

Millikin University
Assessment of Student Learning in the Tabor School of Business
By
Cheryl Chamblin, Richard Chamblin, Gerald Smith, Luann Stemler

THE TABOR SCHOOL CORE

GOALS:

The Mission of the Tabor School of Business, as stated in the Millikin University *Bulletin* is to... "deliver an entrepreneurially-focused integrated educational foundation for graduates' professional and personal achievement, and will be a learning partner valued by the business community."

These words signal the intent to deliver an education forged from the relentless pursuit of theory, practice, and disciplinary integration. By developing business graduates who are competitive in their readiness to make immediate contributions and in their capacity for growth, students are provided with the foundation for life-long professional and personal achievement. The Tabor School of Business will be a learning partner respected by the business community as a knowledge-based resource and as an incubator of business professionals and for entrepreneurial endeavors.

The Tabor School has developed six learning goals for our students:

1. Students will demonstrate competent application of business theory and concept to practical situations in communities outside the formal classroom.
2. Students will communicate facts and ideas in written and verbal formats using language, grammar, and organizational skills appropriate to business situations.
3. Students will be actively engaged citizens using their education and skills to serve the community.
4. Students will demonstrate a strong sense of individual, leader, and team roles and responsibilities.
5. Students will discover the global nature of business, including immersion or familiarization with diverse cultures and cultural environments.
6. Students will apply those problem-solving and decision-making skills expected of entry-level business professionals.

A matrix showing the relationship of the Tabor learning goals to the University's learning goals is provided in Tabor Core Table 1.

The Tabor School sees a successful graduate as (1) having mastered the learning goals, (2) having a desire for lifelong learning in both his/her major and in areas not related to the major, and (3) will have developed an appreciation for cultures other than their own, preferably through an international experience. We expect that students who have achieved these goals will, at a minimum, be successfully employed in their chosen field and/or attending graduate school.

Our students are employed in large firms such as ADM, Caterpillar and Tate and Lyle or smaller, entrepreneurial firms such as USA Clean and Soy Soap. A small number attend graduate or law school immediately after graduation; more attend graduate school at a later time.

SNAPSHOT:

In June of 2005, the Association of Collegiate Business Schools and Programs (ACBSP) accredited the Tabor School. Then, in the fall of 2005, the Tabor School moved to its new home in the remodeled ADM-Scovill Hall. The building includes state-of-the-art technology in the classrooms and computer labs, a Business Research Center incorporated into the Center for Entrepreneurship, and numerous areas for

students to work together on projects. Also in the fall of 2005, the Board of Trustees approved the addition of a major in Entrepreneurship.

Currently the Tabor School has 15 full-time faculty (including the Dean), one split appointment, and 5 adjuncts teaching during the academic year. We have 350 students listed as majors in the Tabor School, but we also serve students in Secondary Education (Principles of Economics courses), Fitness and Sport—Sports Management (Foundations of Entrepreneurship), Music Business (Business Minor) and Communications majors and Computer Science majors (various courses). Students in other disciplines also minor in Business Management or Economics. Many students complete an Interdepartmental major each year with Tabor courses as one of the “departments.” Finally, many students from other disciplines enroll in the Introduction to Business course each spring.

During each academic year, we offer approximately 60 courses, many in multiple sections. The courses are broken down by department: Accounting (10), Management (22), Finance (6), Economics (5), Management Information Systems (10), and Marketing (7). Beginning in the fall of 2005, Tabor will begin offering a revised major in Management and a new major in Entrepreneurship. The course offerings from these majors are reflected in their own course offerings later in this report.

Courses in the Tabor School Core:

MG 100, Introduction to Business
MG 111, Team Dynamics (1)
MS 120 Introduction to Computers and Information Systems
EC 100, Principles of Macroeconomics
EC 110, Principles of Microeconomics
MG 211 Career Lab (1)
MG 250, Legal Environment for Business OR MG 260, Business Law for Accountants
AC 230, Introduction to Accounting I
AC 240, Introduction to Accounting II (3) or AC 250, Intermediate Accounting I
MS 240, Organizational Information Systems
FI 340, Introduction to Financial Management
MK300, Marketing Principles and Practices
MG 300, Principles of Management
MG 370 Production/Operations Management
MG 330, International Business
MG 450, Business Policy

THE LEARNING STORY:

The hallmark of the Tabor School of Business curriculum is integration. In an integrated curriculum, students learn that business is more than a series of distinct and separate disciplines and courses. Instead, the courses and disciplines are used together to generate successful business practices. Students will be better prepared for their career path when they understand and apply these interrelated business disciplines in an integrated, rather than segregated fashion.

Integration is emphasized at three distinct levels: across the divide between theory and practice, across the four years of study, and across classes and disciplines. Both Millikin University and the Tabor School of Business take pride in the focus on merging theory and practice.

Within the Tabor School of Business, classroom projects based on current issues, computerized competitive simulations, business consulting teams and internship opportunities are some of examples of active learning modes that make the course work relevant and challenging. About 85% of Tabor Students take either an internship or participate in the Small Business Consulting course, giving them “hands on” experience with real business situations. The Introduction to Business course, introduces freshmen to the themes that characterize each of the four years within the Tabor School Curriculum.

Integration occurs at all levels of the curriculum. Faculty from each discipline emphasize shared concepts and relationships with other disciplines in each of the core courses. For example, one of the many

connections that faculty emphasize to sophomore students in Economics 110 *Principles of Microeconomics* and AC 230 *Introduction to Financial Accounting* is the way economists and accountants define, measure, and theorize about costs and profits. Inventory management concepts are taught in both Finance 340 *Introduction to Financial Management* and Management 370 *Production and Operations Management*. Management 450 *Business Policy* incorporates concepts from all of the other core courses through innovative pedagogies such as case studies and simulations. These linkages accelerate learning as well as provide a broader understanding of business functions and the interrelationships and interdependencies.

