

Millikin University
Student Learning in the Tabor School
2009-2010
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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) having 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, State Farm, Tate and Lyle, Edward Jones, Ernst and Young, the FBI, and regional banks and accounting firms. Students all work for smaller, entrepreneurial firms. A smaller 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.

This year we renamed the Information Technology department to Information Systems, to better reflect the direction and content of the major. The Tabor School revised its Accounting Program, incorporated a Business Plan Competition in MG 100 Introduction to Business, and added a Student Managed Fund to the Finance program.

The Tabor school has exchange programs with EBC in Mexico City and ESG in Paris, France. Additionally, we have dual degree programs with ESG in Paris and Tunghai University in Taiwan, the latter beginning in the Fall of 2009.

During the 2009-2010 academic year, Dr. Mark Munoz was on sabbatical as a visiting Professor at Harvard University. Dr. Larry Stapleton served as Interim Director of the Tabor School (with a 50% release from teaching) and Dean Dahl became Interim Dean of the College of Professional Studies. Dean Dahl resumed his role as Dean of the Tabor School in July 2010 and Dr. Stapleton will return to full time teaching in Fall 2010.

Currently the Tabor School has 15 full-time faculty (including the Dean), two split appointments, and nine adjuncts who taught during the past academic year. Two new faculty joined the Tabor School in Fall 2009. Dr. Adam Benson is the new Coordinator of the Information Systems Department and Dr. Mindy Kushniroff is an Assistant Professor of Accounting. Also in Fall 2009, Dr. Cheryl Chamblin moved to a split appointment as Honors Director and Tabor Faculty. In the Fall of 2010 Marete Hvalshagen will join the Tabor School as an Instructor of Information Systems, replacing a visiting professor.

We have 258 students in the traditional day program, 30 students in the PACE evening accounting program and 35 MBA students. We also serve students in Secondary Education,

Fitness and Sport/Sports Management, Music Business, Theater Management, Communications, and Mathematics/Actuarial Science. Students in other disciplines may minor in Business Management, Entrepreneurship, Finance, Information Systems 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 MG 100 Introduction to Business and MS 120 Elementary Probability and Statistics courses each year. Courses offered in the Center for Entrepreneurship draw students from Art and other disciplines who are interested in starting their own businesses.

During this academic year, we offered approximately 108 sections of courses, not including internships and directed studies. The courses are broken down by department: Accounting (16), Management (32), Entrepreneurship (12), Finance and Economics (18), Information Technology (19), and Marketing (12). Additionally we offered 10 sections in the PACE evening accounting program and 15 courses plus practicums in the MBA program.

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

MA 220 Statistical Methods

MG 211 Career Lab (1)

MG 260, Business Law

AC 230, Principles of Financial Accounting

AC 240, Principles of Managerial Accounting (3) or AC 311, Management Accounting

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

Students earning a Tabor degree must also complete MA 120 Elementary Probability and Statistics (meets University quantitative reasoning requirement), EN 210 Business Writing, CO 242 Business Communications (meets University Oral Communications requirement) and an equivalent of 3 credits of off-campus experience.

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. These types of experiences continue in the MBA program, discussed in depth in the MBA portion of this report.

Integration occurs at all levels of the curriculum. First year students see all the areas in business as they build a business plan for their own business. The senior capstone course 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. Beginning Fall 2009, 48 Tabor students were part of a Living Learning Community. The LLC had a retention rate of 96%. The LLC will be offered again for Fall 2010. We hope this type of environment will help students feel more connected to their major, take an interest in the disciplines earlier in their career and become more successful as students.

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. Information on GPA and admission to the Tabor School must be included on the syllabi. We also include the Tabor Standards for student responsibility. The syllabi requirements 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 2009-2010:

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: GREEN

2007: GREEN 2008: GREEN 2009: GREEN

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. Company evaluations on interns are extremely high. On the employer evaluations returned, 19 of 20 companies completing an evaluation would hire interns again.

