

I - Institutional Information

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

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

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

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

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

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Status: Completed | Due Date: 2/10/2017

Assigned To

Natalie Winter

Institution Response

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

Accounting (BS)

Business Administration (BS)

Marketing (BS)

Master of Business Administration

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

CBU is not seeking ACBSP accreditation for business-related programs (outlined below) that are supported by other CBU departments and schools. While the business courses offered in these programs are all offered through the Jabs School of Business, these courses complement the more extensive course requirements in these other professional areas. Students enrolling in these business-related programs thus attend ACBSP accredited courses within the Jabs School of Business. The required courses for these non-business school programs are listed below within the context of the programs to be excluded from accreditation.

Programs to be excluded:

Aviation Management (major) is offered by the Department of Aviation Science in the College of Arts and Sciences. Of the lower and upper division course requirements (60 units) for this major, two courses are offered through the Jabs School of Business: ACC 250 (Principles of Accounting I) and BUS 315 (Business Statistics). The focus of this program is on the management of airports and air traffic, not the business of air travel and so should be excluded from accreditation.

Construction Management (degree) is offered by the College of Engineering. Of the lower and upper division course requirements (96 units) for this major, six courses are offered through the Jabs School of Business: ACC 250 (Principles of Accounting I), BUS217 (Microeconomics), BUS 218 (Macroeconomics), BUS 237 (Management Based on Biblical Principles), BUS357 (Small Business Management), and BUS 358 (Business Law). Although a certain level of business acumen is important in this field, the focus of the program is on the skills needed to organize and execute construction projects, not running a construction business and so should be excluded from accreditation.

Engineering offers business as one of five possible areas of concentration for degrees within the discipline. Of the lower and upper division course requirements (124-139 units) for this concentration, nine courses in this program are offered through the Jabs School of Business: ACC 250 (Principles of Accounting I), ACC 251 (Principles of Accounting II), BUS 218 (Macroeconomics), BUS 237 (Management Based on Biblical Principles), BUS 358 (Business Law), BUS 334 (International Business), BUS 463 (Business and Organizational Management), BUS 485 (Business Policy and Strategy), and MKT 333 (Principles of Marketing). Like the Construction Management program, the business concentration within the Engineering program is designed to give engineers the business acumen to function more effectively as engineers, not as businessmen, and should be excluded.

Sports Management (minor) is offered by the Department of Kinesiology in the College of Allied Health. Of the eight required courses for this minor (24 units), four courses are offered through the Jabs School of Business: ACC 250 (Principles of Accounting I), BUS 218 (Macroeconomics), BUS 237 (Management Based on Biblical Principles), and MKT 333 (Principles of Marketing). Graduates of this program will be managing the safe and recreationally effective delivery of sports programs, not sports businesses. This program should be excluded from accreditation.

CBU will communicate what programs are ACBSP accredited by describing the respective programs as being ACBSP accredited and will further identify programs by making the bi-annual Quality Assurance (QA) report available to the public via the university website

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

Riverside

Online

O 7 Person completing report:

Person completing report Name: Dr. Natalie Winter

Phone: (951) 343-4462

E-mail address: nwinter@calbaptist.edu

ACBSP Champion name: Dr. Andrea Scott

ACBSP Co-Champion name: Dr. Natalie Winter

Sources

There are no sources.

II - Status Report on Conditions and Notes

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

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

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

Remove Note:

Remove Condition:

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

Do Not Remove Note or Condition:

QA Report

Status: Completed | Due Date: 2/15/2017

Assigned To
Natalie Winter

Institution Response

Do Not Remove Condition:

Condition on Standard 5, Criterion 5.5.1 - **Teaching Load**

The School of Business is committed to reducing the number of overloads for our full-time faculty. Since the time of the Self-Study we have only had one academic year in which to implement these changes, and due to the hiring cycle of full-time faculty members, have added only limited additional faculty during the QA report time frame (In 2016 - additional full-time faculty were added). It should also be noted that because of CBU's unique missional focus, the pool of prospective applicants is smaller than many other ACBSP institutions. However, we are committed to working towards addressing this condition and have secured approval for 3 new faculty hires for the 2017-2018 academic year. Additionally, we have expanded our pool of academically qualified adjuncts allowing us to work towards a further reduction of overloads for our full-time faculty members. We are not asking for removal of this condition at this time, but look forward to reporting progress in this area in the next Quality Assurance report.