In support of its mission, the Tabor Experience provides students a stimulating teaching and learning environment, a well-qualified and student-oriented faculty, a curriculum with high intellectual standards and related educational activities. To deliver this experience, the faculty of the Tabor School value:

- A student-focused, challenging and participatory environment.
- Quality teaching and mentoring of students and graduates.
- Responsible and engaged students.
- Professional achievement.
- Collaborative teamwork.
- Creative partnering among faculty, alumni, and the business community.
- An adaptive, entrepreneurial spirit.

An essential part of a Tabor education is advising. Each student is assigned a permanent advisor when they enter the Tabor School. The advisor meets with the student at least once each semester, but most students see their advisors more often. Faculty frequently act as informal advisors to students. To keep current on curriculum changes and advising issues, the faculty meet each semester for a meeting devoted entirely to advising.

ASSESSMENT METHODS:

The curriculum map for the Tabor School core is presented in Tabor Core Table 2. The Tabor School will use a variety of methods to assess our Learning Outcomes. These are summarized on the curriculum map. The list of assessment points and the specific artifacts gathered for the Tabor Core are in Tabor Core Table 3.

The Tabor School has developed standards for each of our key assessment artifacts. Those for the Core are provided in Core Table 3. The standards are provided with the list of artifacts.

The Tabor School has adopted a standardized first page for all syllabi. This is included in the Tabor Core Table 4. The Writing Rubric, the Presentation Rubric and the Team Evaluation Rubric are included in Tabor Core Tables 5, 6, and 7 respectively.

All Tabor majors will evaluate artifacts using the same set of standards. These artifacts and standards are presented in the relevant tables provided with each major.

ASSESSMENT DATA:

The data on assessment in the Tabor Core are presented in Tabor Core Tables 8 through 13. Each table corresponds to a different learning goal. Tabor Core Table 14 presents the results from the ETS examination for the Tabor Core and for the individual majors.

ANALYSIS OF ASSESSMENT RESULTS:

The data show that the courses, projects and assignments are, for the most part, allowing our students to achieve their learning goals.

Learning Goal #1: Overall Green Light

Students who interact in a professional manner with businesses do so competently. This is demonstrated by the ratings on Consulting Projects, both in the Small Business course and the International Consulting course. Students submit quality projects in these courses, with most projects earning As. Employers evaluate student interns highly as well, noting they have excellent abilities in those skills they value

highly. The VITA (Volunteer Income Tax Assistance) Program is evaluated by the Internal Revenue Service: Millikin's students in the program showed no errors on the forms they prepared.

Learning Goal #2: Overall Green Light

Faculty evaluate writing and presentation results using the P-E-I scale provided in Tabor Core Table 2. Using this system, Tabor students communicate facts and ideas in written and verbal formats using language, grammar, and organizational skills to business situations. These results may be skewed because students may write better for larger graded assignments or assessed assignments than they do for exams. So writing skills may not be consistently proficient or emerging.

Learning Goal #3: Overall Green Light

Students in the Tabor School are actively engaged citizens using their education and skills to serve the community. The results show that 92% of the Spring 2006 Tabor graduates participated in the Small Business Consulting course, the International Consulting course or an internship. In each of these cases, the students were working for actual businesses on projects that required the use of their skills and knowledge. Additionally nine students participated in VITA. There is no charge to businesses or individuals for the services provided by students working in a class setting.

Learning Goal #4: Overall Green Light

Teamwork is a key element in the Tabor curriculum. Students begin their freshman year with the MG 111 *Team Dynamics* course paired with the MG 100 *Introduction to Business* course where they work in teams the entire semester. Thus we expect that students learn to develop a strong sense of individual, leader and team roles and responsibilities early in their career and continue to build on this foundation until graduation.

Learning Goal #5: Overall Red Light

While every Tabor student is required to take MG 330 *International Business*, the data in Tabor Core Table 12 indicate that we are not successfully meeting the learning goal that our students will understand the global nature of business; we only achieve a yellow light in this part of Learning Goal #5. The Tabor School is less successful achieving the second part of the goal (having immersion in diverse cultures), achieving a red light. Our goal is that 35% of our students will have such an experience, but only 18% actually do. International education is one of the key agenda items to be discussed at the Tabor Retreat to be held August 16-18.

Learning Goal #6: Overall Yellow Light

The data on this learning goal is mixed. The Tabor School met its learning objective on the ETS exam (Tabor Core Table 14), which demonstrates that Tabor students have a good and broad understanding of business and the business functions. Sixty percent of Tabor students scored above the national average and the School ranked in the 70th percentile of all schools taking the exam. Most of the assessment indicators show green or yellow lights. However, when looking at the artifacts for individual courses, the evaluations show mostly yellow and red light scores. The disparity in these results will be a topic at the annual Tabor Retreat.

Summary of Results:

The two "low-scoring" learning goals will be discussed in detail at the Retreat. The other areas will also be addressed to allow the faculty to discuss the validity of the results. Many faculty have concerns over student writing, for example. We plan to revisit artifacts, rubrics and standards now that we have a semester of data to evaluate.

IMPROVEMENT PLANS:

After discussion, the faculty decided to continue with the assessment rubrics and standards for writing for another year. The belief was that students have the ability to write well, but do not always do so.

One of the major topics of the retreat was International Education. While all faculty agree that the international experience has some value to students, the majority of the faculty were not comfortable making this a priority at this time. The concerns addressed included a general lack of knowledge about potential study abroad opportunities, the limitations of the timing of the dual degree programs in terms of major course offerings, and the amount of resources necessary to significantly improve the numbers of students studying abroad. Discussion will continue during the semester.