Six students (down from thirteen in 2009) participated in VITA in 2010. 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. There is no charge to businesses or individuals for the services provided by students working in a class setting.

LEARNING GOAL #2: GREEN

2007: LOW GREEN 2008: GREEN 2009:GREEN

Faculty evaluate writing and presentation results using the P-E-I scale provided in Tabor Core Table 5 and 6, respectively. 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.

LEARNING GOAL #3: RED

2007: GREEN 2008: GREEN 2009: GREEN

Students in the Tabor School appear to be less actively engaged in using their education and skills to serve the community. The results show that only 68% of the 2010 Tabor graduates participated in the Small Business Consulting course, the International Consulting course, the Marketing Research course, VITA or an internship. In each of these cases, the students were working for actual businesses or with individuals on projects that required the use of their skills and knowledge. This is lower than the previous year of 83%. It is not clear how the students in the 2010 were fulfilling the University's Off-Campus requirement. More analysis needs to be conducted.

LEARNING GOAL #4: YELLOW

2007: YELLOW 2008: YELLOW 2009: GREEN

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. The team evaluations in MG 100 were yellow. The Teams course (MG 111) was incorporated into the MG 100 course so there were no team evaluations tied to this course. The MG 330 course was not taught in a team format this year because Dr. Munoz was on sabbatical. The ET 400 course showed strong team evaluations. Thus it appears that students learn to develop a sense of individual, leader and team roles and responsibilities early in their career and continue to build on this foundation until graduation.

The assessment for this learning goal showed little improvement by incorporating Teams into MG 100. Another format for the Teams course will be piloted for Fall 2010.

LEARNING GOAL #5: YELLOW

2007: RED 2008: YELLOW 2009: RED

While every Tabor student is required to take MG 330 *International Business*, data for this Learning Goal indicate that we appeared to be more successful in meeting the learning goal that our students will understand the global nature of business; students achieved a **green** light in this part of Learning Goal #5. The Tabor School is less successful in meeting 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 17% (up from 15%) actually do.

LEARNING GOAL #6: HIGH RED

2007: YELLOW 2008: RED 2009: HIGH RED

The data on this learning goal is disappointing. The Tabor School did meet its learning objective on the ETS exam For the year about 70% of students scored at or above the national mean. According to the ETS data in the ETS Exam Breakdown students scored well in Quantitative areas, Marketing and Information Systems over the year.

Seven out of the other eleven artifacts indicated red lights, 2 were yellow and 2 were green. This is consistent with earlier years.

Summary of Results:

The three “low-scoring” learning goals will be discussed in detail at the Retreat.

**Learning Goal #1
2009-2010**

Students will demonstrate competent application of business theory and concept to practical situations in communities outside the formal classroom

| Course | Artifact | Standards | | Results | Evaluation |
|-------------|----------------------|---|---|------------|----------------|
| ET 400 | Consulting Project | 80% of students earn at least 85% of points | G | 90% 90% | Green Green |
| | | 70% of students earn at least 85% of points | Y | | |
| | | <70 % of students earn at least 85% of points | R | | |
| ET 410 | Consulting Project | 80% of students earn at least C+ | G | Not taught | |
| | | 70% of students earn at least C+ | Y | | |
| | | <70 % of students earn at least C+ | R | | |
| VITA | Students Engaged | 12 or more students engaged | G | 6 students | Red |
| | | 9-11 students engaged | Y | | |
| | | Fewer than 9 students engaged | R | | |
| Internships | Employer evaluations | 80% of employers responding desire a future intern | G | 95% | Green |
| | | 70% of employers responding desire a future intern | Y | | |
| | | <70% of employers responding desire a future intern | R | | |

