

Millikin University
Student Learning in the Tabor School
2007-2008
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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 13 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 year we added a requirement for the information on GPA and admission to the Tabor School on the syllabi. We also included the Tabor Standards for student responsibility. 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 FOR ACADEMIC YEAR 2007-2008:

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 (no change from previous year)

Students who interact in a professional manner with businesses do so competently. This is demonstrated by the ratings on Consulting Projects, in both semesters of the Small Business course and in the fall semester of the International Consulting course. The Spring 2007 semester in ET 410 was remarkably different as the quality of the student work in that semester was well below Tabor standards. Faculty are examining ways to revise the course for future semesters. Students submit quality projects in these courses, with most projects earning As.

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 for the previous year. Internal Revenue Service results from this year are not yet available. Fourteen students participated in VITA in 2008, down slightly from 2007, reflecting the smaller number of students in the Tabor School. There is no charge to businesses or individuals for the services provided by students working in a class setting.

Company evaluations on interns and student consulting teams are extremely high. Every company completing an evaluation would hire future interns or request consulting teams again.

LEARNING GOAL #2: OVERALL GREEN LIGHT (slight improvement from previous year)

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. Students in MG 100 (primarily freshmen) perform lower on presentations and in writing, which is to be expected of first year students.

Weaknesses

The Assessment Committee did not receive data from one of the Tabor faculty teaching MG 100. The project in MS 240 was not assessed for writing and presentation. No data appear to be collected from MG 450 on writing or presentation skills.

LEARNING GOAL #3: OVERALL YELLOW LIGHT (reduction from previous year)

Students in the Tabor School are actively engaged citizens using their education and skills to serve the community. The results show that 79% of the Spring 2008 Tabor graduates participated in the Small Business Consulting course, the International Consulting course, the Marketing Research 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.

Weaknesses:

We currently have no measure of actual service to the community outside classroom-related experiences.

LEARNING GOAL #4: OVERALL YELLOW LIGHT (no change from previous year)

Teamwork is a key element in the Tabor curriculum. Students begin their freshman year with the MG 111 *Team Dynamics* course loosely 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. However, as evaluated by their peers, our students do not seem to be as competent as they should be in working in team situations.

Weakness:

No assessment was done in two key areas of team-related activities: MG 111 and MG 450. The assessment plan assumed teams leadership and roles would be evaluated for all students at the beginning and end of the Tabor experience. In the 2007-2008 this was not accomplished.

LEARNING GOAL #5: OVERALL LOW YELLOW LIGHT (slight improvement from previous year)

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; students achieve a **higher** red light in this part of Learning Goal #5. The Spring 2008 class improved markedly over the Fall 2007 class. The Tabor School is now more successful achieving the second part of the goal (having immersion in diverse cultures), achieving a yellow light (an improvement from last year's red light). Our goal is that 35% of our students will have such an experience, but only 23% (up from 22%) actually do. It may be that Tabor advising is being more proactive toward study abroad.

The numbers may improve in the future as the Tabor School approved a degree completion program with Tunghai University.

LEARNING GOAL #6: OVERALL RED LIGHT (reduction from previous year)

The data on this learning goal is disappointing. The Tabor School did not meet its learning objective on the ETS exam (Tabor Core Table 14) for the first time, which demonstrates that Tabor students did not develop the broad understanding of business and the business functions expected. Only about 50% percent of senior Tabor students scored above the national average and the School ranked in the 60th percentile of all schools taking the exam. Over half of the assessment indicators show red lights.

The ETS scores are consistent with the data in Tabor Core Table 13. Most of the data indicates red lights or low yellow lights.

Summary of Results:

The three “low-scoring” learning goals will be discussed in detail at the Retreat. One issue that may be addressed is the quality of Tabor Students. The graduating class of 2008 had the lowest average ACT score in the last four academic years.

IMPROVEMENT PLANS:

Little work has been accomplished on our plan to add an ethics component to the Tabor Goals. However, the faculty has added a course in business writing (EN 210).

The faculty voted to drop the MG 111 Teams course at the 2007 Retreat, but the issue was revisited during the school year. No changes have actually occurred in this area.. This may be discussed again at the 2008 Retreat.

No progress has been made on assessment in the International Business major. This is critical for the next academic year’s report.

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:

The Accounting Program graduated 13 majors in 2008. (some of which are double majors in another Tabor School program). The program has 2 ½ full time faculty. Typically ten sections of accounting courses are taught each academic year.

In addition to the traditional day program, an evening accounting degree completion program is offered through the PACE office.

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.

The learning goals can be seen in the Accounting Assessment Matrix in Accounting Table 1.