The Marketing department faculty were concerned about the low ETS results in Marketing. They will look at the exam and determine if their course content is consistent. If it is, they will examine ways to help students retain the required marketing concepts better. They may also look at their content in general.

THE ACCOUNTING MAJOR

GOALS:

The accounting major will prepare students for careers in public accounting, private industry, and government. In keeping with the work of the Accounting Education Commission, the accounting program places appropriate emphasis on the following competencies required for successful employment in today's business environment:

- Accounting theory and practice,
- Problem-solving skills,
- Critical-thinking skills, and
- Communicating skills

The accounting program provides the student with the means to learn:

- Communication skills that will enable them to give and exchange information within meaningful context and with appropriate delivery.
- Strategic and critical thinking skills that will enable them to link accounting data, knowledge, and insight together to provide quality advice for strategic decision-making.
- Interpretation of converging information skills to enable them to interpret and provide a broader context using financial and non-financial information.

The accounting department has developed six learning goals for the major.

1. Identify, gather, measure, analyze, and communicate financial information in a business organization.
2. Exhibit an understanding of the content, concepts, structure, and meaning of reporting for organizational operations, both for internal and external use, including the perceived information needs of financial decision makers and the role of accounting information in satisfying those needs.
3. Demonstrate an understanding of the nature of attest services and to apply the conceptual and procedural bases for performing them.
4. Demonstrate a basic understanding of how Internal Revenue Code provisions are implemented through the Federal Income Tax Regulations, what forces affect the tax laws, and how they affect individuals, corporations, estates, and trusts.
5. Apply accounting knowledge (e.g. GAAP, GAAS, IRS Code and Regulations, managerial accounting theory and models) to solve real world problems.
6. Evaluate and understand the impact of legal and professional bodies (e.g. FASB, AICPA, SEC, Congress) as well as policy issues and environmental factors on the development of accounting theory.

Required courses for the major are:

- AC 230 Introduction to Accounting I
- AC 250 Intermediate Accounting I
- AC 301 Intermediate Accounting II
- AC 312 Intermediate Accounting III
- AC 331 Federal Income Taxation
- AC 402 Management Accounting
- AC 413 Advanced Accounting
- AC 422 Auditing Principles

Electives include AC 433 Entity Taxation, AC 410 Introduction to Governmental and Nonprofit Accounting, and AC 420 International Accounting.

SNAPSHOT:

Currently the Accounting Program has 57 majors (some of which are double majors in another Tabor School program) and 3 full time faculty. Typically ten sections of accounting courses are taught each academic year.

The accounting faculty recently offered a CMA review class, and are investigating the feasibility of offering a review course for the CPA. In June the Tabor faculty approved the addition of an evening program in accounting.

LEARNING STORY:

The majority of the courses in the accounting program are theoretically based. Students progress from the introductory course through intermediate and advanced theory. The Federal Income Tax, Management Accounting and Auditing courses provide tools for, and experience in, solving problems in the business world.

In keeping with the emphasis on theory/practice, accounting students are encouraged to take internships with accounting firms or in corporate accounting departments. Students in the Auditing Principles course will complete a real audit of a small business entity. Some accounting students will also be involved in the Volunteer Income Tax Assistance (VITA) program.

As seen in the Accounting Assessment Matrix in Accounting Table 1, some of the learning goals are accomplished in a particular course. Others are integrated throughout the curriculum.

ASSESSMENT METHODS:

General accounting knowledge will be determined by the ETS exam given in the senior year. Specific knowledge of accounting concepts will be determined by exams and projects in each course. Additionally a survey of accounting graduates and major employers of accounting graduates will be conducted every three years. This survey is still being developed.

ASSESSMENT DATA:

The assessment data for the Accounting Major is reported in Accounting Table 2, along with the standards for evaluation. The ETS results for Accounting are reported in Tabor Core Table 14.

ANALYSIS OF THE ASSESSMENT RESULTS:

Overall students learn the basics of accounting as evidenced in the scores from the ETS exam (Tabor Core Table 14). Tabor students score in the 70th percentile in accounting on the exam. However, Tabor is not as successful in achieving the individual learning goals for the accounting major. Accounting Table 2 indicates that students achieve the learning goals established for the AC 250 *Intermediate Accounting I* course and for the AC 402 *Management Accounting* course. However the students in the AC 312 *Intermediate Accounting III* course and the AC 422 *Auditing Principles* earned red and yellow lights, respectively showing that students did not meet the standards. It is important to note that it is likely that accounting majors succeed in achieving the last learning goal related to the professional bodies. These issues are discussed and tested in each course. The accounting faculty could look at ways to specifically measure this outcome. The accounting department will examine the artifacts, rubrics and standards at the August Retreat.

IMPROVEMENT PLANS:

The Accounting faculty dropped one learning goal and rewrote another. They have changed the artifacts and standards on most of the learning goals to better reflect the desired learning outcomes. The changes will be reflected in the next assessment report.

THE ENTREPRENEURSHIP MAJOR

GOALS:

Entrepreneurship is a complex process because it challenges so many of the pre-existing structures and processes of each organization. It is the objective of this major to provide the student with a stronger perspective on the entrepreneurial mindset that is currently pervasive in many organizations and to underscore the importance of new business creation as an economic engine in our society.

In March 2005, the five concentrations in the Business Management major were eliminated in favor of two distinct majors: Management and Entrepreneurship. The concentrations that were eliminated were Entrepreneurship, International Business, Economics, Human Resources and the Individualized Major. A major in International Business has been part of the Tabor School for several years, so the concentration was redundant. The Tabor School currently has a minor in Economics, making that concentration unnecessary. The Human Resources concentration was folded into the new Management major. In the fall of 2005, the Board of Trustees approved the addition of the Entrepreneurship major.