Overall results: 2010- Green 2009- Green 2008- Green 2007- Green

**Learning Goal #2
2009-2010**

Students will communicate facts and ideas in written and verbal formats using language, grammar and organizational skills appropriate to business situations

| Course | Artifact | Standards | | Results | Evaluation | |
|--------|----------------------------|------------------------------------|---|------------------------|----------------------|-------|
| | | | | | Semester | Year |
| MG 100 | Business Plan-writing | 80% of students earn a P or E | G | 81% (1s) 64% | F: Green S: Red | |
| | | 70% of students earn a P or E | Y | | | |
| | | <70% of students earn a P or E | R | | | |
| MG 100 | Business Plan presentation | 80% earn a P or E | G | 95%(1s) 86% | F: Green S: Green | |
| | | 70% earn at least a P or E | Y | | | |
| | | <70% earn a P or E | R | | | |
| MG 111 | Case summaries | 80% earn a P or E in writing | G | Not assigned | | |
| | | 70% earn a P or E in writing | Y | | | |
| | | <70% earn a P or E in writing | R | | | |
| MS 240 | Project | 80% earn a P or E in writing | G | Not assigned | | |
| | | 70% earn a P or E in writing | Y | | | |
| | | <70% earn a P or E in writing | R | | | |
| MS 240 | Project presentation | 80% earn a P or E in presentation | G | Not assigned | | |
| | | 70% earn a P or E in presentation | Y | | | |
| | | <70% earn a P or E in presentation | R | | | |
| MG 300 | Case studies or summaries | 80% earn a P or E in writing | G | 88% 90% | F: Green S: Green | Green |
| | | 70% earn a P or E in writing | Y | | | |
| | | <70% earn a P or E in writing | R | | | |
| MG 330 | Business Plan (writing) | 80% earn a P or E | G | Not assigned this year | | |
| | | 70% earn a P or E | Y | | | |
| | | <70% earn a P or E | R | | | |
| MG 330 | Business Plan presentation | 80% earn a P or E | G | Not assigned this year | | |
| | | 70% earn a P or E | Y | | | |
| | | <70% earn at least a P or E | R | | | |
| ET 400 | Consulting presentation | 80% earn a P or E | G | 100% | Green Green | Green |
| | | 70% earn a P or E | Y | 100% | | |
| | | <70% earn at least a P or E | R | | | |

Overall results: 2010- Green 2009- Green 2008- Green 2007- Green

**Learning Goal #3
2009-2010**

Students will be actively engaged citizens using their education and skills to serve the community

| Course | Artifact | Standards | | Results | Evaluation |
|---|--------------------|--|---|------------------------|------------|
| Internships, ET 400, ET 410, VITA, MK 320 | Number of students | 80% of students complete an internship, ET 400, or ET 410, VITA, MK 320 | G | 68% | Red |
| | | 70% of students complete an internship, ET 400, or ET 410, VITA, MK 320 | Y | | |
| | | <70% of students complete an internship, ET 400, or ET 410, VITA, MK 320 | R | | |
| MG 211 | Resume | 80% of students are actively engaged | G | Not assigned this year | |
| | | 70% of students are actively engaged | Y | | |
| | | <70 % of students are actively engaged | R | | |

Overall results: 2010: Red 2009- Green 2008- Green 2007- Green

**Learning Goal #4
2009-2010**

Students will demonstrate a strong sense of individual, leader and team roles and responsibilities

| Course | Artifact | Standards | | Results | Evaluation | |
|-----------|---------------------|-----------------------------------|---|------------------------------|------------------------|--------|
| | | | | | Semester | Year |
| MG 100 | Team Evaluations | 80% earn at least 85% of points | G | 71% | F: Yellow S: Yellow | Yellow |
| | | 70% earn at least 85% of points | Y | 71% | | |
| | | <70 % earn at least 85% of points | R | | | |
| MG 111 | Team Evaluations | 80% earn at least 85% of points | G | Not taught | | |
| | | 70% earn at least 85% of points | Y | | | |
| | | <70 % earn at least 85% of points | R | | | |
| MG 330 | Team Evaluations | 80% earn at least 85% of points | G | Not assigned this year | | |
| | | 70% earn at least 85% of points | Y | | | |
| | | <70 % earn at least 85% of points | R | | | |
| MG 450 | Team Evaluations | 80% earn at least 85% of points | G | Not assigned this year | | |
| | | 70% earn at least 85% of points | Y | | | |
| | | <70 % earn at least 85% of points | R | | | |
| ET 400 | Team Evaluations | 80% earn at least 85% of points | G | 80% | F: Green | Green |
| | | 70% earn at least 85% of points | Y | 81% | F: Green | |
| | | <70 % earn at least 85% of points | R | | | |

