

5.1 - Criterion 5.1

Approach

CRITERION 5.1.A. The business unit must have a human resource plan that supports its strategic plan.

Human Resource Plan identifies current and future human resource needs to achieve your goals. The plan must be linked to your strategic plan. Following are some suggested steps:

As exhibited in Figure 5.0 Faculty and Program Leadership/Support, each business school discipline is led by one or more full-time faculty members. Several of the full-time faculty provide support. A wealth of adjunct faculty and full-time faculty provide experience and knowledge to the curriculum, both graduate and undergraduate.

CRITERION 5.1.B. Explain how your HR plan is linked to your Key Objectives listed in Criterion 2.4.a; Table 2.2.a.

Criterion 5.1.C Provide evidence of a written system of procedures, policies, and practices for the management and professional growth of faculty members. Information must be available to faculty members concerning the system. These procedures, policies, and practices normally include:

Provide evidence of a written system of procedures, policies, and practices for the management and professional growth of faculty members. Information must be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- Faculty development
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations

Self Study

5.1 - Criterion 5.1

5.1a.

The COB strategy from 2021- 2023 was heavy on the HR side since that was the largest issue in the COB. In this visual representation of the 2021 strategy you can see how large the adjunct circle is, representing how many classes were taught by adjunct faculty. Finding, hiring and retaining qualified faculty was a major part of the work of the COB in these years.

Questions to ask and answer:

1. **Which jobs will need to be filled in the upcoming period?**

   In 2020/2021, George Fox University experienced the resignation of 50 faculty campus-wide. The College of Business was impacted with multiple retirements or resignations. In 2021/2022, 80 of our courses were taught by adjuncts and we had 7 open positions.

Right after the pandemic, going into the 21/22 school year when we had so many faculty leave, we hired 5 new faculty to cover classes, and we still had a significant number of classes covered by adjunct faculty. These new faculty were in the areas of marketing, management (3), and accounting who taught across our UG and graduate programs. One was a visiting professor who took a job at another university at the end of the year.

For the 22/23 academic year we hired two fulltime and one visiting faculty to teach core classes in economics, management and ethics in both the UG and MBA program. Going into the 23/24 school year we have made three hires, one visiting in business communication and personal finance, and two tenure tracks in finance/entrepreneurship and marketing.

Since the strategic plan has business engagement as a large factor, we are also hiring a Business Engagement Manager. We have gone through the process of creating a business case for this position, creating a scope of work, and now that it has been approved we are presently working with HR to finalize the contract.

2. **What skill sets will people need?**

To assess the needs of the college of business and ascertain how many faculty to hire in what areas of expertise we produce a list of all classes that are taught by adjunct faculty. We sort this list by functional areas determining if there are enough classes to equate to a full time position. In some cases we had enough classes to equate to two full time positions in one discipline. Because of the wide swath of needs in the COB at this time when applications came in for people with two areas of expertise we were able to consult the table to see how we could pull together a load that would fit their skill set exactly.

The other factor is that per university policy we can only replace faculty who have left, we can not add additional hires. Since we experienced lower student numbers in our MBA programs and discontinued our full time MBA program, we reduced the number of classes to teach in total, reducing the number of faculty needed. In this way the number of open positions fully covered all our class needs. However, we have consistently had a shallow applicant pool and every year we have positions that go unfilled and roll to the following year.

3. **How many faculty will be required to meet your strategic goals?**

In these three years we have had a number of retirements as well as resignations. Each time we have an open position we assess if that is the position that needs to be filled or if there are other needs for classes to be covered in the department. The use of adjuncts is significantly reduced to 29 classes in the coming 23/24 year.

This year we have three open positions that were not filled. We will decide what positions to post next year based on the list of classes that are taught by adjuncts and the number of students in our new online MBA program. Fluctuations in our MBA program are the biggest drivers of fluctuations in need for faculty since our UG and DBA programs have fairly stable and steady student numbers.

I am also advocating for a non-faculty position, and Industry Engagement Manger, who will be a business partner manager and student program developer. I am in the final stages of these negotiations, and hope to hire this person within the coming weeks.

4. **Is the economy affecting our work and who we hire?**

The economy is affecting higher education in a significant way. We are having difficulty hiring “traditional" professors. To mitigate this we have switched some of our tenure track positions to non-tenure track faculty with significant business experience and masters degrees. We are also experimenting with a model in our Financial Planning program where we have a half time CFP board certified professor with a PhD who teaches two classes and oversees the hiring of adjunct faculty who work in the area of expertise in which they will teach. This gives us a strong program, exposes students to many industry partners, and relieves the need to retain two full time faculty since the university cannot compete with market rates.

5. **How are our teaching disciplines evolving or expected to change?**

Each discipline is constantly evolving and changing. It's imperative for faculty to keep up in their field. Doing consulting work is an excellent way to do so, although faculty find many avenues to keep up with their fields. Research is another way that faculty keep up in their field as well as going to conferences to learn the new and emerging concepts. AI is bringing some changes to our work, and will continue to do so in a significant way in the future. We discuss these topics in our meetings, we keep a google sheet of relevant articles to share in AI and have had an expert in the field lead a faculty discussion on this topic.

Since we are moving more toward online teaching in our graduate programs and some in our UG programs, there is a shift in teaching methodology. This has traditionally been a face to face teaching institution and this shift is significant. We have been offering extensive training and support in this effort.

Gap Analysis. In this step you will determine where you are currently and where you need to be in the future. Questions to ask and answer:

- What new positions will we need?
    - Faculty positions needed were explained previously
    - We need an Industry Engagement Manager to help us expand our industry connections for students. The business case for this position is written and under review with administration and HR now.
- What new skills will we need?
    - The gap is much, much smaller than it was three years ago. The gap is found in the list of classes that are taught by adjunct faculty. In fact, some of these adjuncts are so good

we are planning to keep them, and not replace them with full time faculty. When I analyze that list it's clear we need a full time accounting faculty (or two half time professionals).

- To build out the new Healthcare Administration program (a goal in table 2.2a), a program director and professor will need to be hired along with a clinical director. If this program goes through the approval process, these positions will be posted.
- If the MBA and DBA enrolment grows and we expand our class offering then we will need to expand our faculty to cover those classes. We will keep close tabs on enrollment. When we do expand classes my tactic is to first consult with faculty to see if they want to take the class on overload or shift their current load, then I move to finding an adjunct when/if needed, and as soon as I have enough classes in one discipline to hire a faculty member I make that request.

- Do our present faculty have the necessary skills?
    - We now have a well rounded faculty that covers the topics needed and the four goals of innovation in teaching, thriving student experience, expanding our digital presence, and thriving people and culture can be accomplished by the current faculty with two exceptions.
        1. We need to hire for Healthcare administration if the program is approved
        2. We need an engagement relations manager to help us cultivate the business connections and student experiences that we desire.
    - Topical areas that we need to hire faculty for are accounting (due to the recent resignation), and business analytics (that new certificate program is growing). Both of these positions will open in Aug/Sept of 2023 to hire for the following school year.
- Are faculty currently aligned to their strengths?
    - Yes, I'm not needing to ask faculty to 'stretch' to teach a topic out of their expertise now that we have a more robust faculty. I'm always looking for what makes faculty thrive and trying to find ways to move them in those directions.
- Are current HR practices adequate to meet our future goals?
    - For the most part, yes. The structures are there. The HR department has been understaffed and slow to get contracts out. But they have been filling positions and should soon be up and running full steam again.
    - Developing HR strategies to link with Strategic Plan. Following are possibilities to consider:
- Reducing faculty, regrouping tasks between and among faculty, reorganizing faculty.
    - When we lost an econ professor we decided to reduce the number of econ classes rather than re-hire. Instead we focus on hiring in the high demand areas like marketing and management where student enrolment is high and there are lots of sections of classes.
    - There has been lots of reorganization of tasks with so many people leaving. New faculty are finding ways to support the whole system that uses their strengths.
- Providing training and development needs
    - We did a faculty training on integration of faith since all faculty are evaluated on that, and new faculty were asking for more training and direction.

    - Moving into online teaching teh George Fox Digital department put on a full day training and is offering ongoing educational design support.
    - We are sending a faculty member to the Portland Business Alliance Leadership training - a year long program.
    - We do a whole day of new faculty orientation as well as a full day faculty retreat and half day leaders retreat at the beginning of each year.
    - Funds from AAO and from our department are available for conferences and training.
- Recruiting new hires who have skills you will need.
    - It's very difficult to hire new faculty. We are not lowering our standards, we are also not filling our positions and regularly start a school year with remaining open positions. Part time contracts and training/supporting adjunct faculty are ways to help with this.
- Collaborating with other schools to learn how others do things.
    - The dean attended the deans conference for ACBSP to learn more about how other schools do accreditation
    - The dean is a part of Women In Business Education where women business deans gather monthly to discuss topics of interest. This organization offers very helpful and informative workshops as well. There is also a conference in June that the dean will attend to learn more from other women deans.
    - The Christian Business Faculty Association conference this year was a great place to be with others in business schools like theirs and learn from each other.
    - Faculty regularly attend and present at conferences in their discipline where they learn from others and bring back ideas for their classrooms.

Human Resource Plan

List of Faculty open positions

5.1.B.

The strategic planning in table 2.2.a necessitates that we have enough faculty to teach all classes, and that they have the bandwidth and desire to engage in activities beyond teaching. The HR plan is essential to getting us the faculty we need and retaining them. The way we have our programs and faculty structured, faculty often teach across programs. For that reason we need to carefully consider their degree and ability to shift their teaching for various student audiences.

To accomplish the strategic objectives we need some of our faculty to have business experience, and either have or be willing to cultivate business relationships. We are hiring an industry engagement manager in the coming year to help us build out our business relationships and programs that link students with business professionals and industry experiences.

5.1.C.

<u>Faculty development</u>

Support for faculty development includes, but is not limited to:

Conference Participation

Funds are available through the faculty development program to assist with conference presentations and attendance that advance the faculty member's stated objectives for scholarship or teaching in his or her Faculty Growth Plan. The College of Business also has a budgeted line item to support conference participation.

Professional Memberships

The Academic Affairs Office has a process for applying for funds for professional membership each September. The College of Business also has a budgeted line item to support professional memberships.

Faculty Summer Research Grants

The Faculty Development Committee manages a Faculty Research Grant program that provides financial aid for summer research and writing.

Faculty Research Leaves

The Faculty Development Committee screens applications for research leaves and recommends to the Academic Affairs Office the applications with the most merit. The final decision rests with the Academic Affairs Office.

Faculty Conferences

In August (Fall Semester) of every year, faculty attend a full day faculty conference sponsored by Academic Affairs for all faculty across the university. These events focus on professional development, community building, and worship. Attendance is required for all full-time faculty members.

During Covid (2020 - 2021) faculty development workshops were offered online taught by peer faculty. Topics included hybrid learning, lecture strategies that engage learners, social networking to enhance teaching and learning, creating synchronous vs asynchronous courses, and Zoom presentation techniques. Online courses on institutional technology are offered by Fox Educational Technology throughout the year and there are resource videos for faculty to learn how to great their courses in our new LMS Canvas.

In Fall 2022, faculty attended a full day conference that primarily had workshops with presentations from the various committees who were working on a new Shared Governance plan in order to receive faculty feedback.

Faculty Lecture

Each fall and each spring a member of the faculty, chosen by the Faculty Development Committee, delivers a formal lecture in an area of personal research to the campus community.

Sabbaticals

A sabbatical is a leave of absence with pay for the pursuit of professional activities consistent with the Faculty Growth Plan. The purpose of a sabbatical is to provide the faculty member an opportunity for activities that contribute to teaching and scholarship and to the university as a recipient of faculty services. A faculty member who has served George Fox University with a full-time load for six years and has attained the rank of Assistant Professor is eligible to apply for a sabbatical. The application process may take place during the faculty member's sixth year with the sabbatical, if approved, granted during the seventh year. Upon return from a sabbatical, the faculty member begins a new period of service to accrue time toward renewed eligibility.

Other Professional Development Offerings

The Academic Affairs Office offers on-going professional development opportunities. First year faculty receive 3 hours release time to participate in a mandatory class which covers such topics as the university's Quaker heritage and developing a research plan if they are on tenure track.

Second year faculty attend a development session titled "Faith Integration" and are paid a stipend for attendance in lieu of release time. Faculty write their Faith Integration Essay during the course which is required for tenure and promotion for both tenure track and non-tenured track faculty.