The learning goals of the Entrepreneurship major are as follows:

1. Students will understand the dimensions of the entrepreneurial behaviors of innovation, creativity and risk-taking.
2. Students will analyze the financing aspects of new ventures
3. Students will conduct market research and develop marketing strategies for an entrepreneurial venture...
4. Students will analyze strategic aspects of growing an entrepreneurial venture
5. Students will engage in problem solving for/with an entrepreneurial company.

SNAPSHOT:

The Tabor School has been active in Entrepreneurship Education for many years. The course in Small Business Consulting has been taught for over 25 years and the SCORE chapter has been housed in the Tabor School (and now the Center for Entrepreneurship) since 1977. We have earned national recognition in *Entrepreneur Magazine* for the last three years.

Millikin students declaring the Entrepreneurship concentration in Management increased steadily from three students in the fall of 2000 to nineteen in the fall of 2005 (533% increase). Faculty teaching in the Entrepreneurship program include the Director of the Center teaches $\frac{1}{4}$ time, one full-time faculty teaches half-time in the major, another full time faculty teaches $\frac{1}{4}$ time and three other faculty teach on average one course per year.

The Entrepreneurship major requires 21 credits as noted below.

Required courses (18 credits)

- MG 340: Foundations of Entrepreneurship (3)
- MG 360: The Art of Entrepreneurship (3)
- MG 361: The Art of Entrepreneurship: Where are you going? (1)
- MG 362: The Art of Entrepreneurship: What do the numbers mean? (1)
- MG 363: The Art of Entrepreneurship: How do we get there? (1)
- MG 350: New Venture Creation: Entrepreneurial Finance (3)
- MK 320: Marketing Research (3)
- MG 440: Entrepreneurial Management and Strategy (3)

AND

One of the following electives (3 credits)

- MG 400 Small Business Consulting (3) OR
- MG 410 Entrepreneurial Consulting: An international experience (3) OR
- MG 471 Internship (3) (must be entrepreneurially focused)

THE LEARNING STORY:

The major's emphasis is on experiential learning. It accomplishes this in nearly every course in the sequence, from the foundations to the capstone. The major requires our graduates to have the tools to recognize and act upon potential opportunities, to distinguish viable opportunities from non-viable ones, and to be able to capitalize on those viable opportunities. The major has a rigorous quantitative skills

component focusing on entrepreneurial firms in Marketing Research (MK 320) and Entrepreneurial Finance (MG 350). The capstone (MG 440) will challenge students to take a strategic approach to problem-solving in an entrepreneurial setting.

Nearly all courses in the Entrepreneurship major have an experiential component in them. In recent years we have established the Arts and Entrepreneurship program of courses with the student-run gallery The Blue Connection. The Small Business Consulting course assists as many as 12 clients in the Decatur community each semester. The International Business Consulting class has allowed students to engage in projects based in other countries such as the Dominican Republic and Mexico (2005-2006). The Marketing Research conducts a project for a client each spring.

In addition to formal courses, the students in the major have many other opportunities to engage in entrepreneurial activities. The relocation of the CEO of InDecatur Ventures into the Center for Entrepreneurship allows student involvement in the venture capital process. The establishment of an Entrepreneur-in-Residence provides students with additional opportunities to interact with successful entrepreneurs in and out of the classroom.

ASSESSMENT METHODS:

The learning goals of the Entrepreneurship major will be assessed using the grades on the projects or exams in the various courses as indicated on the Assessment Matrix in Entrepreneurship Table 1.

ASSESSMENT DATA:

Data was collected in the Spring 2006 semester for ET 340, ET 350, ET 400, ET 410 and MK 320. Artifacts will be developed for the Art of Entrepreneurship sequence beginning in the fall of 2006. The results are reported in Entrepreneurship Table 2, along with the standards for evaluation.

ANALYSIS OF THE ASSESSMENT RESULTS:

Unlike other majors, students from other business disciplines and from across campus populate many of the courses in the Entrepreneurship major. Specifically Music Business majors, Sports Management majors and Art majors take courses in the Entrepreneurship program. Other majors have a more homogenous group of students. The program is still addressing the assessment issues for evaluating performance of students with diverse academic backgrounds, abilities and interests.

The assessment data from two of the core courses in the major, ET 340 *Foundations of Entrepreneurship* and ET 350 *Entrepreneurial Finance* indicated a red light for achievement of the student learning goals. The performance was well below the standard for a green light. The Entrepreneurship faculty will spend time analyzing the artifact and the standards, given the populations of the course. The MK 320 *Marketing Research* course is populated primarily with Marketing majors, so the data does not assess the performance by Entrepreneurship majors. However, the data does indicate that students completing this course are able to conduct marketing research. Finally, the ET 400 *Small Business Consulting* course attracts students from every Tabor major, so again, the data does not assess the Entrepreneurship major directly. The results from this course indicate a green light demonstrating that students in the course engage in a competent manner in problem-solving for an entrepreneurial company.

IMPROVEMENT PLANS:

The Entrepreneurship faculty added some detail to the learning story and discussion about the learning communities. No changes were made on the current standards or artifacts. The faculty believes that these are well-designed and measure student learning. New artifacts were developed for the Art and Entrepreneurship sequence and the MG 440 course. These changes will be provided in the next assessment report.

THE FINANCE MAJOR

GOALS:

Finance graduates have diverse career choices, exemplified by the careers of our finance graduates in credit management, real estate, international banking, financial advising and consulting, bank examination, loan processing, and insurance underwriting. Career choices are also abundant in the not-for-profit sector, such as education, health care, and government service agencies. Finance careers reflect a love for solving puzzles and strong analytical skills. The integrative nature of the Tabor School's Finance Program helps ensure that graduates' analytical skills will continue to be successfully applied as changes alter the business environment, including recent e-business innovations.