Overall results: 2010- Yellow 2009- Low Green 2008- Yellow 2007- Yellow

**Learning Goal #5
2009-2010**

Students will discover the global nature of business, including immersion or familiarization with diverse cultures and cultural environments.

| Course | Artifact | Standards | | Results | Evaluation | |
|------------------------|--------------------|--|---|---------|------------|-------|
| | | | | | Semester | Year |
| MG 330 | Final Grades | 80% of students earn at least 85% of points | G | 87% | S: Green | Green |
| | | 70% of students earn at least 85% of points | Y | | | |
| | | <70 % of students earn at least 85% of points | R | | | |
| ET 410 or Study Abroad | Number of Students | 35 % of students have a significant international experience | G | 17% | | Red |
| | | 20% of students have a significant international experience | Y | | | |
| | | <20% of students have a significant international experience | R | | | |

Overall results: 2010-Yellow 2009- Red 2008- Yellow 2007- Red

**Learning Goal #6
2009-2010**

Students will apply those problem-solving and decision-making skills expected of entry-level professionals

| Course | Artifact | Standards | | Result | Evaluation | |
|--------|--------------------|--------------------------------------|---|-------------|------------------------|--------|
| | | | | | Semester | Year |
| EC 100 | Final Grade | 80% earn at least C+ on final grade | G | 61% 57% | F: Red S: Red | Red |
| | | 70% earn at least C+ on final grade | Y | | | |
| | | <70 % earn at least C+on final grade | R | | | |
| EC 110 | Final Grade | 80% earn at least C+ on final grade | G | 67% 47% | F: Red S: Red | Red |
| | | 70% earn at least C+ on final grade | Y | | | |
| | | <70 % earn at least C+on final grade | R | | | |
| MS 120 | Final grades | 80% earn at least C+ on final grade | G | 61% 57% | F: Red S: Red | Red |
| | | 70% earn at least C+ on final grade | Y | | | |
| | | <70 % earn at least C+on final grade | R | | | |
| MG 260 | Final Grades | 80% earn at least C+ on final grade | G | 72% 74% | F: Yellow S: Yellow | Yellow |
| | | 70% earn at least C+ on final grade | Y | | | |
| | | <70 % earn at least C+on final grade | R | | | |
| AC 230 | Final Grades | 80% earn at least C+ on final grade | G | 65% 68% | F: Red S: Red | Red |
| | | 70% earn at least C+ on final grade | Y | | | |
| | | <70 % earn at least C+on final grade | R | | | |
| AC 240 | Final Grades | 80% earn at least C+ on final grade | G | 47% 68% | F: Red S: Red | Red |
| | | 70% earn at least C+ on final grade | Y | | | |
| | | <70 % earn at least C+on final grade | R | | | |
| MS 240 | Final Grades | 80% earn at least C+ on final grade | G | 78% 73% | F: Yellow S: Yellow | Yellow |
| | | 70% earn at least C+ on final grade | Y | | | |
| | | <70 % earn at least C+on final grade | R | | | |
| FI 340 | Final Grades | 80% of students earn C+ average | G | 75% 40% | F: Yellow S: Red | Red |
| | | 70% of students earn C+ average | Y | | | |
| | | <70% of students earn a C+ avg. | R | | | |
| MG 300 | Case studies | 80% of students earn at least C+ | G | 88% 90% | Green Green | Green |
| | | 70% of students earn at least C+ | Y | | | |
| | | <70 % of students earn at least C+ | R | | | |
| MK 300 | Final Grade | 80% of students earn C+ average | G | :68% 62% | F: Red S: Red | Red |
| | | 70% of students earn C+ average | Y | | | |
| | | <70% of students earn a C+ avg. | R | | | |
| MG 370 | Problems | 80% of students earn C+ average | G | 83% 78% | F: Green S: Yellow | Green |
| | | 70% of students earn C+ average | Y | | | |
| | | <70% of students earn a C+ avg. | R | | | |
| MG 450 | ETS: national mean | 60% of students score at or above | G | 77% 66% | Green Green | Green |
| | | 50% of students score at or above | Y | | | |
| | | <50% of students score at or above | R | | | |