The university is currently organized in three "enterprises." The College of Business is in the Industrial Enterprise with engineering, art and design, and biology. The enterprise meets on a monthly basis to share best teaching practices and to get policy and program updates.

- **<u>Tenure and promotion policies</u>**

Expectations of Faculty in Tenure-Track Positions

Because the faculty play a central role in fulfilling the mission of the university and the College of Business, the College of Business seeks to attract, nurture, and retain the finest tenured and tenure-track faculty possible. To be hired and the contract renewed year by year, each such faculty member should hold the terminal degree, participate in professional organizations and attend professional meetings, fulfill other tasks specified in the contract, and meet high expectations in teaching, scholarship, professionalism, and service.

To receive tenure, a faculty member should have:

- Achieved, or be eligible to achieve, the rank of Associate Professor or Professor;
- Achieved the accepted terminal degree in her or his field;

- Completed the equivalent of six consecutive years of full-time teaching at George Fox University, or three years of full-time teaching at George Fox University if the faculty member was previously tenured at another institution of higher education. The three-year minimum residency requirement may be waived by the Provost for an outstanding candidate tenured at another institution of higher education;
- Demonstrated an outstanding level of proficiency in the areas of teaching, scholarship, and service; and
- Have committed himself or herself to the long-term success of the university.

Candidates for tenure-track positions should:

- Have a personal commitment to Jesus Christ and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University
- Embrace the mission of George Fox University
- Hold, or be in active pursuit of, the accepted terminal degree for the institution and have relevant experience for the respective position. For persons hired without the accepted terminal degree, ongoing employment is conditioned in part on the active pursuit and the successful completion of the terminal degree within the agreed upon period
- Have a record of teaching effectiveness, professionalism, and concern for students, other faculty, and community members as persons
- Demonstrate a commitment to academic excellence and the maintenance of high academic standards
- Demonstrate a commitment to the integration of Christian faith and learning
- Have the preparation necessary for a life of scholarship and have identified scholarly Interests
- Demonstrate a commitment of service to the university, church and community

Expectations of Faculty in non-Tenure-Track Positions

Certain positions require unique skills and practices relevant to the specific mission of the department but are not tenure-track positions and do not require the same commitment to scholarship as tenured and tenure-track positions. To be hired and the contract renewed year by year, faculty members in a non-tenure-track position should hold the appropriate degree or credentials; meet the expectations of teaching faculty as applicable; meet expectations as to service, namely, participate in professional organizations, and provide service for the community, university, and church; fulfill other tasks specified in the contract; and meet high expectations for their profession. Fulfillment of these expectations should be addressed and demonstrated in a Faculty Growth Plan.

Candidates for non-tenure-track positions generally should:

- Have a personal commitment to Jesus Christ and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University

- Embrace the mission of George Fox University
- Hold the appropriate degree for the position and/or relevant professional experience
- Have a record of teaching effectiveness, professionalism, and concern for students, other faculty, and community members as persons
- Demonstrate a commitment to academic excellence and the maintenance of high academic standards
- Demonstrate a commitment to the integration of Christian faith and learning

Evaluation procedures and criteria

Faculty members pursue individual visions for teaching, service, and scholarship as applicable through a written Faculty Growth Plans developed in consultation with the department program director. The department director consults the College Dean concerning their own Faculty Growth Plans. Faculty members demonstrate their achievements during review by compiling a thorough portfolio beforehand.

Each new faculty member meets within the first semester of teaching with the department director to develop a written Faculty Growth Plan projected over at least two years. During annual reviews, the plan and the faculty member's progress are reviewed and updated. The plan and evidence of progress are evaluated during the third-year peer review and each subsequent peer review.

Faculty evaluations assist the administration in making personnel decisions regarding contract renewal, promotion and tenure. They are also helpful for promoting faculty development. The schedule of faculty evaluations is as follows:

Scheduled Review	**Type of Review**	**Reviewer(s)**
Yearly	Annual faculty review for all faculty members	Department Chair or School/Program Director
Third Year	Required peer review for all faculty members	Peer Review Committee
Sixth Year	Tenure/Sixth-Year Review for all faculty positions	Tenure/Sixth-Year Review Committee

No Later than Ninth Year	Continuing review for tenure track positions	Tenure Review Committee
Every Five Years	Post-Tenure Review	Dean
Every Five Years	Review of those choosing not to apply for tenure who were recommended for it	Department Chair or School/Program Director
Every Five Years	Continuing review for non-tenure track faculty members	Dean

Annual Faculty Review

Each fall the program director conducts an evaluation meeting with each faculty member under his or her supervision. The review focuses on faculty performance and related accomplishments given applicable expectations and the Faculty Growth Plan. At this time the Faculty Growth Plan is updated to cover the next two years. The program director and faculty member also review evaluations by students. A brief written summary of the meeting is given to the faculty member and submitted to the College Dean to become a part of the faculty member's personnel file.

Third-Year Peer Review

All faculty are reviewed during the fall semester of their third year of service (replacing the annual review). The third-year peer review is completed and the report filed with AAO by November 15. The peer review is conducted by the department program director and a second member chosen by the reviewee and approved by the Faculty Personnel Committee. A third member may be added to the review committee at the discretion of the Provost (to be selected by the Provost in consultation with the Faculty Personnel Committee).

Third-Year Peer Review Goal

The reviewers strive to provide feedback that helps faculty members understand their strengths and weaknesses with the goal of helping them grow as Christian teachers, scholars, and servants. Useful peer reviews are honest, direct, and specific. They speak to the faculty member's development in terms of his or her own Faculty Growth Plan, in comparison with peers at similar universities, and in light of department and university expectations. The review should help faculty members plan and prepare for tenure and promotion.

Third-Year Peer Review Procedures

The faculty member prepares a portfolio for the review team. The faculty member develops these materials in the spring semester of his or her second year. The review team examines the faculty member's portfolio and course evaluations. Review team members may choose to examine additional materials, visit classes, interview colleagues, and so on. Each review team member writes up his or her summary report, with copies going to the faculty member, the College Dean, the Faculty Personnel Committee, and the program director if she or he was not on the review committee. Each summary report speaks specifically to teaching, scholarship, service, and professionalism (including faith and learning issues). Each summary report indicates whether professional growth has occurred in each area and whether additional growth is necessary for contract renewal.

The faculty member, considering all the above, writes his or her own summary and response. This statement speaks specifically to teaching, scholarship, service, and faith and learning. The faculty member also updates her or his Faculty Growth Plan. This plan is tailored as appropriately as possible to the individual gifts, preferences, and personality of the faculty member. The faculty member's response and Faculty Growth Plan is submitted to the College Dean, the Faculty Personnel Committee, and the program director if she or he was not on the review committee.

At the conclusion of the peer review, copies of all materials are sent to the Faculty Personnel Committee for review. The Faculty Personnel Committee reviews the faculty member's materials and Faculty Growth Plan and meet with the Provost. The committee may also meet with the faculty member. The Personnel Committee will notify the faculty member in writing of Committee's assessment of their progress toward tenure (if eligible) and promotion. The faculty member revises the growth plan, if required, and a copy is placed in the faculty member's file. The growth plan that emerges from the third-year peer review is intended to articulate specifically how the faculty member intends to, or is expected to, develop in order to be considered for promotion and tenure.

Promotion and Tenure/Sixth-Year Review

Each faculty member in a tenure-track position has a review during her or his sixth year, whether or not the faculty member chooses to pursue tenure at that time. The review is consistent with a tenure review.

Post-Tenure Review

Faculty who have received tenure are occasionally and randomly selected for post-tenure reviews.

Faculty Members in Non-Tenure-Track Positions

Faculty members in non-tenure-track positions are reviewed annually by the program director, by a peer review committee in years three and six, and by the Dean every five years after the six-year review. A special review may be initiated by either the College Dean or the faculty member. When the program director and the College Dean share a concern about the effectiveness of a faculty member, a review may be initiated by the Dean. A faculty member also may request a special review.

Tools for Evaluation

Tools for evaluation include, but are not limited to:

Personnel File

The Provost maintains a personnel file for each faculty member. A faculty member's file is open to him or her during normal business hours. Each faculty member is encouraged to review his or her file annually. The faculty member has the opportunity to respond to any item in the file, and the response becomes a part of the personnel file.

Curriculum Vitae

Each spring, before May 31, each faculty member must submit an updated vitae to the Provost for his or her personnel file, adding new publications, memberships, conference presentations, community service, degrees, and so on.

Student (Course) Evaluations

A formal procedure by which students evaluate faculty and courses takes place according to the following guidelines:

- All faculty members new to George Fox University are evaluated using the student evaluation system adopted by the Office of Academic Affairs in each of their courses and lab sections in each semester of their first three years at the university.

- After the first three years of full-time teaching at George Fox University, each non-tenured faculty member is evaluated in one course or lab section each semester. The course or lab section to be evaluated is determined by the director of the school in which the faculty member teaches. If the faculty member teaches in two departments or schools, the department chairs or school directors, or both, decide how many courses or lab sections to evaluate and which courses or lab sections are evaluated.

- In the fifth year of full-time teaching, and every fifth year thereafter, each non-tenured faculty member is evaluated in every course or lab section in each semester of that year.

- Tenured faculty members are evaluated in one course or lab section each year, with the course or lab section evaluated and selected by their program director. If the tenured faculty member is a program director, the course or lab section evaluated is selected by the College Dean. Every fifth year after tenure, the tenured faculty member is evaluated in every course in one semester. The semester of evaluation is selected by the College Dean.

- A summary of results of each course evaluation is given to the instructor, the department director, the College Dean, and the Provost for placement in the permanent file. The process for presenting and collecting student evaluation forms maintains student anonymity (e.g., handwritten evaluations do not have to be signed by students). Faculty are free to seek additional student feedback and evaluation with a separate evaluation process.

- Additional student evaluations can be initiated at any time by the College Dean.

- For others in less than full-time teaching positions, department directors determine which courses are evaluated and how frequently they will be evaluated.

- **Workload policies**

The standard faculty contract covers a nine-month period beginning August 15. For year-round programs, and in other special circumstances, 10- or 11-month contracts may be issued, which also begin on August 15th. A full- time tenured track faculty member is one with an assigned workload of at least 24 hours during the traditional academic year (nine months), at least half of which is teaching. Overload is paid on the adjunct rate.

- **Service policies**

Faculty members are expected to take the opportunity to serve beyond their load-credit assignments. Recipients of their service may include their departments, their professional disciplines, the university, the communities in which they live, and the broader Christian church.

- **Service is varied** – The faculty member may participate in a broad variety of service activities. Some opportunities may be within the faculty member's academic discipline; others may stand outside the member's professional expertise.
- **Service is intentional** – Like scholarship and teaching, service should be a part of the faculty member's growth plan. However, because service is by nature a response to need, the agenda of specific activities necessarily remains fluid.
- **Service is documented** – The faculty member should document service. Minimally, service activities should be documented by self-reporting in the review portfolio; when possible, activities should be documented as well by external confirmation.
- **Service is sustained** – Service is an integral part of the faculty member's life within his or her community. Careful documentation, therefore, should reveal a sustained pattern of service.

Clarification: Employment outside the university, continuing education, and career preparation generally are not considered service. Any expectations of such activities contributing to service must be negotiated in advance with the Provost.

- **Professional expectations**

Expectations of Tenured Faculty

Tenured faculty hold unique positions within the university, and as such they have special responsibilities. As experienced faculty and scholars, with the protection of tenure, they are expected to serve as role models for younger faculty; to demonstrate excellent teaching, scholarship, and service; to speak on faculty issues; to model the integration of faith and learning; and to serve in leadership roles.

Expectations of All Faculty

- Be committed to Jesus Christ as Savior and Lord
- Signify general agreement with and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University
- Support the mission of George Fox University
- Provide evidence of continuing professional development, flexibility, and breadth of interests necessary for effective service in a liberal arts university

- **Scholarly expectations**

Each tenured or tenure-track faculty member is expected to:

- Maintain a breadth of scholarship, pursue serious ongoing research, and share results with students, colleagues, and fellow specialists
- Be engaged in an ongoing study of the integration of the faculty member's field with the Christian faith
- Encourage and guide scholarly activity among students

Scholarship is necessarily individualized, as each such faculty member pursues her or his specialty and interacts with other professionals in his or her field. Patterns of scholarship vary by discipline and by the nature of assigned responsibilities. To facilitate the development of growth plans and assessment for promotion and tenure, excellence in scholarship is evaluated by the following:

A clear plan of action – The faculty member should be able to effectively describe past and current scholarly activities in his or her field and plans for future scholarly activity. It is particularly important for new faculty members to choose an area (or areas) of interest and to pursue scholarship in that chosen area.