The learning goals of the Finance major are as follows:

1. Gather, organize, synthesize, evaluate, interpret, and communicate financial information in both oral and written form
2. Use mathematical models related to time value concepts in order to value cash flows
3. Establish prices and yields for all classes of asset choices (e.g., fixed assets, current assets, stocks, bonds, options, and derivatives)
4. Effectively use technology such as word processing, spreadsheets, and related processes to analyze financial alternatives
5. Understand the implications of financial decisions as they apply in an international context and in appropriate ethical framework

Our graduates work for such well-known companies as Caterpillar, State Farm, Prudential, Morgan Stanley Dean Witter, Anderson Consulting, Mitsubishi, Country Companies, Archer Daniels Midland, UPS, and many others. Millikin finance graduates have careers with titles as diverse as credit manager, federal bank examiner, compliance officer in banking, customer service representative in banking, consultant for major consulting firms, broker in both stock and futures markets, traffic analyst, financial analyst, director of materials management, financial adviser, grain merchandiser, river terminal manager, small business owners, and many others. Across industries, numerous CEOs have finance as their background.

Many successful business graduates eventually pursue a Master of Business Administration degree (MBA). The finance major provides an ideal background for the MBA or for law school. Those with interests in law school should seriously consider electives in economics as well. The finance degree provides the flexibility needed for those who seek employment immediately after graduation, but also prepares those who wish to do graduate study.

SNAPSHOT:

The Department of Economics and Finance, where the Finance major is "housed" has 4 full-time faculty, three with doctorates in Economics and one with a doctorate in Finance. Two of the economists teach a total of six courses for the Finance major (including electives) with the remainder of their load in economics or MPSL. Currently there are 54 students listing Finance as their first or second major.

The Finance program is currently investigating the addition of a CFA (Chartered Financial Analyst) review course. The program currently includes all the necessary concepts that are required for the CFA. The program also has elements for students pursuing careers in financial institutions and financial planning.

Required courses:

Finance 301, Financial Markets and Institutions
Finance 352, Investments
Finance 354, International Trade and Finance
Finance 364, Corporate Finance
Finance 452 Security Analysis and Portfolio
Management

and a choice of two of following:

Accounting 301 Intermediate Accounting
Accounting 331 Income Tax
Economics 312 Intermediate Macroeconomics
Economics 322 Intermediate Microeconomics
Finance 481 Senior Seminar in Finance
Finance 471/472 Finance Internship
Management 350 New Venture Creation
Management 400, Entrepreneurship III- Small
Business Consulting.

Or courses outside of the Tabor School as determined by the student's areas of interest.

THE LEARNING STORY:

Teaching in the Finance major revolves around problem-solving and projects. Students will complete major projects in FI301, FI 352, FI 364 and Finance 452. All projects require students to synthesize, analyze and interpret financial data and present it in a professional format, usually both orally and written.

The courses are sequenced so that their knowledge builds throughout the program and culminates in the capstone course FI 452, where they must use all the tools they have learned to complete their final project. The two faculty in the Finance department have worked closely together to ensure continuity between courses and a consistency in the use of concepts and terminology. Because of this interaction, the faculty are able to build on foundations established in previous courses to engage students in higher and higher levels of financial analysis.

ASSESSMENT METHODS:

The learning goals of the Finance major will be assessed using the grades on the projects or exams in the various courses as indicated on the Assessment Matrix.

ASSESSMENT DATA:

Data will be collected each semester for the courses taught, beginning in the fall of 2005. The data is reported in Finance Table 2, along with the standards and evaluation.

ANALYSIS OF THE ASSESSMENT RESULTS:

The assessment for the Finance major indicates an overall evaluation of a low green performance. The bank project in FI 301 *Financial Markets and Institutions* is taught in the fall to first semester juniors, who are also taking the FI 340 *Introduction to Financial Management*. Several of the students in these

courses did not continue as Finance majors, so the performance may be understated as a measure of performance for Finance majors. Finance majors achieved a green light in performance on the project in FI 352 *Investments*. This course is only for Finance majors. The performance in the Finance capstone course FI 452 *Securities Analysis and Portfolio Management* indicated a yellow light (79%), which was only one percentage point below the standard for green. The Finance faculty will analyze the artifacts and standards during the Tabor Retreat to determine if the ones currently used accurately reflect the level of achievement of the student learning goals.

IMPROVEMENT PLANS:

The Finance faculty rewrote its learning goals to better reflect the integrated nature of the curriculum. As a result, only three learning goals will be assessed next year. The faculty were comfortable with the artifacts and standards and, at this point, are satisfied with the overall Finance major curriculum.

THE MANAGEMENT MAJOR

GOALS:

Management is primarily concerned with the effective utilization of resources (including human resources) within a business organization, centering on the areas of planning, organizing, leading, and controlling. Attention is focused on the organization as a social system and the forces that affect this system, such as behavior of individuals and groups, economic conditions, and technology. The Management degree concentrates on the human side of the organization, highlighting the effects of interpersonal and inter-organizational interactions on organizational functions. Recent research is combined with practical skills to prepare students for broad managerial and executive responsibilities.

The business management major provides a well-rounded program of study appropriate for the business generalist in both for-profit and not-for-profit organizations, and in all sectors (i.e., manufacturing, service, and government). A business management degree qualifies individuals for entry-level positions in general management, including but not limited to retail management, tourism and hospitality management, production/operations management, and human resources management. Students graduating with this degree will have the minimum skills necessary to successfully begin and operate an entrepreneurial venture or successfully function in an entry-level managerial position in a large organization.