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 Assessment: Yellow (Improvement From Previous Year)

Overall students learn the basics of accounting as evidenced in the scores from the ETS exam (Tabor Core Table 14). Tabor students scored in the 75th percentile (**green light**) in the fall and in the spring in the accounting section 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 yellow levels of learning goals established for AC 331. They achieved a low green level of achievement in AC 250, 301, AC 312 and AC 422. Students only achieved a red level in AC 413 and AC 311. Note that in AC 311, several of the students were not accounting majors. The accounting department will examine the artifacts, rubrics and standards at the August Retreat.

IMPROVEMENT PLANS:

The faculty will look for ways to encourage student learning and effort throughout the year and report on their progress at the next retreat. The faculty will plan a way to assess the AC 444 Seminar course at the retreat and this will be included in the 2008-2009 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. In 2008, four students graduated with Entrepreneurship majors.

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:

The assessment data is reported in Entrepreneurship Table 2. The data from ET350 and ET 360/1/2/3 represent a small number of students, fewer than ten students in each case. The MK 320 *Marketing Research* course is populated primarily with Marketing majors, so the data does not assess the performance only by Entrepreneurship majors. 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

ANALYSIS OF THE ASSESSMENT RESULTS:

Overall Assessment: Green (no change from previous year)

The assessment data shows an average yellow light for ET 340 Foundations of Entrepreneurship. **This shows an improvement from the previous year.** For ET 350, MK 320, ET 400, ET 410 (fall) and ET 400, **all results show green**, indicating that the program is achieving the learning goals in its first full year.

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.

IMPROVEMENT PLANS:

Since this data represents the first full year of assessment of the major, the faculty continue to examine the types of experiences students should have and the artifacts that could be used. Courses such as ET 350, ET 360 sequence and ET 440 are still very much in a revision mode and these will be addressed in next year's 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 strong analytical skills and a love for solving puzzles. 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 of money concepts and appropriate technology to establish prices and yields for all classes of asset choices (e.g., fixed assets, current assets, stocks, bonds, options, and derivatives) to effectively analyze financial alternatives
3. 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, Kraft Foods, 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 3 full-time faculty, two with doctorates in Economics and one with a doctorate in Finance.

The economists teach a total of six courses for the Finance major (including electives) with the remainder of their load in economics or the MBA. In 2008, 9 students graduated with a major in Finance.

The Finance program is currently working on aligning the Finance curriculum with CFA (Chartered Financial Analyst) Level 1 exam. The program currently includes most of 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 361, Financial Statements Analysis
Finance 365, Corporate Finance
Finance 452 Security Analysis and Portfolio
Management

and a choice of two of following:

Finance 354, International Trade and Finance
Accounting 301 Intermediate Accounting
Economics 312 Intermediate Macroeconomics
Economics 322 Intermediate Microeconomics
Finance 481 Senior Seminar in Finance
Finance 471/472 Finance Internship
Entrepreneurship 350 Entrepreneurial Finance
Entrepreneurship 400, 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 361, FI 365 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 Finance major will be changed beginning in the fall of 2007 to include FI 361 Financial Statements Analysis as part of the major requirement, with FI 354 International Finance moving to an elective.

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:

Overall Assessment: Low Green (slight reduction from the previous year)

The assessment for the Finance major indicates an overall evaluation of a low green performance. Students scored in the 75th percentile on the ETS, a **green light**. The faculty have noticed a difference in the juniors and seniors in the major. The seniors have performed lower than previous senior classes and lower than the current junior class in comparable projects. It should also be noted that the 2008 class was considerably smaller. The major improvement occurred on the bank project in FI 301 *Financial Markets and Institutions*. 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 FI 452 *Securities Analysis and Portfolio Management* dropped dramatically to a **red light**. The Finance faculty will continue to 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 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. Demonstrate an understanding of the importance of ethics, social responsibility, and the legal environment of contemporary business.
2. Understand the importance of global business environment and its inter-connection with core management processes, systems, and structures.
3. Demonstrating an understanding of human resources management and its impact on organizational culture, change, and diversity.
4. Understand the use of quantitative skills to facilitate management decision-making and/or problem solving.
5. Apply management theories and concepts in real world organizations and situations.
6. Understand the dimensions of the entrepreneurial behaviors of opportunity recognition and concept development.

SNAPSHOT:

The Management major was redesigned beginning in Fall 2005. The change creates a more generalized curriculum and should satisfy a larger student market. The 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; in May 2008, 16 students graduated with Management majors. Current staffing for the Management program, including both the Tabor core courses and the major courses, consists of three full-time faculty, two full time faculty with some teaching responsibility in other Tabor programs, one split appointment faculty, and four adjunct faculty. The Dean teaches a management course in the MBA.