Validation by peers – Results of scholarly activity are to be presented to peers that are qualified to judge the quality of the work. In the case of non-published work, the university and/or the faculty member may need to solicit such review. Evidence of peer acceptance include invitations to give conference presentations, published articles or pieces, peer assessment of performance, or other evidence appropriate to the discipline.

A sustained pattern – Scholarship is a lifelong commitment that is demonstrated by regular contribution to one's profession.

Clarification: Attending professional meetings and completing terminal degrees are not sufficient for fulfilling scholarship expectations for promotion. Taking refresher courses, preparing for lectures, and carrying out teaching duties are used for evaluation of teaching rather than scholarship.

- **Termination Policies**

A faculty contract can be terminated or modified during the term of the contract only as follows:

- by mutual agreement of the university and the faculty member;
    - by the university for poor performance or failure to perform the responsibilities of the position;
    - by the university for failure to live in conformity with the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University; or
    - by the Board of Trustees in the event of financial exigency or university reorganization.
- **Procedure for Revocation of Tenure**
    - Revocation of tenure in cases of resignation, retirement, disability, discontinuation of a major program, and declaration of financial exigency is automatic and in accordance with Board policy, and requires no additional Board action.
    - Revocation of tenure for behavior, belief, or lifestyle issues is recommended for action to the Board of Trustees, or the Executive Committee of the Board, by the President.
    - The President also may recommend to the Board of Trustees revocation of tenure for decline in performance, professional incompetence, or failure to perform the responsibilities of the position after consultation with the department chair and the Provost.

Evidence of faculty access to policies and procedures

1. Provide evidence that the business unit faculty have access to operational policies and procedures.

a. Faculty policy is in the Faculty Handbook and is located on the George Fox website and here is a PDF copy
b. Standards for the appointment of faculty is located on the George Fox website
c. George Fox University Statement of Faith is located on the George Fox website
d. George Fox University Community Life Style Statement is located on the George Fox website
e. Human Resources Termination Policy and Process is located on the George Fox website

2. Provide a copy of the faculty operational policies and procedures to the peer review evaluation team in the resource room or provide instructions to access them.

GFU Faculty Handbook

5.2 - Criterion 5.2

Deployment

CRITERION 5.2.A. The business unit must provide evidence that faculty are qualified to teach all the required business courses. Faculty qualifications in the business unit are defined as Bachelor's, Master's, or Doctorate Degrees.

Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.

Note: Faculty members should possess a degree higher than the degree program in which they are teaching unless it can be demonstrated that there is proper professional experience at the graduate level. **Complete Table 5.2A.**
Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- Ninety percent of the undergraduate credit hours in business are taught by Master's or Doctorate Degreed faculty. (See Glossary of Terms for definitions of master's or doctorate qualified.)

- at least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by Doctorate Degree faculty.

- one hundred percent of the doctorate credit hours in business are taught by Doctorate Degree faculty.

If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

All faculty members who are teaching courses that are part of the CPC, business major, or a required business course for a business student to graduate, must be reported in the faculty qualifications table, Table 5.1.c. For example, this would include anyone teaching a section of a course, even if the course has an assigned "master teacher" who developed the course syllabus and supervises the teacher. It also includes faculty members who teach "Dual Credit" courses receiving credits for courses in the business unit. Dual Credit enrolls students in college courses while they are still in high school, allowing them to earn credit for both.

Doctorate Degree Qualified

A Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field
2. Juris Doctorate— qualified to teach law courses
3. Out-of-field doctorate degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field

Master's Degree Qualified

A Master's Degree Qualified faculty member meets at least one of the following criteria:

1. Master's Degree in teaching field
2. MBA—The MBA is the qualified master's degree in the teaching field for business management and marketing degrees. The MBA is also the master's qualification to teach any introductory or principle level

business unit courses (for example, entry level accounting, economics, software applications, finance, intro to computers, etc.).

3. MED or MBE —The Master's in Education with a concentration in a business discipline is the master's degree in the teaching field for office administration.
4. Out-of-field master's degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field
5. For Associate Degree Programs the requirement is: Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level.

Out-of-field doctorate or master's degree faculty who do not meet the above criteria must be credentialed with documentation in two or more of the following areas:

a. In-field professional certification (national, regional, or state) – The institution must provide documentation.
b. In-field professional employment—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
c. High Performing Student Learning Outcome Results—The institution must provide documentation.
d. In-field scholarship—The institution must provide documentation. See Criterion 5.9 for explanations of scholarly activity.
e. Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc. The institution must provide documentation.

Bachelor's Degree Qualified (Associate Degree Programs)

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

A faculty member possessing a bachelor's degree in the teaching field with documentation in two or more areas meets the teaching qualification:

1. In-field professional certification (national, regional, or state) – The institution must provide documentation.
2. In-field professional employment—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
3. High Performing Student Learning Outcome Results—The institution must provide documentation.
4. In-field scholarship—The institution must provide documentation. See Criterion 5.3.C for explanations of scholarly activity.
5. Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc. The institution must provide documentation.

Exceptions

The institution must provide an explanation of qualifications for faculty:

Complete Table 5.1.C – For the self-study year, provide clear evidence that the knowledge and skills of full-time and part-time faculty members match program objectives.

1. Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order. Use one line in the table for each level of qualification. For example, if Joe Smith is master's qualified in management and bachelor's qualified in accounting, then Joe Smith will be listed on two lines.
2. List courses taught during the self-study year. Do not duplicate if taught in multiple sessions but report the total number of credit hours taught for that course.
3. List the highest qualifying degree earned - state the degree as printed on the transcript, including the major field.
4. List all professional certifications and supporting areas of documentation beyond the academic credentials as defined in Criterion 5.1.C.
5. List the qualification of each faculty member – Doctorate, Master's, Bachelor's, or Exception.
6. When justifying a qualification, use column #4. Provide specific, detailed information.

Note: In the example above, justification should be given for the low percent of doctorate coverage in the undergraduate level programs.

Criterion 5.2.A.1

Provide credit-hour production data by faculty member, separating full-time and part-time faculty. (See Table 5.2.A)

Complete Table 5.2.A.1 - Table for Faculty Coverage Summary in the evidence file of the online reporting portal provides information on how your faculty are deployed.

Criterion 5.2.A.2.
Each school or program must provide evidence of the deployment of faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on campus or off campus, day or night, or online) have an opportunity to receive instruction from an appropriate mix of the faculty to ensure consistent quality across programs and student groups.

Note: The following bullet points should be considered when answering the questions that follow:

- The number of course preparations
- Administrative or coordination assignments
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
- Special research programs and projects, if applicable
- Thesis and dissertation supervision, if applicable
- Travel to off-campus locations and/or non-traditional teaching, if applicable

1. Present the business unit’s deployment pattern in tables identical to Table 5.2.A.2.
2. For the 12-month self-study year, explain the circumstances for any faculty member in Tables 5.2.A.1 who exceeds the institution’s maximum teaching load.
3. For the 12-month self-study year, provide records of student learning outcomes for any faculty member who exceeds the institution’s maximum teaching load.

   State and explain your institution’s policies for granting released time for faculty members performing any non-teaching duty listed in the bullet points above.

*Note: See Criterion 5.3.C. for explanations of the following scholarly and professional activities

- Scholarly activities
- Professional activities
- Instructional technology efforts

Present the business unit’s deployment pattern in tables in a format identical to Tables 5.2.A.2.

NOTE: YOU MAY ADD HEADINGS WITH YOUR DESIGNATED DUTIES TO INCLUDE THE 12-MONTH SELF STUDY YEAR.

Criterion 5.2.B. For each academic major offered sufficient academic leadership must be provided to ensure effective service to students and other stakeholders.

Describe the leadership for each business major. A narrative or tabular format may be used. In doing so, you may address:

a. how the composition of your faculty provides for intellectual leadership relative to each program’s objectives;
b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

In your institution’s use of multiple delivery systems and/or your program’s use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

a. how you develop qualified full-time and part-time faculty members;
b. how you orient new faculty members to the program;
c. how you orient new faculty members to assigned course(s);
d. how you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;
e. how you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods; and

f. how you provide for course monitoring and evaluation.

Self Study

5.2 - Criterion 5.2

5.2A

Table 5.2A shows the information required for this section.

5.2.A.1

Table 5.2.A.1. shows the information required for this section.

5.2.A.2

Table 5.2.A.2. shows the information required for this section.

In terms of workload expectations, faculty members are generally required to teach either eight classes totaling 24 hours per year (in the case of tenure) or ten classes totaling 30 hours per year (for non-tenure positions). It is worth noting that stipends are provided for faculty members who engage in the creation of new classes, recognizing the additional effort and commitment required for such endeavors.

Advising is an integral aspect of the responsibilities entrusted to full-time faculty members. As such, it is expected that faculty members allocate a portion of their workload to advising students, providing guidance, and facilitating their academic journey.

All faculty members are expected to contribute to institutional and community program service. This commitment entails active participation and engagement in various university-related activities beyond teaching and research. While release time is a rare occurrence, it may be granted when a faculty member's service to the university reaches an exceptionally high level, recognizing their significant contributions.

Interaction with business and industry partners is another key aspect of a faculty member's role, and it is typically expected without the provision of release time. Faculty members are encouraged to engage in collaborative efforts and foster relationships with external entities, thereby enriching the academic environment and facilitating real-world applications of their expertise.

Regarding dissertation supervision, it is generally compensated through a stipend. However, in exceptional cases where a faculty member is concurrently supervising more than five dissertations, release time may be granted to ensure the faculty member can provide adequate guidance and support to their students.

When it comes to travel for work-related purposes or conferences, faculty members are granted excused absences. During such periods, classes may be moved online or canceled, but release time is not typically provided.

In summary, release time is an important resource granted to faculty members for program direction, with a few exceptional cases where it may be allocated for specific projects or when service contributions reach an exceptional level. Other aspects of faculty responsibilities, such as teaching, advising, institutional and community service, business and industry interactions, and dissertation supervision, generally do not involve release time, except under certain circumstances.

In situations where a faculty member exceeds their designated teaching load, they may be eligible for compensation through overload pay at adjunct rates. Typically, the compensation for overload teaching is set at around $1,000 per credit hour. This additional pay acknowledges the extra workload undertaken by the faculty member and provides fair compensation for their efforts.

It is important to note that in the study year being referenced, there was only one instance where faculty members exceeded their assigned teaching hours. In this instance the professor was teaching the one business class that we have at 100 students. We do this on purpose, as the course is best taught this way. That faculty member received 9 hours of load for that one class, and had a teaching assistant to help with organization and grading.

While the presence of a teaching assistant and the intentional design of the course with a larger class size were steps taken to mitigate the potential impact on teaching quality, we still monitored the situation closely. Regular evaluations, feedback from students, and continuous communication between the faculty member and the program director were in place. The course evaluations were excellent. Now we have hired another person for the 100 person class in the future.

*Note: See Criterion 5.3.C. for explanations of the following scholarly and professional activities

- Scholarly activities
- Professional activities
- Instructional technology efforts

Present the business unit’s deployment pattern in tables in a format identical to Tables 5.2.A.2.

[Tables 5.2.A.2]

5.2.B.

Program/Major	Leadership	Faculty Composition
DBA Program/Dean	Debby Thomas	Various faculty in all topical areas
MBA Program	Kathy Milhauser	Various faculty in all topical areas
UG Program	Wendy Flint	
Economics	Kara Grant	
Financial Planning	Ryan Halley	
Finance	Chenping Zhang	
Management	Wendy Flint	Kelly Schmidt, Tim Veach, Charlena Miller
Accounting	Seth Sikkema	Joe Jones
Marketing	Laurie Kohler	Jim Simmons

We have selected faculty members based on their demonstrable leadership capabilities and their keen interest in their respective fields. Additionally, their advanced academic backgrounds and deep subject matter expertise equip them superbly to spearhead our programs successfully.

DBA Program Leadership/Dean: Debby Thomas joined George Fox in 2016 as an assistant professor of management. Prior to her arrival, she served as a missionary in Rwanda, Africa, starting in 1995. In Rwanda, Thomas started a holistic community development program and started several small businesses. She has also taught elementary and middle school, lead multiple efforts in Rwanda, and is a corporate management trainer. She holds a Ph.D. in organizational leadership (2015), a master's degree in global leadership (2009), and a bachelor's degree in elementary education and international studies (1994).