The student learning objectives for the Management major are as follows:

1. Understand the essence of teamwork and its implications on the process of organizational leadership, planning, and control.
2. Demonstrate an understanding of the importance of ethics, social responsibility, and the legal environment of contemporary business.
3. Understand the importance of global business environment and its inter-connection with core management processes, systems, and structures.
4. Demonstrating an understanding of human resources management and its impact on organizational culture, change, and diversity.
5. Understand the role of management, including the language and methodologies, supporting the design and operational control of a manufacturing or service process.
6. Understand the value of research, forecasting, production, and contingency planning in management decision-making, problem solving, and venture growth and development.

SNAPSHOT:

The Management major is a newly redesigned program, approved in April 2005 for implementation in August 2005. The redesigned major eliminates the use of concentrations (i.e., Human Resources, Entrepreneurship, Economics, International, and Individualized concentrations), has moved towards a more generalized curriculum, and will satisfy a larger student market. The new major has a 21 credit hour requirement beyond the Tabor core business courses and includes the following courses:

Required courses:

MG 320, Employment and Labor Law
MG 321, Human Resource Management I
MG 322, Human Resource Management II
ET 340, Foundations of Entrepreneurship

One of the following quantitative component courses:

MK 320, Marketing Research
EC 310, Managerial Economics
AC 402, Management Accounting

One of the following application component courses:

ET 400, Small Business Consulting
MG 471/472, Management Internship

And one of the following elective courses:

MG 306, Organizational Behavior
ET 350, Entrepreneurship: New Venture Creation
MG 430, International Management
Or other elective, as determined by the student areas of interest.

The Management major is the largest program in the Tabor School of business with 107 students currently registered as a Management major. Current staffing for the Management program, including both the Tabor core courses and the major courses, consists of two full-time faculty, three full-time faculty with appointments shared with other Tabor programs, one part-time faculty, and four adjunct faculty.

Current and recent internships: Enterprise Rental Cars, Family Video Stores, Walgreens, ADM, Caterpillar, Tate & Lyle, City of Decatur, Decatur School District, Decatur Civic Center, Illinois Department of Natural Resources, and the Social Security Administration.

THE LEARNING STORY:

Management majors come from different backgrounds and have different goals with regards to how they anticipate using their degree; however, they generally have one thing in common – Management majors have a desire to be involved with planning, organizing, leading, and controlling the activities of others. As a result, Management students not only need the technical skills associated with business (i.e., finance, accounting, marketing, etc.), but also they need to understand people, take care of people, and interact with people. Therefore, the Management degree is highly “people-oriented.”

Students go beyond the business core and learn how to manage people – recruit and hire employees, train and develop workers, manage employee compensation and benefits, administer employee disciplinary programs, and administer employee health and safety programs. Students will also be assisted with the development their entrepreneurial spirit – creativity, initiative, innovation, problem-solving, decision-making, etc. Additionally, Management students examine the employment and labor laws confronted by business leaders today (e.g., Civil Rights Act, National Labor Relations Act, Fair Labor Standards Act, Labor-Management Relations Act, Equal Pay Act, Age Discrimination in Employment Act, Occupational Safety and Health Act, Equal Employment Opportunity Act, Pregnancy Discrimination Act, Guidelines on Sexual Harassment, Immigration Reform and Control Act, Worker Adjustment and Retraining Notification Act, Americans with Disabilities Act, Employee Retirement Income Security Act, Health Insurance Portability and Accountability Act, various applicable Executive Orders, and numerous case law).

Students not only receive the theoretical grounding for this major, but much attention is focused on applying the concepts within real businesses today. Application elements are included in each course as well as through internships and participation in the Small Business Consulting course.

ASSESSMENT METHODS:

The learning goals of the Management major will be assessed using final grades from the courses required or as electives for the major.

ASSESSMENT DATA:

The assessment data for the Management major is located in Management Table 2. The Table also provides the standards and evaluation for the learning goals.

ANALYSIS OF ASSESSMENT RESULTS:

The students in the Management major achieve an overall green light on all but one of the learning goals in the major. Students achieve only a red light in the quantitative course such as EC 310 *Managerial Economics* and ET 350 *Entrepreneurial Finance*. Management majors were enrolled in these two courses. Students scored green lights in other quantitatively based courses such as AC 402 *Management Accounting* and MK 320 *Marketing Research*. During the spring semester, no Management majors enrolled in AC 402; the population was entirely Accounting majors. Likewise the MK 320 course was primarily populated with Marketing majors. Therefore, the overall evaluation of this learning goal for Management majors would be a low yellow or red light.

IMPROVEMENT PLANS:

The following improvements will be incorporated into the 2006-2007 school year:

1. Provide closer monitoring of the hands-on or application component to ensure that students have realistic learning objectives and that the internship or consulting opportunity adds value to the student's overall learning experience.
2. No radical changes in structure of the major or methodology are seen as necessary at this time.
3. Only one data point (i.e., one semester or one year) is available for assessment. Future assessment will provide additional data points and will therefore be more accurate in determining necessary improvements.

THE MANAGEMENT INFORMATION SYSTEMS MAJOR

GOALS

The Management Information Systems (MIS) program provides the opportunity for students to obtain the skills to be a key player in building information systems to improve the business operations and decision-making of twenty-first century organizations. MIS students learn that in today's ever changing global business environment, the ability to collect, organize, store, and transform vast amounts of business data into accurate, timely and understandable information has a significant impact on an organization's performance.

The MIS professional must have a thorough understanding of business principles, technologies, and methodologies to effectively create technological business solutions that address the operational and decision-making needs of organizations.

It is anticipated that upon graduation MIS students will assume entry-level departmental line and staff positions with titles as such as business analyst, system analyst, information systems specialist, programmer analyst, or information systems consultant. As MIS graduates gain industry experience they are likely to assume roles as managers or senior technical staff.