Remove Note:

Note on Standard 4, Criterion 4.2 - **Program Outcomes**

The Jabs School of Business is committed to deploying a robust assessment process. As noted in our Self Study response, the School of Business had developed a set of program outcomes for our programs, but at the time of the self-study, 3 data points had not been collected for each program. However, since that time frame, and as evidence in [Standard 4](#), three data points have been collected and reported for every program, except those which we were unable to do given course rotations in the given time frame. As such, we are requesting that this note be removed.

In the Self Study response, the MBA program was noted as a particular area where the assessment process need to be more fully deployed. In 2015, we moved to a comprehensive simulation (Capsim) for our MBA Capstone Project class to better effectively track and measure program outcomes. Additionally,, a standardized rubric aligned with the MBA program goals was developed and was utilized to assessed the simulation outcomes (See [Assessment Rubric MBA](#)). The results from three semesters (SP, FA, SU 2016) are reported in [Standard 4](#).

Do Not Remove Note.

Notes on Standard 5, Criterion 5.1 - **HR Plan**

We have hired a new Dean and are taking the steps necessary to cast and pursue a vision that will advance the CBU mission and also strengthen our School's impact and reputation. In keeping with our commitment to improve the quantitative rigor of our program, the School of Business is actively seeking to hire candidates with strong analytical and quantitative skill sets. We aim to secure faculty members whose terminal degree (PhD preferred) is in a business/management field. However, missional fit remains paramount. A greater number of faculty who are academically qualified to teach in our graduate programs will allow the operational flexibility required to grow our graduate programs. We increased our full-time faculty by five persons since the last QA report (four have doctoral degrees) and all have significant work experience. In support of our quest to be experientially-oriented and career-equipping, we are seeking an additional staff member who will be devoted to our internship initiatives and also help facilitate industry-facing opportunities such as Centers for Excellence.

Do Not Remove Note.

Note on Standard 6, Criterion 6.21 and 6.2.2 - **Educational Support Processes**

CBU employs a centralized system for most educational support processes. At the School of Business we are taking steps to cultivate a more comprehensive understanding of the student experience from initial pre-enrollment contact through completion. By working closely with the following offices and aim to secure meaningful metrics that can more easily reveal areas of success and of challenge. Consider the following:

Area of Student Engagement	Possible Metrics	Comments
Office of student success	# of tutored students # of students who tutuor	We will explore ways to monitor the percentage of users who are business students. We will also be mindful of which disciplines are most reviewed.
Career services	# of students who participate in mock interviews # of students who post resumes on Career Connect # of students who attend a	Career services has recently implemented a tracking system that records visits to and participation in various opportunities of the career services office. We aim to better integrate those reports into our understanding of the student experience.

	career fair	
Academic advising	# of students attend advising appointments	It is not clear what measurement mechanisms are currently in place to identify individual students' use of advising services; however we will investigate this area.
Lancer Loyalty program	% retention rates % graduation rates	This campus-wide program is becoming more robust in the data that it captures. We are taking steps to better integrate the findings in this area.

With CBU's implementation of Salesforce and other contact management systems, we are better poised and have taken steps to request more customized reports from the various areas of student engagement listed above in order to build an integrated dashboard that will more closely monitor related statistics. In particular we have requested input that breaks the data into more nuanced categories such as programs and concentrations which allows us to better predict and manage course demand and related staffing.

CBU requires new full-time faculty to complete a two-year faith and learning orientation program that also incorporates intense and practical training on a variety of learning management systems. Our School has also offered additional training for Blackboard and LiveText in order to better equip all our faculty in leveraging technological tools especially in the area of assessment. Furthermore we have generated a more comprehensive training regimen for our adjunct faculty and are taking steps to more readily include them in professional and academic development.

Sources

- Assessment Rubric MBA
- Standard 4

III - Public Information

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

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

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

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

QA Report

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Assigned To
Natalie Winter

Institution Response

1. Student Learning Outcome Assessment Results - The University has an annual assessment process that feeds into a program review process. In accordance to regional accreditation expectations, the results from all program assessment are available through the following:

<https://www.livetext.com/doc/7892128>

2. Program Results for Business Students - Additionally, the University offers Higher Education Opportunity Act Compliance data. The data can be found at the link below for the University at large. More specific information is available through program review reporting.