MBA Program Leadership: Kathy Milhauser joined the College of Business as an associate professor of management in 2021. Prior to this time, she taught a variety of graduate business courses as an adjunct at George Fox since 2013. Before joining the College of Business, Kathy spent 10 years at Concordia University in Portland as professor of management and chair of the MBA program. Her teaching experience also includes stints with the University of Oregon’s sports product management program (2016-18), City University of Seattle (2008-10), and Portland State University (2003-17). Prior to embarking on her teaching career, Kathy spent 20 years at Nike, working in a variety of IT and HR management roles. Kathy has a BA in Communication from Marylhurst, a Masters degree in Educational Technology from Pepperdine University, a Project Management Professional (PMP) credential from the Project Management Institute, and a Doctorate in Management from George Fox University.

UG Program Leadership: Wendy Flint joined George Fox in 2017 as the Director of the Career and Academic Planning Center where she also taught Career Preparation courses for George Fox Students. She served as an adjunct professor in the Adult Degree Program, teaching management courses and taught Operations Management for the College of Business. In July 2021, Flint was hired as full time Assistant Professor of Management and Director of the College of Business. Prior to George Fox, Flint had ten careers in management and corporate training, including Learner Center Manager, Hewlett-Packard, President, Evergreen School Board, Director of Marketing, Executive Forum, Training Manager, Electric Lightwave, Senior VP of Marketing and Sales, Boston Reed Inc., Senior VP of Instruction, Ascend Learning, and Chief Learning Officer, The Learning Oasis. She has run a publishing business since 1985 and is an executive consultant. Flint is a Certified Strengths Coach and Certified in Appreciative Inquiry. She holds a Ph.D. in Education with a specialization in teaching and learning (2004), an MBA (2008), a MPA (1998), and a bachelor's degree in Communication with a specialization in Corporate Training.

a. How the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

The School of Business faculty is rich with knowledge and experience, with a blend of teaching and professional expertise, and a touch of global diversity. The narrative below gives a brief glimpse of the resources we have at our disposal. We have a handful of faculty members who have long tenure with the university and years of teaching experience. With them are seven new faculty members who add business experience, scholarship and depth to our majors.

Debby Thomas joined George Fox in 2016 as an assistant professor of management. Prior to her arrival, she served as a missionary in Rwanda, Africa, starting in 1995. In Rwanda, Thomas started a holistic community development program and started several small businesses. She has also taught elementary and middle school, lead multiple efforts in Rwanda, and is a corporate management trainer. She holds a PhD in organizational leadership (2015), a master's degree in global leadership (2009), and a bachelor's degree in elementary education and international studies (1994).

Wendy Flint, former director of the Career and Academic Planning Center at George Fox, transitioned to serve as an assistant professor of management and director of undergraduate business programs in 2021. Her teaching specializations are Principles of Management, Operations Management, Human Resource Management, Leadership and Character, and Career Strategy and Advancement.She arrived at George Fox in 2017 to oversee the IDEA Center, for which she managed operations through vision casting, strategic programming, planning, and delivery and quality assessment of multiple functions. She's also taught business and college-to-career courses on an adjunct basis at the university since her arrival. In all, she has 20 years of teaching experience as a professor and adjunct professor, including at Biola University. She also has seven years as a tenured faculty member at a California Community College.Prior to George Fox, she was the chief learning officer for The Learning Oasis, a Napa, California-based nonprofit organization that provided allied health training services for universities, community colleges and adult education centers in 25 states throughout the nation. In the six years prior (2007-13), she was senior vice president of marketing and sales for Boston Reed College in Napa. Wendy also worked as director of professional and continuing education and workforce training at College of the Desert in Palm Desert, California, from 1999 to

2007.She holds both a PhD in education (2004) and an MBA (2008) from Capella University in Minneapolis, as well as a Master of Public Administration degree from Washington State University (1998).

Kathy Milhauser joined the College of Business as an associate professor of management in 2021, after working at the university as an adjunct faculty member and dissertation committee member.. She has worked at George Fox since 2013, teaching a wide range of business courses.Before joining the College of Business, Kathy spent 10 years at Concordia University in Portland as professor of management and chair of the MBA program. Her teaching experience also includes stints with the University of Oregon's sports product management program (2016-18), Portland State University (2003-17), and City University of Seattle (2008-10).Prior to embarking on her teaching career, Kathy spent 20 years at Nike, working in a variety of IT and HR management roles.

Kara Grant was hired by the College of Business as an assistant professor of economics in 2022. In the three years previous, she worked as an assistant professor of economics in the Department of Social Sciences and Humanities at Missouri Western State University.Her primary areas of research are in health economics, food policy, industrial organization, and applied econometrics. At Missouri Western, her course load covered disciplines ranging from fundamentals of macroeconomics, the current economy, the economics of health care, the environment and sports, and the fundamentals of microeconomics.Grant holds a PhD in economics from Washington State University (2019) and a bachelor's degree in math and economics from Linfield College (2014).

Ryan Halley, a professor of finance and financial planning, has been part of George Fox University's College of Business since 2009. From 2011 to 2014, he served as chair of the Department of Business and Economics. Halley is a facilitator for the Leadership Academies at CEB, a Gartner Company. He also has worked as a financial planner, wealth manager, financial consultant, leadership development program director, and as a state auditor for the State of Ohio. He earned a doctorate in personal financial planning from Texas Tech, an MBA from The Ohio State University, and a bachelor's degree in accounting and business administration from Mount Vernon Nazarene University. He is a CFP® certificant and holds the Accredited Financial Counselor (AFC®) designation from the Association for Financial Counseling and Planning Education.

Joe Jones joined the College of Business as an assistant professor of accounting in 2021. He arrived from Yuba City, California, where he worked as an assistant auditor-controller for the County of Sutter the three years prior.Previously, he was an assistant professor of business and accounting at Simpson University in Redding, California (2017-18); a financial analyst for the city of Rocklin, California (2013-16); an auditor with the California State Auditor's office of Sacramento, California (2006-09); and an adjunct faculty member at Yuba City Community College, where he taught in the business department (2008-13).Joe has been a Certified Public Accountant in California since 2008 and a Certified Internal Auditor with the Institute of Internal Auditors since 2007. Joe holds a Master of Science from California State University, Chico and earned his Bachelor of Science from California State University, Sacramento.

Laurie Koehler was welcomed by the College of Business in 2016 as an executive in residence. She arrived with more than 30 years of corporate management experience, with companies that included Intel Corporation, Nike and Tektronix. In the 19 years prior to her arrival, she worked for Intel Corporation of Hillsboro in a number of capacities, including as a consumer campaign activation manager, as a campaign/demand creation manager, as the developer for marketing and communication strategy, as a training and events marketing manager, and as a demand creation marketing manager. Koehler was also a product marketing manager for Radisys Corporation of Hillsboro (1996-97) and a senior marketing communications program manager at Sequent Computer Systems of Beaverton (1994-96). Previously, she was an international retail marketing and advertising manager for Nike (1987-93) and a marketing program manager at Tektronix (1982-87), both in Beaverton. Koehler holds a bachelor's degree in economics from Oregon State University. Over her professional career, Laurie has held roles in accounting, marketing, global business, market research, business management, economics, and sales.

Tim Rahschulte joined George Fox University's College of Business in July 2007. He teaches in the Doctor of Business Administration and Master of Business Administration programs. Rahschulte has more than two decades of professional management experience in for-profit and nonprofit organizations. He started his career in corporate finance for a multi-billion dollar company in which he successfully managed dozens of bond indentures and average daily investments of $200 million. He also served as a management consultant and director in a venture-funded technology start-up. He later served as chief learning officer in Oregon's state government. Rahschulte is a sought-after business lecturer across the U.S. and has lectured outside the U.S. in Oxford, Shanghai, Beijing and Athens. He focuses his research on best practice solutions for high-performance organizations and operational excellence. He has authored dozens of articles in academic and practitioner journals, and co-authored several books. He earned his PhD in Organizational Leadership & Human Resource Development from Regent University, earned his MBA from Thomas More College, and holds a Bachelor of Arts in Economics and Business Administration from Thomas More College.

Kelly Schmidt joined the College of Business as a visiting assistant professor of management in 2022. She taught as an adjunct professor with Life Pacific University the previous five years, specializing in courses in strategic leadership, innovation and change, strategic organizational analysis, and APA formatting. Schmidt also worked as an instructor and curriculum development consultant at Missional University, developing the courses Intro to Leadership, Communities of Practice, and Networking & Collaboration. She is an ordained and licensed pastor through the International Church of the Foursquare Gospel and has served as a leadership and organizational consultant for nonprofit organizations in that capacity. She holds a PhD in organizational leadership in business from Eastern University in St. Davids, Pennsylvania, and earned a master's degree in strategic leadership from Life Pacific University (2016) and a bachelor's degree in elementary education from Eastern Washington University (1991).

Professor Shelton is a Professor of Business and Analytics. His teaching is focused on research methods, analytics strategy, and management. He has previously served on the faculty at the University of Central Oklahoma. Prior to his work in academics, Dr. Shelton worked for the federal government in various capacities including leadership. He currently consults with businesses and nonprofits in the areas of strategy, analytics, organizational change, organizational development, and human resource optimization. Dr. Shelton holds a PhD from Colorado State University and an MBA from Azusa Pacific University.

Seth Sikkema joined the College of Business in 2007. He is a Certified Public Accountant with experience in auditing and financial reporting. In 2013, Sikkema was recognized with the Medal of Achievement by the Portland Police Bureau for the development of the Justice for Fraud Victims Project. He also received the Best Paper – Pedagogy award for the paper entitled

“Justice for Fraud Victims Project: An Accounting Education Innovation,” received at the 2013 Christian Business Faculty Association's annual conference. Prior to his work at George Fox, he served several Fortune 500 clients in the high technology, retail, service and regulated utilities sectors. He also served as the finance director for The River Church Community while residing in San Jose, Calif. Dr. Sikkema earned his Doctor of Business Administration from Anderson University, holds an Master in Business Administration from Boise State and earned both a BS in Accounting and a BA in Spanish from George Fox University.

Jim Simmons joined the College of Business as an assistant professor of marketing in 2021. In the four years prior, he worked as an undergraduate instructor in marketing and advertising at Washington State University’s Vancouver, Washington, campus, teaching a wide range of business and communication courses in both the College of Business and the College of Arts and Sciences.Previously, Jim taught both graduate and undergraduate marketing courses as an adjunct professor at George Fox. He also taught marketing, advertising and business ethics courses at Portland State University from 2014 to 2019.Prior to his career in higher education, he was a senior director of brand marketing with Papa Murphy’s International from 2005 to 2012. In all, he has nearly 25 years of advertising and marketing experience. Jim holds a Masters of Business Administration earned at Portland State University and a Bachelor of Science, Marketing from Oral Roberts University.

Tim Veach joined as an associate professor of management in 2022. In the seven years previous he taught as an associate professor in the School of Business, Leadership & Technology at Bushnell University, specializing in developing MBA course curriculum and teaching courses in global business, international management and marketing, strategy, and organizational behavior at the undergraduate and MBA levels.Previously, Veach was an assistant professor in the Department of International Business Administration at Dankook University in South Korea (2011-15). He has done consulting and global workforce training for Hyundai-Kia Motors, SK Hynix, LG, Samsung, and other multinational corporations. He also owns his business, Northwest Global Connections, LLC, a global business and education.

Professor Chengping Zhang joined the College of Business faculty after completing his PhD in finance at Washington State University. His research interests include investments, asset pricing, institutional investors, and behavioral finance. He teaches financial management, corporate finance, investments, financial analysis and modeling, and conceptual foundations of finance in the undergraduate, MBA and DBA programs. Dr. Zhang earned his PhD in Finance from Washington State University, his Master of Science in Physics, also from Washington State University, in Pullman, WA. Additionally he holds a MS in Optics, earned from Beijing Institute of Technology in Beijing, China and a BS in Optical Engineering from Changchun University of Science and Technology, Changchun, China.