The Learning Goals of the MIS major are as follows:

1. Students will demonstrate their database competencies in designing and building a relational database of moderate complexity through database management system software.
2. Students will use the System Life Cycle to develop a system design through the use of use case modeling and system modeling that will solve a moderately complex business problem; then develop a program from the modeling specifications in any program language.
3. Students will be able to understand the basic concepts of security with regards to information access control in a network environment.
4. Students will apply networking and telecommunication knowledge to specific applications and situations, such as the Internet, intranet, and e-commerce.
5. Organize and write user documentation, system documentation and IS reports in a language and style appropriate to the profession.

SNAPSHOT:

The MIS department has 2 full time professors who have divided the workload up into two logical areas: (1) Networking and Security (2) Database and System Analysis and Design. Either professor can cover the other MIS course. The MIS major is a 21 hour major with consisting of 5 core courses:

MS221 Program Design and Development
MS321 System Analysis and Design
MS322 Systems Design Using DBMS
MS331 Networking and Telecommunication
MS370 Database Application Development

Student must pick two of the following courses:
MS 302 COBOL as a Second Language
MS 332 Information Systems Security and Control
MS 350 Web Programming
MS 471 Management Information Systems Internship
MS 491 Seminar in Information Systems

Currently the MIS department has 20 students in the program. The MIS courses are cross-listed with the CS department and we frequently have many students from that department in our classes. MS120 and MS240 are both core Tabor courses in the Tabor curriculum.

Out-of-classroom activities include:

- Independent Study – Salvation Army Christmas Food and Toy Program Relational database developed to meet the Salvation Army’s needs for their Christmas Program.
- Internship Programs – Sample companies: State Farm, Carl Hospital, UPS, Heckman Health Care, MB Financial Bank, and Caterpillar
- Two of our MIS students have been the past web masters for the Tabor School of Business, and many more of our students create websites for student organizations, friends and contract employment.
- Many other students will assist Millikin students on campus who are less knowledgeable about their PC security. Help them clean viruses and spy ware off their person computers in the dorm rooms.

THE LEARNING STORY:

The MIS program is based on a balance of business fundamentals and of skills in the analysis, design, and implementation of information systems. The MIS student learns how to effectively lead and/or participate in cross-functional teams through courses that focus on interpersonal skills including problem solving, team building, and written/verbal communication.

The MIS student course of study includes theoretical and practical discussion of information technology, including the design and usage of databases, networking, information security, computer programming fundamentals, knowledge management, and other current topics. The MIS student will have opportunities to put classroom theory to practical use through course-based application problems, internships, and practicums.

ASSESSMENT METHODS

The assessment methods for each individual class will be outlined in the Syllabus for each of the MIS courses. The assessment artifact for MS370, MS321, MS322, MS332 and MS331 will be a project in the each of the courses.

ASSESSMENT DATA:

The assessment data for the MIS major is reported in Management Information Systems Table 2. This table also includes the artifacts and standards.

ANALYSIS OF ASSESSMENT RESULTS:

Students in the MIS major have achieved the learning goals with an overall green light rating. Each objective has earned this rating. Some of the projects use a class average as a standard. This standard should be revised to look at the number of students who are successful on each project. This is especially important when class sizes are small. Another weakness in the assessment results is that several of the courses in the major do not have specific goals tied to the MIS curriculum: MS 221, MS 302, MS 350 and CS 130. The first two of these are designed to meet Tabor learning goals; the latter two courses are taught in the Mathematics and Computer Science Department. Work needs to be done to develop a rationale for each course within the major.

IMPROVEMENT PLANS:

The MIS department added an additional learning goal to capture programming skills that are part of the major curriculum. With this addition, they included MS 221 as one of the major courses. They also changed the learning goals attached to MS 120. Finally the department developed plans to improve

courses in the MIS major and to improve MIS courses in the business core. These changes will be reflected in next year's assessment report.

THE MARKETING MAJOR

GOALS:

A marketing major prepares a student to enter a dynamic and exciting business field that deals specifically with user satisfaction by providing customers desired products or services in a timely and convenient manner. Success requires excellent communication skills and a solid analytical background. A marketing graduate is well equipped for a career in management and performance of functions that are among the most vital and interesting in the business arena. Because marketing centers on consumer knowledge and the design and management of strategies necessary to sell products or services to consumers, many of today's top executives began their business careers in marketing. No area offers a more varied set of career opportunities. Marketing careers are possible in all fields from banking to aerospace, retailing, wholesaling, or manufacturing; for both profit and not-for-profit organizations; and in such areas as sales, research, product design, and management or promotion and advertising.

Student Learning Objectives for the Marketing Major

1. Demonstrate the ability to forecast demand
2. Understand the interrelationship of the marketing mix elements
3. Understand market identification
4. Demonstrate an understanding of the customer within the context of a global environment
5. Understand how markets are sustained -- strategic links to the organization
6. Understand how marketing and the marketing mix variables interrelate with the other functional areas

SNAPSHOT:

In addition to MK 300, which is in the core requirements, the student who majors in marketing must complete MK 320, MK 442, and at least 9 additional credit hours from advanced marketing courses. Students may count MG 400 (Small Business Consulting) toward the marketing degree only with consent from the marketing coordinator. MK 471 and MK 472 (Internships) do not count toward the 15 credit hours required for the major.

The major has a 15 credit hour requirement beyond the Tabor core business courses and includes the following courses:

Required courses:

MK 320, Marketing Research
MK 442, Marketing Management

One of the following application component courses:

MG 400, Small Business Consulting
MK 471/472, Marketing Internship

And one of the following elective courses:

MK 307, Advertising and Promotional Strategies
MK 308, Consumer Behavior
MK 310, Personal Selling
MK 324, Sales Force Management
MK 340, International Marketing

Current staffing for the Management program, including both the Tabor core courses and the major courses, consists of one full-time faculty, one full-time faculty with an appointment shared with other Tabor programs, and two adjunct faculty.