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:

Overall Assessment: Yellow (improvement from previous year)

The students in the Management major achieve an overall **yellow light** on learning goal #1 and #3. Students achieved **green lights** on goals #2, 5, and 6 and a red light on #4. On the ETS the students only scored in the 45th percentile: a **red light** indication.

IMPROVEMENT PLANS:

Dr. Susan Kruml will be starting in the Fall of 2008 in the Management department. No radical changes in structure of the major or methodology are seen as necessary at this time, but may occur after the Dr. Kruml is on campus.

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 be able to apply basic programming skills to solve simple business problems.
2. Students will demonstrate their database competencies in designing and building a relational database of moderate complexity through database management system software.
3. 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.
4. Students will be able to understand the basic concepts of security with regards to information access control in a network environment.
5. Students will apply networking and telecommunication knowledge to specific applications and situations, such as the Internet, intranet, and e-commerce.
6. 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

MIS program graduated 6 students in May 2008. 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:

Overall Assessment: Red Light

The only assessment information provided for the MIS major courses was from Dr. Stemler's MS 302 project. The rating was green. The department must reevaluate its learning goals and artifacts if it has changed its methodology in the classroom.

IMPROVEMENT PLANS:

The Management Information Systems major has been changed to the Information Systems major, effective Fall 2008. Dr. Sutirtha Chatterjee will be starting in the Fall of 2008. We will be hiring for Dr. Stemler's position in the next academic year. The current faculty will continue with the current assessment program until new faculty are hired.

THE MARKETING MAJOR

GOALS:

A marketing major prepares a student to enter a dynamic and exciting business field that deals specifically with generation of user satisfaction by providing consumers desired products or services in a timely and convenient manner. Success requires excellent communications 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 sales demand
2. Understand interrelationships of the marketing mix variables
3. Understand market segmentation and evaluation
4. Understand how markets are created and sustained in a dynamic, global marketplace

SNAPSHOT:

Current staffing of the marketing faculty consists of one full-time faculty, one full-time faculty with appointments shared with other Tabor programs, and two adjunct faculty.

Requirements for the Marketing Major:

The Marketing Major consists of 21 credits: a Marketing core (9 credits) and a student-selected Focus of Study(12 credits):

Marketing Core (Required courses):

MK 320, Marketing Research

MK 308, Consumer Behavior

MK 442, Marketing Management*

* ET400 Can be substituted for International Dual Degree Majors Only, if no external substitutes can be found or if Marketing Management is unavailable.

Marketing Electives: 6 to 12 Credits from the Marketing department courses.

MK 307, Advertising and Promotion

MK 310, Personal Selling

MK 324, Sales Force Management

MK 340, International Marketing

MK 410, Internet Marketing
MK 471/472, Marketing Internship
MK 481-484, Special Topics

Focus of Study

Interdisciplinary Electives: 0 to 6 credits in courses outside of the Marketing discipline that augment, expand, or facilitate knowledge in the specific "Focus of Study."

1. Integrated Marketing: CO 251, CO 3343, CO 306, CO 401, CO432, CO 456, AR 125, AR 210, ET 400;
MK 307, MK 410 recommended
2. Marketing Information, Analysis and Application: MS 470, MA 304, SO 204, SO 221, ET 400 or ET 410;
MK 324, MK 410 recommended.
3. Marketing Management: CO 306, CO 341, CO 344, CO 432, SO 382, MS 470, ET 400 OR ET 410;
MK 324, MK 340 recommended.
4. Selling and Sales Management: TH 103, CO 401, CO 432, SO 204, MS 470, ET 400 or ET 410;
MK 310, MK 324 recommended.

The Focus of Study is designed to help students develop an educational and career focus within marketing disciplines. Each represents and supports both traditional areas of educational concentration and differing directions that career paths often take in the marketing profession.

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:

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:

Overall Assessment: Green light (slight increase from the previous year)

Overall marketing knowledge is rated as a yellow light, given the scores on the ETS exam (one green and one red) 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. Work needs to be done on artifacts and standards.

IMPROVEMENT PLANS for Marketing

The Marketing major has been increased from 15 credits to 21 credits. This will be affecting the juniors in Fall of 2008. The Tabor School will hire an additional faculty member in marketing in the next academic year to cover shortfalls in course offerings in International Marketing and Consumer Behavior.

International Business Major Dual Degree Program

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 The Ecole Superieure de Gestion et Commerce International (ESGCI.) 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 graduated two international business majors in 2007. Students receive degrees from 2 universities for this 4½-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 ½ 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.

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.

Improvement plans:

To date, no progress has been made on assessing the International Business major. This will continue to be an issue in the next academic year.