In your institution’s use of multiple delivery systems and/or your program’s use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

a. How you develop qualified full-time and part-time faculty members;

Most courses, with the exception of several in the DBA program, are delivered in person. Multiple forms of faculty development are offered through the university, in the COB, and through external conferences and training. More information on how we prepare faculty for traditional courses is provided below. The DBA program's coordinator oversees the online system for that degree and assists faculty with setting up and managing their courses. A system trainer from the University's IT Department is also available to train and advise faculty members in the use of the online system, Canvas (and previously FoxTale, a version of Moodle). Similar assistance is available to all faculty, including part-time faculty, as they use Canvas to augment their classroom courses.

b. How you orient new faculty members to the program;

The University provides formal orientation for both new faculty and adjunct faculty. A day-long new faculty retreat takes place every year for new faculty. Program Directors normally take responsibility for orienting new faculty teaching in their programs, introducing them to personnel, equipment, supplies, materials, and resources they will need to complete their responsibilities. The university provides a year long new faculty class that is attended once a week to orient faculty to the overall organization. Program Coordinators are available at teaching sites to provide assistance to new faculty with classroom needs. Program Directors remain a ready resource to new faculty, checking in with them to ensure their needs are being addressed.

c. How you orient new faculty members to assigned course(s);

When possible, a full-time faculty member who has taught a course before we work with new faculty and adjuncts assigned to teach that course. Faculty teaching a course for the first time are provided with past syllabi for the course and are expected to follow the content and pedagogy previously used until they can demonstrate sufficient experience with the course to make significant changes. They are also given access to the previous canvas course to see the materials that were previously used.

d. How you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;

George Fox College of Business faculty are generally very willing to assist someone teaching a course in which they have taught in the past. When more than one person is teaching the same course at the same time (which is rare), those individuals are encouraged by the Program Directors to coordinate their efforts and resources where it makes good sense.

e. How you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods; and

New faculty and adjunct faculty are always provided copies of the syllabus for the past semesters of the course they are to teach, and are encouraged to follow the tested methods of those teaching the course before them before making major changes to pedagogy and content. If they desire to make changes they work with the program directors and the subject matter experts on faculty to ensure it's a good fit for the class and the rest of the curriculum.

f. How you provide for course monitoring and evaluation.

Course Evaluations. Student evaluations of instruction are completed for every course, every semester. Using the Instructional Assessment System, students near the end of each course are provided with a standard, online evaluation form of 27 - 31 questions along with an opportunity to add written comments. Students are emailed the links for the online evaluations along with reminders and complete them.

About one week after grades are reported, faculty members receive transcript copies (to protect anonymity) of all the student comments and report with the results of the evaluation. Copies of these materials go to the dean and respective program directors. Program directors and the dean review all course evaluations each term. Program directors who detect a reason for concern will share those concerns with the Dean and contact faculty members to discuss developing a plan for improvement. Here is a sample faculty report. Where consistently low scores are present a PIP is created to help the faculty member improve.

Course Monitoring. As described under Criterion 1.1.c., the university review process requires class visitations by a team and peer-reviewers in the third year and sixth years of teaching. Program Directors routinely sit in on the courses in their programs to observe teachers and better understand course content. The GF COB faculty members often participate in the classrooms of the other faculty in the capacity of knowledge expert, panelist, and judge of the students' work and presentations. During these visits, colleagues have the opportunity to observe each other and provide feedback and assistance in ways to mutually improve each other's experience in the classroom. Some faculty also take part in voluntary peer review processes to improve their teaching practices.

5.3 - Criterion 5.3

Results

Criterion 5.3.A. Provide evidence of a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion.

Provide evidence by describing:

1. How the business unit evaluates its faculty members. (Include such things as teaching, student advising, scholarly and professional activities (see Criterion 5.B for explanations of scholarly and professional activities), and business and industry relations).
2. How the business unit's compensation and recognition processes promote faculty effectiveness.
3. How are the evaluation results shared with individual faculty members?
4. How are the evaluation results used in making decisions?

Provide evidence in Table 5.3 Faculty Focus in the evidence file of the online reporting portal demonstrating faculty results such as faculty satisfaction, business and industry relations, development activities, etc.

Criterion 5.3.B. Provide evidence that your human resource management process includes policies for recruiting, training, observing, evaluating, and developing faculty for each delivery system your program's e.g., use of multiple delivery systems (face-to-face, online, hybrid, etc.) and/or your program's use of part-time (adjunct) faculty, your human resource management process. For each delivery system, provide evidence of the following:

1. recruitment of high-performance faculty members?

2. orientation of new faculty members to the program?

Criterion 5.3.C. Provide evidence that All faculty members are involved in activities that enhance depth, scope, and currency of knowledge related to their discipline and instructional effectiveness. The faculty members as a unit must demonstrate balanced participation of scholarly and professional activities.

1. For Associate Degree programs, or institutions without graduate programs, “balanced participation” means that the Scholarship of Teaching may be the predominant area of scholarship. For a university with undergraduate and graduate programs, it means that all four areas of scholarship (teaching, discovery, application, and integration) described below must be represented in the activities of the faculty.

2. Faculty members who are Doctorate Qualified must be continuously and actively engaged in scholarship and professional activities. Faculty members who are Master’s or Bachelors Qualified must be continuously and actively involved in professional activities and may be involved in scholarly activities. These activities are a critical component for increasing the intellectual capital of the faculty members as a whole.

3. Scholarship is defined to include four types of intellectual activity (Boyer Model of Scholarship). They are: (A) the scholarship of teaching; (B) the scholarship of discovery; (C) the scholarship of integration; and (D) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence.

    a. **The scholarship of teaching** includes:
        - Developing new teaching materials (syllabi, courses, case studies, curriculum)
        - Developing new teaching methods
        - Techniques to evaluate the effectiveness of teaching
        - Presentations about teaching at professional conferences
        - Writing textbooks about pedagogy

To be considered Scholarship, each of these activities must be documented and critiqued by professional colleagues. Examples of documentation include publications dealing with pedagogy and/or teaching techniques, written evaluations of teaching materials, and the development of outcomes assessment tools.

    b. **The scholarship of discovery** is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. Examples include:
        - Presentations on the results gleaned from basic research
        - Published or unpublished manuscripts of basic research
        - Theses and dissertations

In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. Institutions having research missions or graduate programs would be expected to have on-going research activities.

c. **The scholarship of integration** seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. It is essential to integrate ideas and then apply them to the world in which we live. Examples include:
   - Authoring white papers, articles, and monographs
   - Conducting interdisciplinary seminars
   - Authoring textbooks
   - Grantsmanship (list the awarding agency and funded allocations)

d. **The scholarship of application** involves the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application must be tied directly to one's field of knowledge and relate to, and flow directly out of, creative professional activity. Examples include:
   - Contract research
   - Consultation
   - Technical assistance
   - Policy analysis
   - Program evaluation

The scholarship of application requires creativity and critical thought in analyzing real problems. These activities must be documented and must include an evaluation from those receiving these services.

4. A minimum of 80 percent of the faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If an institution deviates significantly (five percent or more) from this research participation level, an explicit rationale must be explained, and performance evaluation results must be provided to demonstrate that the participation level is sufficient, as related to student learning and scholarship program objectives. Explain the balance and degree of faculty involvement in scholarly activities that support fulfillment of the institution's mission.

5. Professional activities include routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as voluntary services. The key determination is "professionally-related." Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally related. The determination of "professionally related" depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally related. However, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related. Community service that is not professionally related may be reported in Criterion 1.3.

Examples include:

- Activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally-related consultation, policy analysis, etc.)
- Activities in support of professional organizations (e.g., attending and participating in professional meetings, workshops, conferences, symposia; serving as an officer of a professional organization, as program chairperson of a professional meeting; leadership roles in professional organizations, boards, commissions, etc.)
- Activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business programs. (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)
- Program or institutional committees
- Guest speakers, internships, partnerships
- Learning new skills/techniques
- Involvement in accreditation processes
- Multicultural and diversity initiatives (on-campus or off-campus)
- Continuing education (classes, seminars, certifications, etc.)

Criterion 5.3.D. Provide evidence that the balance and degree of faculty members' involvement in professional and scholarly activities supports the fulfillment of the institution's mission. Provide each Doctorate Qualified, Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.3.D.1.

~~**Associate Degree Programs Should complete Table 5.3.D.2.** Summarize each Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.3.D.2.~~

Criterion 5.3.E. Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."

Criterion 5.3.F. The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

Self Study

5.3 - Criterion 5.3

5.3.A.

The COB follows the GFU standards for faculty evaluation that are stated in the handbook under the title Faculty Evaluation and outlined earlier in this report. The portfolio that is prepared for the 3-year and 6-year review is also outlined in the faculty handbook.

1. How the business unit’s compensation and recognition processes promote faculty effectiveness.

The business unit is subject to the GFU compensation policy. There are no exceptions or differences for the business unit, we cannot determine salaries or increases. The newly developed salary levels depend on the level of the position, year served, other experience, and courses taken for development. Business faculty do receive a multiplier on their salary level since salaries outside of the university are high.

2. How are the evaluation results shared with individual faculty members?

Each year, the dean meets with individual faculty members to go over the current faculty growth plan along with results of the past growth plan as part of their annual professional development. Also, immediately after the grading period concludes, faculty members receive all course evaluations directly, which they can use for personal review. Additional reviews, such as the 3-year and 6-year review, are conducted at the university level by a dedicated committee, which collaborates closely with faculty during the evaluation process and handles the subsequent result processing. All documentation is maintained on a Canvas site and subsequently shared with the AAO for further reference.

3. How are the evaluation results used in making decisions?

Tenure and promotion decisions are made on these results as well as any needed remedial actions such as a PIP.

Table 5.3

Faculty Focus in the evidence file of the online reporting portal demonstrating faculty results such as faculty satisfaction, business and industry relations, development activities, etc.

5.3.B.
Recruitment of Faculty
Faculty hiring process, COB
Faculty hiring process AAO

Here is an example of a new faculty retreat agenda and orientation

Here are some materials from a recent online teaching all day training course for our faculty:

DBA and MBA Online Program Planning
GFD Production Tips
We also referenced the How To guides at GFD Digital Learning

5.3.C.
Our faculty are active in various types of research and Table 5.3.D.1 illustrates the diversity and breadth of research activities.

Our doctorally qualified professors are actively engaged in scholarship and/or professional activities. There are a few who focus on scholarship and a few who focus on professional activities.

Most of our masters degree holders are actively engaged in professional activities. Jim Simmons, who was a new faculty member did not, but I note that now, in his second year of teaching he is engaging in professional activities. Joe Jones also did not, he is in his doctoral program, and that is taking his time and energy. He is involved in writing and research through his doctoral program, but none that is published yet.

5.3.D.
See Table 5.3.D.1

5.3.E.
Full & Part Time Faculty CVs

5.3.F.

Most of our operations are out of the Newberg office. Every faculty member has an office and leaders are present and active. Our F2F MBA program operates out of our Portland Center Location. We have three offices there and the director and operations manager often work from there, especially when students are present. We have one common office for professors to use when they are at the Portland center. There is a full supply room with everything they need to teach and grade.

Criterion 5.4

Improvement

Criterion 5.4.A. The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.
Provide evidence by responding to the following:

1. The business unit determine faculty development needs?
2. Orientation and training programs are available to business faculty members.
3. The business unit allocate faculty development resources.
4. The faculty development process provides for training in alternative methods of instructional delivery.
5. The process for approving development requests and evaluating the outcome.
6. Professional development activities have led to improved teaching effectiveness.

Criterion 5.4.B. Provide opportunities for improvement that the Business Unit plans to address based on the results presented in Standard 5.

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of the total business *student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."*

Self Study

5.4 - Criterion 5.4

5.4.A.

1. **The business unit determine faculty development needs?**

All courses, with the exception of a few in the UG and MBA program, and several in the DBA online program, are delivered in person. The DBA program's administrative assistant oversees the online system for that degree and assists faculty with setting up and managing their courses. A system trainer from the University's Educational Technology Department is also available to train and advise faculty members in the use of the online LMS system called Canvas. Similar assistance is available to all faculty, including part time faculty and adjuncts in using Canvas to augment their classroom course.

The Program Director and Dean monitor course evaluations. Where there are pedagogical concerns, the Director meets with the faculty member and determines a plan of improvement which includes observation of the class and feedback. Improvement development can include conferences in specialized fields of study where pedagogy concepts are taught and best practices are shared by other university's faculty. When necessary the dean also becomes involved in this process.

Both the Dean and the Director have extensive knowledge and experience in teaching experiential learning and often brainstorm specific activities with faculty to implement in the classroom, aligning with the topic. At monthly faculty meetings, faculty share best practices on teaching and learning activities and classroom management.