Current and recent internships: Archer-Daniels-Midland Corporation, Walgreens, Peerless Cleaners, J.L. Hubbard Company, DeMirco Company, Decatur Civic Center, R.V. Evans Company, Enterprise Rental Cars, Decatur Custom Tool Company, Vitamin World, and Family Video.

THE LEARNING STORY:

Business Marketing majors come from different backgrounds and have different goals with regards to how they anticipate using their degree. Some will pursue careers in sales, some in advertising, some in research endeavors, and some will pursue careers in management.

Students go beyond the business core and examine what motivates consumers to purchase as they do, the affect of advertising and promotion has on consumers' behavior, how to develop appropriate advertising and promotional plans, the science of selling, and the analytical and investigative component to researching consumer markets and interpreting the data into meaningful and useful strategies. Many marketing students will learn to incorporate management skills, such as recruiting, selecting, training, and motivating an effective sales force, developing and working with marketing budgets, and developing planning and forecasting strategies. Some students will examine the implementation of marketing principles within a global context and receive hands-on experience with international pricing, advertising, and retailing strategies.

Students not only receive the theoretical grounding for this major, but much attention is focused on applying the concepts within real businesses today. Application elements are included in each course as well as through internships and participation in the Small Business Consulting course.

ASSESSMENT METHODS:

General Marketing knowledge will be determined by the ETS exam given in the senior year. The success on achieving the learning goals of the marketing major will be determined by final grades in the relevant courses.

ASSESSMENT DATA:

The assessment data for the Marketing Major is reported in Marketing Table 2, along with the standards for evaluation. The ETS results for Marketing are reported in Tabor Core Table 14.

ANALYSIS OF ASSESSMENT RESULTS:

The assessment for the Marketing major indicates a yellow overall evaluation. Overall marketing knowledge is rated as a red light, given the final grades in MK 300 *Principles of Marketing* and the scores on the ETS exam. A difficulty in measuring the department learning goals is that the department has indicated many different learning goals for each course, and thus assessing how students perform on the specific learning goals is not possible using final grades as the artifacts. Students appear to have achieved the learning goals of understanding the marketing mix given the outcomes of the three of the courses targeting this goal: MK 307 *Advertising and Promotional Strategies*, MK 310 *Personal Selling*, MK 320 *Marketing Research*. Since both MK 307 and MK 320 use the goal of "forecasting demand" as a central part of the course, this goal has likely been achieved at the green light level (although it is also a goal in MK 442 *Marketing Management* and would possibly earn only a red light here). Work needs to be done on artifacts and standards.

IMPROVEMENT PLANS.

The marketing faculty have proposed changes to the major, bringing it up to 21 credits from 15. They have recommended a "focus of study" model where students can choose courses based on their intended career goals. They have restructured their learning goals for the major and are examining new artifacts for the assessment plan.

GOALS:

The International Business Major is a dual degree program where students earn a degree from the Tabor School in one of the "functional" majors: Accounting, Entrepreneurship, Finance, Management, Management Information Systems, and Marketing. In addition to their functional major courses, students also complete a foreign language requirement (minimum of two semesters) and six credits in international business courses above MG 330 International Business. Finally, students complete a semester in Paris at ESG (write out) where they receive a BBA degree. The program takes 4 1/2 years to complete with the semester in Paris. The capstone experience for the dual degree is a comprehensive paper supervised by a mentor.

The International Business Program was designed to meet the needs of our business partners and our students, to incorporate the best thinking about what an international program should provide, and to build on the Tabor faculty's belief that today's student must experience living and working internationally if they plan on as career International Business. Our partners specifically told us that while international study was important to them, it could not be at the expense of the learning associated with the functional major.

Student Learning Objectives for the International Business Major

- Students will successfully complete one of the functional majors: Accounting, Entrepreneurship, Finance, Management, Management Information Systems, or Marketing
- Students will experience growth from the study abroad experience in the following ways:
 - Adapt to living and studying abroad in a foreign culture, where English is a second language
 - Understand the significant role culture plays in accomplishing tasks while in a foreign country
 - Develop independence and self confidence
 - Develop increased sophistication and awareness
 - Broaden personal and professional horizons
 - Understand the implications of "globalization"
 - Establish personal relationships with people from other cultures
 - Be prepared to seek and effectively handle an overseas assignment within the first 3 years of employment.

Snap Shot:

Tabor presently has an average of about 3 international business majors per year. Students receive degrees from 2 universities for this 4 1/2-year program. Millikin awards the student both a functional degree and a degree in international business. The Paris Graduate School of Business awards them a degree in management. The student attends ESG in Paris during the spring semester of their senior year, and takes two trimester sets of business courses with the senior French students. In addition each student writes a comprehensive paper in conjunction with ESG and a mentor from the business community.

Regularly assigned Tabor faculty teaches the Tabor School of Businesses' required international business courses. The language requirement is taught through Millikin's language department and is consistent with the University general education requirement.

Learning Story:

It is our belief that this 4 1/2 year program meets our business partners needs, develops a student whose self confidence, awareness and sophistication are much greater than the traditional graduate, and provides the graduate with a highly competitive position from which to obtain the first job in their career.

Learning community

**Graduates-what do they do
Other feedback; growth,etc.**

Assessment:

Each student will write and have accepted by their advisor and the Chair of the Undergraduate Program a 15 page introspective paper. This paper must serve to convince the Tabor School that the program learning goals have been met. It is the student's responsibility to structure this paper in a manner that specifically focuses on the learning goals and explains and supports how they were accomplished during the semester abroad and how the student will be able to incorporate them into his/her profession.