<https://calbaptist.edu/office-institutional-research-planning-and-assessment/student-achievement>

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

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

QA Report

Status: Completed | **Due Date:** 2/15/2017

Assigned To
Andrea Scott

Institution Response

a. Since the last report, we have hired 4 persons: a dean, one assistant professor in Management and two visiting professors--one in Accounting and one in Marketing. We have created an Entrepreneurship Program director position and replaced the Accounting Program director. Both of these program director positions were staffed internally.

New hires include:

- Dr. Andrea Scott - PhD - Marketing, MBA
- Dr. Joel Bigley - Ed.D. - Organizational Leadership, Master of Science-Operations Management
- Prof. Ellen Kaminski - Master of Public Administration, CPA
- Dr. Kristopher (Kris) Floyd - PhD - Marketing, MBA

b. No new sites were established since the last report.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

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

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

Key Strategic Goals/Objectives	Any Major Changes

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

Strategic Objectives	Key Measures	Progress Toward Achievement

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

Strategic Planning Process Changes Summary

QA Report

Status: Completed | **Due Date:** 2/15/2017

Assigned To
Andrea Scott

Institution Response

2.1 Changes to Strategic Goals during QA period

Strategic Goals/Objectives	Major Changes
Designing and launching an Incubator/Center for Social Entrepreneurship by Spring 2016.	We are no longer pursuing an Incubator/Center for Social Entrepreneurship
Reestablishing a Dean's Advisory Board representing local businesses, not-for-profit organizations, and government entities by May 2014.	We have added an Alumni Council that will operate separately from the Dean's Advisory Board.
Growing total student enrollment in the School of Business to represent 12% of university enrollment by Fall 2015.	Rather than pursuing enrollment that represents 12% of the university enrollment, we are aiming to increase undergraduate enrollment by 10% each year.

2.2 Strategic Measures and Progress during QA period

Strategic Goals/Objectives	Key Measures	Progress towards Improvement
1) Increasing undergraduate enrollment by 10% each year.	Enrollment & retention rates	Programs continue to grow steadily
2) Refining and growing a top Christian MBA on West Coast. Targeted enrollment increase 15% per annum by Fall 2017.	Enrollment & retention rates	Steady growth persists in our MBA programs. We will also marketing expenditure towards graduate programs. Additionally we are increasing the percentage of academically-qualified members within our faculty.
3) Developing and launching a finance major by Fall 2015.	Secure sufficient financial faculty	A finance major was approved and will launch in Fall 2017. Earliest enrollment numbers are encouraging.
4) Recruiting and hiring a high quality, credentialed faculty member in the quantitative area (statistics, economics, and finance) by Fall 2014.	Secure a strong statistics faculty member	We are seeking to hire additional faculty members with strong quantitative skills and experience.
5) Increasing the profile and impact of the School of Business in local and regional markets.	Brand awareness & recall	While we have not directly sought marketing research results, we aim to use consistent branding of the Jobs name as we send our dean, faculty, and students into the community.

2.3 Changes to Strategic Planning Process in QA period

The only change to the strategic planning process during the QA period was the timing. The Provost office moved deadlines for submitting school initiatives earlier in the academic year.

Sources

There are no sources.

3 - Standard 3 Student and Stakeholder Focus

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

Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

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

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

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

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

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

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
(Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	<p>Alumni Satisfaction: 2009 - 2013</p> <table border="1"> <caption>Alumni Satisfaction Data (2009-2013)</caption> <thead> <tr> <th>Year</th> <th>Satisfaction Score (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>~85</td> </tr> <tr> <td>2</td> <td>~88</td> </tr> <tr> <td>3</td> <td>~90</td> </tr> <tr> <td>4</td> <td>~92</td> </tr> <tr> <td>5</td> <td>~95</td> </tr> </tbody> </table>	Year	Satisfaction Score (%)	1	~85	2	~88	3	~90	4	~92	5	~95
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Natalie Winter

Institution Response

Our analysis considered three data points: graduating students employed at graduation, course evaluation scores, and employer internship evaluation scores. These data points provided an overview of how our programs' performance from current students and employers, as well as in our ability to equip students to obtain jobs at the time of graduation. On each of these data points we achieved or exceeded our goal in the most recent year. In future years, this data needs to be complemented by alumni surveys as well. The University is working to develop a more robust system of collecting information from alumni and the School of Business looks forward to reporting on alumni statistics in future reports. In the meantime, the School of Business has started hosting alumni events twice a year (our first one was held in October 2016) and is initiating some data collection activities through these events to further our understanding of our alums' perceptions and perspectives.