Recently, new faculty were challenged with how to integrate faith in their course materials in an appropriate and acceptable way. The Program Director purchased a library of faith integration books for business content. One faculty started a Google Doc where articles and website resources could be posted for easy access. Another faculty member is organizing a workshop in the College of Business where practical ideas can be shared. One faculty meeting was dedicated to this topic. Another was dedicated to discussion and practical ideas on the management of AI platforms, such as ChatGPT.

Faculty were concerned about the increased number of students with health and wellness needs and how it was impacting attendance and grades. Student Success and Disability Services was invited to present at a faculty meeting to share best practices and allow faculty to ask questions on expectations of this demographic change.

We sometimes offer faculty a list of topics that we could cover in faculty meetings and ask what they are most interested in. We offer the ones that garner the most interest or go into small groups so faculty get to discuss/learn around their area of interest.

2. **Orientation and training programs are available to business faculty members.**

The University orchestrates comprehensive orientations for both newly recruited and adjunct faculty members. Program Directors from both Undergraduate (UG) and MBA courses assume responsibility for the onboarding and orientation process. They ensure new faculty members are introduced to the necessary personnel, equipment, materials, and resources, including textbook selection, to successfully fulfill their duties. The Dean directly facilitates the onboarding for DBA faculty. To support new faculty with their classroom requirements, Administrative Assistants and a department coordinator are accessible at all teaching locations. Moreover, Program Directors maintain open lines of communication with new faculty, regularly checking in to ensure their needs are promptly addressed.

As detailed in section 5.1, each fall, faculty members participate in a day-long conference organized by the Academic Affairs department. This conference, which is mandatory for all full-time faculty, prioritizes professional development, community building, and worship.
In the week leading up to the start of classes, the College of Business hosts a faculty retreat, focusing on team building, strategic planning, and policy review. If new faculty members are joining the team, an additional orientation session is arranged with the Dean and Program Directors. This session acquaints them with general practices and procedures, and includes taking a Gallup Strengths assessment.

Program Directors are responsible for guiding both new faculty and adjuncts in setting up their courses on Canvas, choosing textbooks, and answering queries on topics such as the attendance policy, syllabus creation, and student evaluations. In addition, an annual orientation and training session is held in August, especially for adjuncts. During this session, best practices, innovative experiential learning ideas, and faith integration strategies are shared.

Furthermore, the Program Directors meet bi-weekly with the Dean to discuss program needs, collaborative projects, and faculty development requirements.

3. **The business unit allocates faculty development resources.**

The Office of Academic Affairs and Operations (AAO) annually offers a stipend, typically around $1,500, to each faculty member for conference attendance. The College of Business (COB) supplements this allocation, particularly for newer faculty members who are initiating their research journey. Additionally, some faculty members have the opportunity to raise funds for their respective programs, a portion of which can be used towards conference attendance. Presently, there is specialized funding available for financial planning and accounting conferences, extending beyond the standard sources of funding.

4. **The faculty development process provides for training in alternative methods of instructional delivery.**

College of Business leadership is a strong proponent of student engagement, projects, active learning, and experiential or problem based learning. The Program Director as a PhD in Teaching and Learning. Both the Dean and the Director are published in the field of student centered learning. Student evaluations have specific questions on pedagogical alternative methods of instructional delivery and these scores and comments are closely monitored. Ongoing discussions and training is facilitated with faculty through one-on-one discussions, peer observations, and faculty meetings.

5. **The process for approving development requests and evaluating the outcome.**

Faculty members are required to submit their conference funding requests by May each year. The funds are then disbursed from August or September onwards. Both the Academic Affairs and Operations (AAO) office and the Deans have access to these funding details. Faculty members strategize to select conferences that align with the funding they've been granted. Occasionally, some faculty opt to forego conference attendance in a particular year, enabling us to reallocate their funding to another faculty member whose requested conference could not be originally financed.

6. **Professional development activities have led to improved teaching effectiveness.**

Two first year faculty were experts in their field, but struggled with their teaching effectiveness and their student evaluations had low scores. Both put together a plan of action following feedback and support from both the Dean and the Director. The Dean shared concepts in student engagement in teams and experiential learning. The Director shared concepts in problem based and project based learning and using case studies. The Director participated in class observations and continued to give feedback. Each semester following, student evaluation scores increased and students in two Town Hall events shared that they noticed marked improvement in teaching effectiveness with new faculty.

5.4.B.

CV's of all Business professors.

Opportunities for improvement:

Given that ⅔ of our faculty were hired in the past two years, we need to continue to support the faculty through the promotion and/or tenure process. Helping new faculty find ways to fulfill their scholarly responsibilities along with a full teaching load is a part of this as well. We will continue to create development opportunities for faculty to engage in through the coming years.

Most of our masters degree holders are actively engaged in professional activities. Jim Simmons, who was a new faculty member did not, but I note that now, in his second year of teaching he is engaging in professional activities. Joe Jones also did not, he is in his doctoral program, and that is taking his time and energy. He is involved in writing and research through his doctoral program, but none that is published yet.

6 Standard 6 - Curriculum

The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.

NOTE TO READERS: Criterion 6.1-6.2 apply to All Institutions. ~~Criterion 6.3 applies to Associate Degree~~ Institutions only. Criterion 6.4 applies to Baccalaureate Institutions only. Criterion 6.5 applies only to master's degree Institutions only. Criterion 6.6 applies only to Doctoral Degree Institutions only. The Online Reporting Portal of these criteria will show only those criteria that pertain to the program.

The following information must be provided for this standard to be met:

1. Provide curriculum summary tables

a. ~~Table 6.3.b. for associate degree programs~~.

b. Table 6.4.d. for baccalaureate degree programs.

2. Program Delivery

The narrative for this section is provided in Table 6.2.b

To fulfill this requirement, provide a narrative statement in the online reporting portal and complete Table 6.2.b. from the evidence file.

a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);

b. the program delivery methods employed in each program (classroom, competency based, independent study, online, etc.);

c. the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and

d. if your unit confers nontraditional business degrees, such as accelerated, competency based, executive, etc., specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how:

    1. nontraditional degrees support and/or relate to the business school or program's mission and objectives;
    2. credits are earned in these programs;
    3. you assess their academic merit; and
    4. you provide trend data of results comparing traditional to nontraditional students SLOs as required in Standard 4.

Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) semester credit hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a "scheduled classroom hour" is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify, *with course content, learning outcomes, and/or stakeholder satisfaction data, that the courses in its program are equivalent to traditional, semester-long three credit-hour courses.*

The following criteria provide evidence of continual improvement of academic quality.

Overview

The following information must be provided for this standard to be met:

1.Program summary tables. Table 6.4d for all baccalaureate programs.

2.Program Delivery- To fulfill this requirement, provide a narrative statement in

the online reporting portal and complete Table 6.2.b. from the evidence file.

Self Study

6-Standard 6 - Curriculum

Table 6.2.b for narrative

6.1 - Criterion 6.1

Approach

Criterion 6.1.a. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

Criterion 6.1.b. Describe how curricular input is secured from the unit's stakeholders.

Criterion 6.1.c. Describe how the curricular development process links with the unit's strategic plan and mission.

Self Study

6.1 - Criterion 6.1

Criterion 6.1.A.

The design and development of new course offerings and new degree programs flows from our assessment and strategic planning process. The College of Business bases changes on the goals of building rigorous, high quality programs with input from industry, alumni and University stakeholders. The Dean, the directors of each program, an advisory board and the faculty work closely together to design the overall curriculum and specific courses. For new programs, course descriptions, objectives and outlines of course content are reviewed to ensure that the overarching strategic principles of the College of Business are met. New programs and courses go through a University approval process by the Academic Affairs Committee and the Faculty Curriculum Committee. Market research is also a foundation to all new program efforts, and must first be supported by the president's office and finance office.

Criterion 6.1.b. .

Course evaluations, end-of-program satisfaction surveys and specific curriculum outcome assessments are reviewed by the Dean, Program Directors, and faculty. The COB Advisory board is also integral in providing external stakeholder perspective and input on the design and delivery needs of the COB programs. The integration of these various program assessment tools provides a greater quality and informed response to program design and delivery evaluation.

Part-time MBA Program Evaluation

Evaluation of the part-time MBA program has multiple components. Students complete an overall program satisfaction survey at the end of their final course. A summary of each cohort's evaluation is reviewed by the MBA Program Director and faculty.

Students' written and oral communication skills are assessed by a panel of GFU MBA Faculty at the end of the first 6-week course and again at the end of their final course by faculty, MBA alumni and/or an MBA Advisory Board member. The data from these pre- and post- program evaluations is used to ensure we are delivering experiences that result in performance gains in these important communication skill areas.

All PT MBA students are also required to complete the Peregrine assessment. Results are evaluated and compared with other MBA graduate scores across the U.S. The Dean, MBA Program Director, and MBA Faculty review this data at the end of each cohort’s program in order to assess where changes to curriculum and instruction are needed.

DBA Program Evaluation

In the DBA program students are evaluated on our evaluation criteria by a panel of faculty yearly. The “DBA Program Assessment Documents” contains the regular tracking and evaluation of the DBA program. Included documents are comprehensive essay data and scoring rubrics, learning outcomes data for individual courses, the program, and the College of Business, measurement rubrics, and data on student admittance & retention. A regular system of on-line course evaluations is used to review the course content, effectiveness, and faculty performance.

Periodically the longer term outcomes of their DBA education are evaluated through interviews of past students and their personal and career outcomes as well as their overall perceived value of the program. These interviews were conducted last in 2022. For the current updating of the DBA program that is underway, a faculty team gathered for three half day meetings, interviews with students were held, and an in-depth market research study was conducted.

Student Evaluations for All Programs

A formal procedure by which students evaluate faculty and courses takes place according to the following guidelines as presented in the Faculty Handbook:

a. All faculty members new to George Fox University are evaluated using the student evaluation system adopted by the Academic Affairs Office in each of their courses and lab sections in each semester of their first three years at the University.

b. After the first three years of full-time teaching at George Fox University, each non-tenured faculty member is evaluated in one course or lab section each semester. The course or lab section to be evaluated is determined by the department chair or director of the graduate program in which the faculty member teaches. If the faculty member teaches in two departments or programs, the department chairs or graduate program directors, or both, decide how many courses or lab sections to evaluate and which courses or lab sections are evaluated.

c. In the fifth year of full-time teaching, and every fifth year thereafter, each non-tenured faculty member is evaluated in every course or lab section in each semester of that year.

d. Tenured faculty members are evaluated in one course or lab section each year, with the course or lab section evaluated selected by their department chair or graduate program director. If the tenured faculty member is a department chair or graduate program director, the course or lab section evaluated is selected by the School Dean. Every fifth year after tenure, the tenured faculty member is evaluated in every course in one semester. The semester of evaluation is selected by the School Dean.

e. A summary of results of each course evaluation is given to the instructor, the department chairperson, the School Dean, and the Provost for placement in the permanent file. Directors of programs may have access to the evaluations of those they supervise through their department chair. The process for presenting and collecting student evaluation forms maintains student anonymity (e.g., handwritten evaluations do not have to be signed by students). Faculty are free to seek additional student feedback and evaluation with a separate evaluation process.

f. Additional student evaluations can be initiated at any time by the School Dean.

g. For others in less than full-time teaching positions, department chairs and graduate program directors determine which courses are evaluated.

Current Work on Reevaluating the PT MBA Curriculum

In response to the need to prepare students for increasingly complex organizations and careers, the faculty conducted a thorough market study and realignment of the MBA program, introducing the new curriculum in Fall of 2021. A copy of the program roadmap for this curriculum is available upon request, and is reflected in the CPC compliance table (6.4.d) submitted as part of this self-study.

The primary insights gained from our market research were that students in our target market were looking for an MBA program that was 1) less costly; 2) shorter in duration; 3) flexible to meet their schedules; and 4) continued to reflect the quality that has been established by the George Fox MBA. To accomplish this, we shortened the program by removing concentrations, resulting in a program that can be completed in 14 months for 32 credits. This, in turn, also reduced the cost of the MBA. All of this was done without compromising the quality of the faculty used in the program, the low faculty/student ratio, and allowed us to offer the program both in the traditional classroom setting and in a fully Zoom synchronous model.

After one cohort completed this program, further research indicated that there was still a population in our target market that was looking for even more flexibility than could be found in the choice of classroom or Zoom synchronous models. Therefore, we are currently working to develop all of our courses for a fully online, asynchronous offering in Fall of 2023. The courses in this program will be the same as in the classroom program and the faculty will teach both in the classroom and online for consistency.