Overall results: 2010- High red

2009- High red

2008- Red

2007- Yellow

**ETS Exam Breakdown
2009-2010**

| Assessment Indicators | National Mean | | Tabor Mean | | Percentile | | Evaluation | | Evaluation 2009-2010 |
|-----------------------|---------------|--------|------------|--------|------------|--------|------------|--------|----------------------|
| | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring | |
| Accounting | 49.8 | 49.8 | 61 | 48 | 90 | 30 | Green | Red | Yellow |
| Economics | 47.8 | 47.8 | 48 | 51 | 45 | 65 | Red | Yellow | High Red |
| Management | 54.5 | 54.5 | 59 | 54 | 65 | 40 | Yellow | Red | High Red |
| Quantitative | 46.1 | 46.1 | 55 | 52 | 90 | 80 | Green | Green | Green |
| Finance | 55 | 55 | 68 | 56 | 90 | 45 | Green | Red | Yellow |
| Marketing | 51.9 | 51.9 | 62 | 57 | 90 | 70 | Green | Green | Green |
| Legal/Social | 45.9 | 45.9 | 44 | 45 | 30 | 35 | Red | Red | Red |
| InfoSystems | 57.7 | 57.7 | 63 | 60 | 80 | 60 | Green | Yellow | Low Green |
| International | 54.1 | 54.1 | 58 | 56 | 60 | 55 | Yellow | Red | Low Yellow |

IMPROVEMENT PLANS:

A competition has been added to the MG 100 courses; students who win the business plan competition will receive scholarships to study abroad in their sophomore year. **(need a paragraph from Larry)**

Tabor School also approved a degree completion program with Tunghai University to encourage more study abroad (with our current programs in Paris and Mexico City). We are seeing increases in the number of foreign students taking courses in the Tabor School. We hope these changes will increase our students' interest in study abroad and allow our students to achieve Learning Goal #5.

Work has begun on developing a theme on Careers for the sophomore year. A committee was formed to develop a proposal for the Sophomore Career Year. This will be developed further at the 2010 retreat. Students who become more engaged in career decisions earlier may achieve more success in Learning Goal #6. Faculty were charged to look at the results of the ETS exam with old copies of the exam to find ways to incorporate the material into courses or in co-curricular activities. Additionally, faculty from each discipline gave short review presentations in the Business Policy course during the semester. In these ways we can ensure that students have a better understanding of the knowledge they are expected to have (Learning Goal #6).

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 outcomes for the major.

1. Exhibit an understanding of the content, concepts, structure, and meaning of external reporting for business entities using the Balance Sheet, the Income Statement and the Statement of Cash Flows.
2. Exhibit an understanding and demonstrate the ability to apply accounting knowledge to meet the needs of internal decision makers.
3. 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, partnerships and corporations.
4. Demonstrate an understanding of consolidation accounting.
5. Demonstrate an understanding of the nature of attest services and to apply the conceptual and procedural bases for performing them.
6. Exhibit an understanding of the accounting profession's Code of Conduct and the ethical-dilemma model.

Required courses for Accounting Major in 2009-2010 major were:

AC 230 Principles of Financial Accounting
AC 240 Principles of Managerial Accounting
AC 250 Intermediate Accounting I
AC 301 Intermediate Accounting II
AC 312 Intermediate Accounting III
AC 331 Federal Income Taxation
AC 311 Management Accounting
AC 413 Advanced Accounting
AC 422 Auditing Principles
AC 444 Senior Seminar in Accounting

SNAPSHOT:

The Accounting Program graduated 13 majors in 2010 (some of which were 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 The ETS Exam Breakdown Table.