Sources

- Standard 3

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

a. Program Outcomes.

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

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

b. Performance Results.

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

QA Report

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Natalie Winter

Institution Response

As discussed in our Self Study report, all of our Bachelor of Science programs share a common set of student learning outcomes and each of our programs has an additional set of program-specific student learning outcomes. At the time of the Self Study, we were making our assessment program more robust so as to provide more actionable data and to more clearly identify areas of needed improvement in our program deployment.

The attached file reports on the initial assessment results of our improved assessment program. SLOs were assessed using a standardized rubric for each student learning outcome. For some of the program-specific outcomes, courses are not taught every semester and therefore they are lacking three data points. More data will be collected and provided in subsequent semester so as to ensure the continual monitoring of quality and educational effectiveness for all programs. It should also be noted that our assessment processes have been now been deployed in our graduate programs and the results are reported in the attached file.

Sources

- Standard 4

5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus

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

b. Faculty Qualifications

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

QA Report

Status: Completed | Due Date: 2/13/2017

Assigned To

Natalie Winter

Institution Response

Attached please find the requisite information.

In regards to [Standard 5.1](#) as the evidence file shows, we have an increased number of faculty with terminal degrees and we are looking to continue this trend. Unfortunately, during this time of intense curriculum development, scholarly production has dropped. Therefore, we need to continue to remind faculty of the importance of scholarly production and provide ongoing opportunities for engaging in scholarly activities.

[Standard 5.2](#) provides information regarding new faculty qualifications. As evidenced by the attached file, we have actively recruited new faculty - full-time and adjunct - in order to reduce the number of overloads that are faculty are taking on in response to Condition 5.5.1 noted in our Self Study response.

[Standard 5.3](#) demonstrates the scholarly and professional activities in which our faculty have participated. We have encouraged new faculty - full-time and adjunct - to be consistently diligent in their output. As we continue to increase the number of academically qualified faculty members we anticipate increased productivity overall.

Sources

- Standard 5.1
- Standard 5.2
- Standard 5.3

6 - Standard 6 Educational and Business Process Management

a. Curriculum

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

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

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

Excerpt from Accreditation Process Manual: New Degree Programs

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

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

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

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

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

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

QA Report

Status: Completed | Due Date: Not Set

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Natalie Winter

Institution Response

Metrics for overall Organizational Performance can be found in the attached table labeled [Standard 6](#).

The Jabs School of Business has proposed several new programs that have recently or will soon be introduced. **We are not asking for accreditation of these programs at this time.** We will submit these programs for accreditation after 2 years of graduation information has been obtained. The programs are:

- 1) Bachelor of Science in Finance - was approved by the Undergraduate Curriculum Committee in November of 2016. It was approved by the Board of Trustees in January, 2017. Fall 2017 is the implementation date. Attached is the program proposal the University approved. [Finance Program Proposal-10-7-16](#)
- 2) Bachelor of Science in Entrepreneurship was introduced in Fall 2016. Attached is the program proposal the University approved. [Entrepreneurship Major Implemented September 2016](#)
- 3) A Real Estate concentration was approved by the Undergraduate Curriculum Committee in September of 2016. It was approved by the Board of Trustees in April of 2016. Fall 2017 is the implementation date. Attached is the program proposal the University approved. [Real Estate Concentration Proposal Undergrad Catalog Update Proposal - Real Estate Concentration](#)
- 4) 4 new concentrations in the Marketing Program were approved in Spring 2016 and launched in Fall 2016. [1B Marketing Major with Concentrations Catalog Dra](#)

Sources

- 1A1 International Marketing Concentration Proposal (1)
- 1A2 Sales Management Concentration Proposal and Rat (1)
- 1A3 Sports Marketing Concentration Proposal and Ra (1)
- 1B Marketing Major with Concentrations Catalog Dra
- Entrepreneurship Major Implemented September 2016
- Finance Program Proposal-10-7-16
- Real Estate Concentration Proposal
- Standard 6
- Undergrad Catalog Update Proposal - Real Estate Concentration