DBA Program Curriculum Design and Evaluation

The doctoral program offered a Doctor of Management degree when it began in 2006. Students could pursue two tracks: executive management or management education. The executive management track was designed for those who wanted to remain in business but expand their knowledge and skill base. The management education track was designed for those who planned to teach in higher education. Over the years concentrations have come and gone due to popularity of certain concentrations and available doctorally qualified professors. Students now choose between management, business analytics, and executive leadership concentrations. The recent curriculum shifts were led by the dean and program director while taking into account market research, former student input, and industry needs.

The DBA program’s primary mission is to prepare business educators and professionals to teach and lead in Christian as well as secular institutions. In addition to getting exposure to the functional areas of business, students develop an in-depth understanding in their area of concentration. Every student is required to take a course in spirituality and business, and complete an education/consulting component, and a research core, and a business core. The George Fox program differs from many other doctoral programs because it provides students with background and hands-on experience in instruction and consulting.

The DBA program is a 56 credit hour program with online classes, web-enhanced hybrid courses and one residency session on the Newberg campus each year. Residency classes are conducted seminar style during four-day sessions, which are typically scheduled in late July or early August. Class sessions are supplemented with reading assignments and projects, as well as participation in a vigorous online community. This online and hybrid delivery allows doctoral students to complete the program while working full time. Dissertation work generally takes place in the 3rd or 4th year of study.

Criterion 6.1.c. Describe how the curricular development process links with the unit's strategic plan and mission.

As noted in 6.1.a.,the design and development of new course offerings and new degree programs flows from our assessment and strategic planning process. The College of Business bases changes on the goals of building rigorous, high quality programs with input from industry, alumni and University stakeholders. The Dean, the directors of each program, and the faculty work closely together to design the overall curriculum and specific courses. For new programs, course descriptions, objectives and outlines of course content are reviewed to ensure that the overarching strategic principles of the College of Business are met. New programs and courses go through a University approval process by the Academic Affairs Committee and the Faculty Curriculum Committee.

During the 2021-22 academic year, the dean engaged faculty and staff in strategic thinking discussions through the reading of articles and perspectives about the future of higher education as well as the future of business education. Curricular relevancy and the state of the MBA program in higher education were critical topics of discussion. Faculty and staff participated in discussion as well as an activity that asked each one to answer the following questions:

To supplement these activities, in the Fall of 2022, the MBA faculty and the DBA faculty each engaged in a Values Proposition review process (led by our Marketing team) to help us to focus in on our student, their needs/wants, and ensure that we are making changes that emphasize the value proposition that our programs bring to our students. This work is ongoing and is helping us to shape changes that are currently underway in the MBA and DBA programs.

6.2 - Criterion 6.2

Deployment

Criterion 6.2.a. Provide evidence how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Criterion 6.2.b. The unit must complete **Figure 6.4.b Abbreviated Course Syllabus** for each UG business core course.

Criterion 6.2.c. Provide evidence how business-related programs include sufficient coverage of business topics to meet the long-term needs of students and other stakeholders. Business-related programs that lead to associate or bachelor's must have a minimum of 25 percent of the total curriculum devoted to business. Master's degree programs must have a minimum of 50% of the total curriculum devoted to business. Doctoral level programs must have a minimum of 25% of the total curriculum devoted to business.

Students transferring from an associate institution into a bachelor's level business-related program must meet the 25% bachelor's degree business requirement with a combination of business courses from the associate institution and the bachelor's institution as specified by the bachelor's degree granting institution.

Examples of business-related programs include majors such as sports management, hotel and tourism management, computer and information systems, health systems, cyber-security etc.

Provide evidence that the unit meets these percentage targets by completing Table 6.2.c. in the evidence file giving information about the curriculum of your business-related programs.

Criterion 6.2.d. Articulation and Transfer Relationships
The business unit must include the policies and procedures for transfer to and from other institutions to programs in the business unit.

For satisfying Criterion 6.2.d, use Table 6.2.d. to explain or describe any articulation and/or course transfer arrangements you have with other institutions, and report on the following areas as appropriate for your institution:

a. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.

We do not currently have any articulation or course transfer arrangements with other institutions.

b. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

Certain lower- and upper-division courses in general education are required of all students. (see http://www.georgefox.edu/catalog/undergrad/curriculum/gen_ed.html). The specified courses and the course options provide knowledge and skills in support of cultural perspectives and major programs. Transfer students consult closely with their faculty advisors concerning their general education requirements. They are expected to fulfill the requirements of the catalog under which they entered George Fox University.

Admission Procedures and Policies for Transfer Students
http://www.georgefox.edu/catalog/undergrad/admission/transfer.html

c. Describe the student advisement process that informs students as to the transferability of coursework.

Note: Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study)

There are no articulation agreements in place. When students apply to a COB program, their transcripts are reviewed by the Registrar for potential transfer into a program. If there is approval needed for a transfer of credits, the request is sent to the Dean and Program Directors for approval.

Self Study

6.2 - Criterion 6.2

Criterion 6.2.a.

This starts with how we qualify our part-time faculty. All courses, with the exception of several in the DBA program, are delivered in person. More information on how we prepare faculty for traditional courses is provided below. The DBA program's administrative assistant oversees the online system for that degree and assists faculty with setting up and managing their courses. A system trainer from the University's IT Department is also available to train and advise faculty members in the use of the online LMS (Canvas). Similar assistance is available to all faculty, including part-time faculty, in using Canvas to augment their classroom courses.

1. In terms of how we orient faculty to curriculum programs, the University provides formal orientation for both new faculty and adjunct faculty. Program Directors normally take responsibility for orienting new faculty teaching in their programs, introducing them to personnel, equipment, supplies, materials, and resources they will need to complete their responsibilities. Administrative Assistants are available at all teaching sites to provide assistance to new faculty with classroom needs. Program Directors remain a ready resource to new faculty, checking in with them periodically to make sure their needs are being addressed.
2. Regarding orienting faculty to program courses, when possible, a full-time faculty member who has taught a course before will work with new faculty and adjuncts assigned to teach that course. Faculty teaching a course for the first time are provided past syllabi for the course and are expected to follow the content and pedagogy previously used until they can demonstrate sufficient experience with the course to make significant changes.
3. We align part-time and full-time faculty. COB faculty are generally very willing to assist someone teaching a course they have taught in the past. When more than one person is teaching the same course at the same time (which is rare), those individuals are encouraged by the Program Directors to coordinate their efforts and resources where it makes good sense.
4. We provide ongoing assistance to faculty. New faculty and adjunct faculty are always provided copies of the syllabus for past semesters of the course they are to teach, and are encouraged to follow the tested methods of those teaching the course before them before making major changes to pedagogy and content.
5. We use course evaluations and monitoring. *Course Evaluations.* Student evaluation of instruction is completed for every course, every semester. Using the Instructional Assessment System from the University of Washington, students toward the end of each course are provided a standard, pre-printed, computer-scanned evaluation form with 31 questions, along with a sheet for written comments. Faculty are asked to leave the room and allow at least 15 minutes for students to complete the evaluations in class (doctoral

students in online courses receive an evaluation to complete online). At the beginning of the following term faculty members receive transcribed copies (to protect anonymity) of all student comments and a report with the results of the evaluation. Copies of these materials go to the dean and the respective program directors. Program directors who detect a reason for concern will share those concerns with the Dean and contact faculty members to discuss developing a plan for improvement. *Course Monitoring.* As described under Criterion 1.1.c., the university review process requires class visitations by a team of peer-reviewers in the third year and sixth years of teaching. Program Directors routinely sit in on courses in their programs to observe teachers and better understand course content. The GFSB faculty members often participate in the classrooms of other faculty in the capacity of knowledge expert, panelist, and judge of students' work and presentations. During these visits, colleagues have the opportunity to observe each other and provide feedback and assistance in ways to mutually improve each other's experience in the classroom.

Criterion 6.2.b.
The abbreviated course Syllabi can be found here

Criterion 6.2.c. Business-related programs that lead to associate or bachelor's must have a minimum of 25 percent of the total curriculum devoted to business. Master's degree programs must have a minimum of 50% of the total curriculum devoted to business. Doctoral level programs must have a minimum of 25% of the total curriculum devoted to business.

Students transferring from an associate institution into a bachelor's level business-related program must meet the 25% bachelor's degree business requirement with a combination of business courses from the associate institution and the bachelor's institution as specified by the bachelor's degree granting institution.

Examples of business-related programs include majors such as sports management, hotel and tourism management, computer and information systems, health systems, cyber-security etc.

Provide evidence that the unit meets these percentage targets by completing Table 6.2.c. in the evidence file giving information about the curriculum of your business-related programs.

Criterion 6.2.d. Articulation and Transfer Relationships
The business unit must include the policies and procedures for transfer to and from other institutions to programs in the business unit.

For satisfying Criterion 6.2.d, use Table 6.2.d. to explain or describe any articulation and/or course transfer arrangements you have with other institutions, and report on the following areas as appropriate for your institution:

a. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.

We do not currently have any articulation or course transfer arrangements with other institutions.

b. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

Certain lower- and upper-division courses in general education are required of all students. (see http://www.georgefox.edu/catalog/undergrad/curriculum/gen_ed.html). The specified courses and the course options provide knowledge and skills in support of cultural perspectives and major programs. Transfer students consult closely with their faculty advisors concerning their general education requirements. They are expected to fulfill the requirements of the catalog under which they entered George Fox University.

Admission Procedures and Policies for Transfer Students
http://www.georgefox.edu/catalog/undergrad/admission/transfer.html

c. Describe the student advisement process that informs students as to the transferability of coursework.

Note: Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study)

There are no articulation agreements in place. When students apply to a COB program, their transcripts are reviewed by the Registrar for potential transfer into a program. If there is approval needed for a transfer of credits, the request is sent to the Dean, Program Director, and a subject matter expert if necessary for approval.

6.4 - Criterion 6.4

Baccalaureate Degree Deployment
Criterion 6.4.a. - Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), or B.B.A., or B.S.B.A. degree with a business major that imply general business preparation with or without a functional specialization must include coverage of the Undergraduate Common Professional Component (CPC) at the level prescribed by ACBSP.

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas	a. Marketing b. Business Finance c. Accounting d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management

	e. Legal Environment of Business
	f. Economics
	g. Business Ethics
The Business Environment	h. Global Dimensions of Business
	i. Business Communications
	j. Information Systems
Technical Skills	k. Quantitative Techniques/Statistics
	l. Business Policies, or
Integrative Areas	m. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

To demonstrate compliance with Criterion 6.4.a, identify where the topical areas of the CPC are covered in the required course offerings. As evidence, complete and supply a **Table 6.4.d Template for CPC Compliance.**

Required courses in the business core may be taught by an academic department outside of the business unit. In this case, prepare an Abbreviated Syllabus and report it with this criterion. For example, Statistics may be taught by the Math Department.

Self Study

6.4 - Criterion 6.4

Undergraduate Programs Only

Criterion 6.4.a.

Table 6.4.d Template for CPC Compliance.

All of the core classes in our UG curriculum adhere to the 30 hour minimum except for Information Systems. This was noted about two years ago, and the faculty is currently discussing if we could remove one class from the core and add this course. However, it is also evident that IS ends up getting integrated more into upper division major specific courses where specialized software is used. We note heavy teaching on this topic in upper division accounting, project management, financial planning, and analytics.

6.5 - Criterion 6.5

Master's Programs Only
Deployment

Criterion 6.5.a. The business unit must complete Table 6.5.a. with information for each of its accredited master's level programs.

Criterion 6.5.b. Provide evidence for each program how the program requires 30 semesters or 45 quarter credits (or equivalent) in courses beyond the basic undergraduate CPC courses. Describe how students admitted to the master's level programs without undergraduate preparation in business meet the CPC requirements. Programs with the same requirements may be grouped together in the description. Exceptions must be justified.

Self Study

6.5 - Criterion 6.5

Criterion 6.5.a.

Table 6.5.A. has been completed for our MBA program

Criterion 6.5.b.

The MBA and DBA programs both exceed the minimum 30 semester hour requirements (32 for MBA, 56 for DBA). Evidence of the credit requirements can be found on the George Fox University website as follows:

MBA - https://www.georgefox.edu/business/mba/index.html

DBA - https://www.georgefox.edu/business/dba/index.html

Both the MBA and DBA require previous preparation in business, aligned to the CPC requirements. For students who do not meet the requirements for previous business education, leveling pre-requisite courses are offered.