ANALYSIS OF THE ASSESSMENT RESULTS:

OVERALL ASSESSMENT: GREEN

Overall students learn the basics of accounting as evidenced in the scores from the ETS exam. Tabor students scored in the 90th percentile in the fall, but in the 30th percentile in the spring in the accounting section on the exam, for an overall Yellow light on that artifact. However, Tabor was more successful in achieving the individual learning goals for the accounting major, with an overall Green light. The lower scores for AC 311 and AC 331 reflects the population in the courses. These are the only Accounting Major requirements that are also used as electives for

other majors. The Accounting Department revised their learning goals at the Tabor Retreat in August 2008, so comparisons are not accurate before the 2009 assessment year.

Accounting Learning Goal #1: GREEN

2007: Not Assessed 2008: Not Assessed 2009: RED

Accounting Learning Goal #2: RED

2007: Not Assessed 2008: Not Assessed 2009: RED

Accounting Learning Goal #3: YELLOW

2007: Red 2008: Yellow 2009: RED

Accounting Learning Goal #4: GREEN

2007: Not Assessed 2008: Not Assessed 2009: RED

Accounting Learning Goal #5: GREEN

2007: RED 2008: GREEN 2009: GREEN

Accounting Learning Goal #6: GREEN

2007: Not Taught 2008: Not Assessed 2009: GREEN

Accounting Table 1
Matrix of Learning Outcomes

| | 250 | 301 | 311 | 312 | 331 | 413 | 422 | 444 |
|--|-----|--------|-----|-----|-----|-----|-----|-----|
| Exhibit an understanding of the content, concepts, structure, and meaning of external reporting for business entities. a. balance sheet preparation b. income statement preparation c. cash flow statement preparation | | X X | | X | | | | |
| Exhibit an understanding and demonstrate the ability to apply accounting knowledge to meet the needs of internal decision-makers. | | | X | | | | | |
| Demonstrate a basic understanding of how the Internal Revenue Code provisions are implemented through the Federal Income Tax Regulations, what forces affect the tax laws and how they affect individual, partnerships, and corporations. | | | | | X | | | |
| Demonstrate an understanding of consolidation accounting | | | | | | X | | |
| Demonstrate an understanding of the nature of attest serves and to apply the conceptual and procedural bases for performing them | | | | | | | X | |
| Exhibit an understanding of a. the accounting profession's Codes of Professional Conduct b. the ethical dilemma model | | | | | | | X | X |

Accounting Table 2
2009-2010
Artifacts, Standards and Results

| Course | Artifact | Standards | | Results | Evaluation |
|--------|--|---|---|------------|------------|
| AC 250 | Avg. Exam Scores/ Student | 80% of students score B or better | G | Not taught | |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| AC 301 | Exam score on Balance Sheet prep | 80% of students score B or better | G | 81% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| AC 301 | Exam score on Income State.prep. | 80% of students score B or better | G | 81% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| AC 311 | Avg. Exam scores/student | 80% of students score B or better | G | 62% | Red |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| AC 312 | Exam score on Cash Flows prep. | 80% of students score B or better | G | 81% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| AC 331 | Exam and Project scores | 80% of students score B or better | G | 77% | Yellow |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| AC 413 | Average exam scores (last three exams) | 80% of students score B or better | G | 100% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| AC 422 | Weighted average exam and audit project scores | 80% of students score B or better | G | 100% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| AC 444 | Average exam score | 80% of students average B or better or exam | G | 100% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |

IMPROVEMENT PLANS:

The Accounting department made the following changes to the Accounting Major, effective in the Fall of 2010:

Proposal #1:

The Accounting Department increased the emphasis on Managerial Accounting in the Accounting major.