For the MBA, leveling courses in Accounting, Economics, and Statistics are required for students without an UG Business Degree that includes these courses. These leveling courses are also required for students who completed their business UG degree more than 10 years prior to applying to the MBA, or who received less than a 3.0 in these required courses.

For the DBA, leveling courses in Micro and Macro Economics and Quantitative Research Techniques/Statistics are required for students without prior graduate level work in these topics.

6.6 - Criterion 6.6

Criterion 6.6.a. The business unit must complete Table 6.6.a. with information for each of its accredited doctoral level programs.

Criterion 6.6.b. If the doctoral program does not require at least 60 semester or 90 quarter credits (or equivalent) in courses beyond the master's level courses, the unit must provide a justification for the exception.

Terms

Professional Education Curriculum. The Professional Education Curriculum refers to college level courses involving content knowledge, habits of mind, and skills that prepare students for success in a particular profession.

Common Professional Component (CPC). The Common Professional Component refers to the course content that must be included in courses taught in all accredited undergraduate programs. Each accredited program must include content in twelve content areas, as follows:

- Marketing
- Business Finance
- Accounting
- Management
- Legal Environment of Business
- Economics
- Business Ethics
- Global Dimensions of Business
- Business Communication
- Information Systems
- Quantitative Techniques/Statistics
- Business Policies or Integrating Experience

It is expected that each CPC area must receive a minimum coverage of approximately 30 hours.

Business-Related Program. A business-related program is one in which at least 25%, 50%, and 25% of the total curriculum at the associate and bachelor's, master's, and doctoral degree levels, respectively, consist of required courses in business. To be considered for ACBSP accreditation such a program must include sufficient coverage of CPC/PC topics to meet the long-term needs of students and other stakeholders.

Self Study

6.6 - Criterion 6.6

Criterion 6.6.a
Table 6.6.A.

Criterion 6.6.b.
The Doctor of Business Administration (DBA) program offered at the George Fox College of Business has been designed to meet the needs of professionals seeking an advanced degree without compromising the quality of education and depth of study. Below are some reasons justifying why our DBA program is 56 credit hours instead of the typical 60.

1. **Efficient Curriculum Design**: Our curriculum is designed to maximize learning efficiency. The coursework is thoughtfully curated, ensuring each credit hour is fully utilized. By cutting any redundancy or unnecessary material, we've streamlined the program to 56 credit hours, which still covers all vital areas of study.
2. **Intensive Coursework**: The courses in the DBA program are intensive and condense the learning experience, providing the equivalent knowledge of a 60-credit program in 56 credits. The residence classes in the summer also require students to spend four 8-hour days in intensive coursework.
3. **Focused Learning**: Our program is designed to provide a highly focused, specialized learning experience. By combining some topical areas the credits are reduced and integrated learning happens. One example of such a course is our global strategy course which covers the topics of strategy while helping students also learn about global business topics.
4. **Flexibility and Work-Life Balance**: Understanding the demands on professionals, the 56-credit hour program balances the academic rigor with flexibility, allowing our students to maintain their professional and personal commitments.
5. **Market Comparison**: Our analysis of similar high-quality DBA programs revealed that a 56-credit structure is common and often viewed favorably by students who desire a rigorous yet time-efficient program.
6. **Cost Efficiency**: Reducing the credit hours to 56 also reduces the total tuition, making the program more financially accessible to a broader range of students, without compromising the quality of education.
7. **Regulatory Standards**: The program meets all other necessary accreditation requirements and educational standards, thus maintaining its integrity and recognition despite the reduced credit hours.
8. **Dissertation credits**: The dissertation takes most students a year or more to complete. We require them to be enrolled continuously with 1 credit per term and to take 8 credits worth of dissertation classes. We wanted to keep this part of the program flexible and affordable. If we kept the 3-credit norm we could increase the credits of the program, but also the cost to the student.

These reasons ensure that our 56-credit DBA program not only equips students with the necessary knowledge and skills but also respects their need for a balanced, efficient, and flexible learning experience.

7 Standard 7 - Business Unit Performance

The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.

The following information must be provided for this standard to be met using Table 7.1 in the evidence file:

The results of establish performance expectations from Standard 1 Leadership from the list of examples below must be reported and made public on the business units home page. Table 7.1.a in the evidence file of the online reporting portal provides examples. Table 7.1.b is provided as a template for your data and information.

These are examples of student achievement identified by CHEA.

- Attrition (e.g. Less than 40%) - GFU website? Data Analytics team?
- Retention (e.g. Greater than 40%) - GFU website? Data Analytics team?
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31) - COB? Linda or Debby emails?
- Licensure pass rates (e.g. CPA 78%) - Seth & Ryan
- Job placement rates (e.g. Accounting 100%, Marketing 91%) - Logan/CAP Center providing report
- Employment Advancement (e.g. Accounting 12, Marketing 9) - Getting Promoted? Debby's pdf email.
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5) - Admissions?
- Successful transfer of credit (e.g. Accounting 14, Marketing 7) - Admissions?
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11) - CAP center
- Enrollment? Addressed in another section of the report?
- Census Report? - Registrar's office?

Self Study

Standard 7 - Business Unit Performance

The following criteria provide evidence of continual improvement of academic quality.

2020 Old QA Report

https://drive.google.com/drive/folders/1t31p5vVqHOMGncHNuG2sxDKkfMiWS4aL?usp=share_link

7.1- Criterion 7.1

Approach

Criterion 7.1.a. List key **Student Performance Tracking Processes** on your performance, including business student achievement such as. (e.g. attrition and retention, graduation, licensure pass rates, job placement rates, employment advancement, acceptance into graduate programs, successful transfer of credit, etc.). The first table 7.1 is an example of data to report. The second Table 7.1. is a blank template for you to complete.

The key student performance tracking processes can be found in Table 7.1

Criterion 7.1.b. List key **Business Operation Processes** provided to ensure student success. (e.g. improvements in curriculum, material, handouts, books, case studies; faculty development; improved contract management and records management; enhanced communication processes; innovative technology, digital classroom, other). Use Table 7.1.b. to report.

The key business operation processes can be found in Table 7.1.b

Criterion 7.1.c. List key **Education Support Processes** provided to ensure student success (e.g. library, computer lab, tutoring, registration, book store, other). Use Table 7.1.b to report.

The key education support processes can be found in Table 7.1.b

Criterion 7.1.d. **Sharing Performance Results with the Public.** Use Table 7.1.a. in the evidence file to provide links to the business programs web page.

The link to performance results that are shared with the public are found in Table 7.1

Self Study

7.1- Criterion 7.1

7.1.a.
Table 7.1 Student Achievement

7.1.b.
Table 7.1.b. Operations & Support

7.1.c.
Table 7.1.b. Educational Support Processes

7.1.d.
Table 7.1.a. Sharing Performance Results with the Public

7.2- Criterion 7.2

Deployment

Criterion 7.2.a. The Business Unit must provide evidence of the deployment of the processes in Criterion 7.1.b.

Criterion 7.2.b. Using Table 7.1.b., provide evidence that the business unit monitors the business operation processes.

Criterion 7.2.c. Using Table 7.1.b., provide evidence that the business unit monitors the educational support services.

Self Study

7.2- Criterion 7.2

7.2.a Table 7.1.a. reports deployment of Student Achievement Tracking.

Evidence that we continuously track the student achievement is that we have spreadsheets of data from which we pulled the reports in the table.

7.2.b. Table 7.1.b.
Enrollment rates, for example, are tracked and responded to often. Both our MBA and DBA programs have been revised and converted to online offerings due to the monitoring of these numbers. The action items that are reported as already done in column E indicate that monitoring and action steps are a part of our regular process.

7.2.c. Table 7.1.b.
For example, these UG meeting notes show that grading policy with the AAO office was discussed, and that the academic success director came to talk to faculty about current concerns and there was a robust conversation.

7.3 - Criterion 7.3

Results

Criterion 7.3.a. Provide evidence that the key student performance processes identified in 7.1. are tracked for each accredited program using Table 7.1. student Achievement

Criterion 7.3.b. Using Table 7.1.b. provide evidence of data collected to monitor business support processes.

Criterion 7.3.c. Using Table 7.1.b. provide evidence of data collected to monitor Business Operation Processes.

Criterion 7.3.d.

1. Provide the link to your business program web page in your response below.

2. A second link to Student Achievement must be on that/those page(s) such as:

Provide the link and directions from the business units home page to student achievement results identified in 7.1. This data must be routinely provided to key stakeholders and the general public for each accredited program. Student Achievement (e.g. attrition, retention, completion, licensure pass rates, job placement, employment advancement, acceptance into graduate programs, successful transfer of credit, other). Use Table 7.1.a to provide the link and directions as well as a copy of the link here.

Self Study

7.3- Criterion 7.3

7.3.a. Table 7.1. Student Achievement

7.3.b. Table 7.1.b. Operations & Support

7.3.c Table 7.1.b. Operations & Support

7.3.d.
The business program web page is here:
https://www.georgefox.edu/business/index.html

Here is the link to this information on our website:
https://www.georgefox.edu/business/accreditation.html

7.4- Criterion 7.4

Continuous Improvements

Criterion 7.4.a. Using Table 7.1.b., explain how the Student Performance Results identified in Standard 7 are used to improve processes for accredited programs.

Criterion 7.4.b. Describe in Table 7.1.b. how the use of Business Operation Processes were improved based on the findings.

Criterion 7.4.c. Describe in Table 7.1.b. how the use of Educational Support Processes were improved based on the findings.

Self Study

7.4- Criterion 7.4

7.4.a. Table 7.1.b. Operations & Support

Number of students graduating in each program: This information is used to help us track the stability of our programs. The MBA has been losing enrollment for quite some time and we have taken measures to turn that around. These numbers usually come up in our year to year financial statements as well, which are viewed by semester for enrollment income. We monitor graduation rates in the business programs and consider eliminating programs that consistently have few students graduating.

Over the past three years, we've observed a downward trend in student enrollment for both our MBA and DBA programs. Conversely, enrollment numbers in our undergraduate business program have remained relatively steady. In response to these shifting dynamics, we have conducted extensive market research and implemented significant revisions in both graduate programs over the same period.

Retention Rates: These numbers are critical in a number of ways. They are often a direct result of students' experience in the COB, and low rates would flag a problem immediately. A dip in retention may point to a bigger problem in our systems and processes. Also, there is a huge financial impact to the university and the COB margins when we lose students. In this environment with student enrollment down in general across universities, we can't afford to lose students before they graduate. Comparing retention rates to the norm for the university helps us to see how we are doing in the context we are in. Finding ways to increase retention in our program, to be consistently higher than the university rate is the goal.

We have noted that retention rates in all programs are important and improving retention rates is likely going to be a future goal. We have been focusing on stabilizing a department that was destabilized by leadership issues and COVID related faculty departures. Retention rates in the

UG programs need to improve to match or exceed GFU rates, and the graduate program needs to maintain high retention rates while moving to online programing.

Business administration and Financial Planning retention rates: We have always had a BUAD major, and find that students choose that major when they aren't sure what they want to do. Then later they opt into one of our other, more robust majors. That is why we have pulled this rate out from the rest. Recently we eliminated this major so we don't have this issue in the future. Financial planning is a new program. I believe we will start to see solid retention rates soon, but because it's new we pulled it out too.

7.4.b. Table 7.1.b. Operations & Support

Faculty hiring, dissertation processes and connections with industry partners have all been improved in the past three years. We as a faculty have noted these pain points, put concerted effort into the process and found ways to adjust to get better results. The table contains the details.

7.4.c. Table 7.1.b. Operations & Support

Educational Support Processes are operated outside of our department. However, we interact with them regularly and give them feedback. They are responsive and adaptive. For example, librarians come speak to our graduate students to explain how they can serve students research and writing needs. We meet with librarians to ensure our students have the support they need, and that the needed resources are available to students. Another example is disability services. We have a lot of students who have special needs in the classroom. We regularly invite disability services in to speak to the faculty, do training and answer questions. When we feel we can't follow through on the services required we ask for help from this department, and they are extremely helpful. We just recently had training on our FOX 360 system that alerts administrators when students are missing class regularly, failing a class or having behavioral issues.

Note: Chat GPT was leveraged in certain parts of this report. When used, the text was first written in a thorough and detailed manner, then Chat GPT was instructed to clarify the writing or to ensure the theme of the section was consistent. Once Chat GPT generated a response it was reviewed to ascertain if the writing was indeed clarified. The parts that were chosen to be included were again edited to ensure that all facts and evidence were accurate and present.