Rationale:

The Accounting major needs to be responsive to the needs of employers. Due to academic tradition and to the requirements of the state boards of accountancy for those applying to take the CPA exam, almost all accounting programs have a heavy emphasis on financial accounting. The current program follows this trend. Also in recent years, the CPA exam has moved to deemphasize managerial accounting.

However, many of our students will be employed at firms such as Caterpillar, ADM and Tate and Lyle which have needs for graduates with managerial accounting expertise. Also, many small businesses need managerial accounting as much, if not more, than financial accounting.

Implementation:

Accounting majors will now take AC 240 as part of the Tabor Core. The current AC 311 will be renamed and numbered to AC 411 Advanced Managerial Accounting reflecting the inclusion of more advanced applications of the managerial concepts.

Proposal #2

The Accounting Department increased the emphasis on tax.

Rationale:

From our research, we found no programs in our competition, our peer or aspiration schools which provided an emphasis on tax. In fact, most accounting programs require only one course in taxations, which is typically a course in personal income taxation. Of the accounting programs that offer a second tax course, typically entity taxation, the offering is either as an elective or as a graduate level course. Very few business schools similar to Millikin require two courses in taxation.

Many of our students will work in public accounting where both personal and entity tax preparation are essential parts of the business model. Also, students with a background in entity taxation will be qualified for a wider variety of entry level staff accounting positions at corporations such ADM, Tate and Lyle and Caterpillar.

Implementation:

Accounting majors will now be required to take AC 332 Entity Taxation as a required course. Majors will also be required to complete 3 credit hours of VITA as their off-campus learning.

Proposal #3

The Accounting Department will drop AC 250 and increase the number of credits for AC 301 and AC 312 to four each. The names will also be changed to reflect the order of the Intermediate Sequence.

Rationale:

The material in the Intermediate Accounting sequence is taught as two 3-hour courses in every school in our competitive area, our peer group and our aspiration group. We have always taught our sequence with at least 8 hours in the Intermediate sequence. We propose returning to this to allow students to take the Entity Tax course, without sacrificing any material in the Intermediate sequence.

Proposal #4

The Accounting department will add a course in Accounting Information Systems to the major.

Rationale:

Employers are expecting Accounting graduates to be competent in the area of accounting information systems. Many accounting programs are offering and/or requiring courses in AIS. Some schools even offer advanced degrees in AIS. Furthermore accounting majors will be advised to add an Information Systems to the major.

Implementation:

Accounting majors will be required to take IS 491 Seminar in Information Systems. To make room for this course AC 444 Accounting Seminar will be dropped.

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 outcomes of the Entrepreneurship major are as follows:

1. Students will understand the dimensions of the entrepreneurial behaviors and the meaning and responsibility of ownership in new business creation.
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 ¼ time, one full-time faculty teaches half-time in the major, another full time faculty teaches ¼ 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 (ET 350). The capstone (ET 440) will challenge students to take a strategic approach to problem-solving in an entrepreneurial setting. A minor in Entrepreneurship was approved in the Spring of 2009. Two students graduated in 2010 with a major in Entrepreneurship, up from one in 2009.

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. The Marketing Research course 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

Most of the Learning Goals are achieved with a green light. Traditional courses with exams tend to show lower levels of achievement (ET 340, ET 350) but projects and gallery experience show higher levels of achievement on the goals.

Entrepreneurship Learning Goal #1: YELLOW

2007: Yellow 2008: Yellow 2009: Yellow

The assessment data shows a red light for ET 340 Foundations of Entrepreneurship, but a green light for the ET 360 courses. The ET 340 course enrolls many non-business and non-Entrepreneurship majors who may have different goals from those of the course. The ET 360 sequence relates primarily to those interested in entrepreneurial endeavors.

Entrepreneurship Learning Goal #2: RED

2007: Green 2008: Green 2009: Red

Entrepreneurship Learning Goal #3: GREEN

2007: Green 2008: Green 2009: Green

Entrepreneurship Learning Goal #4: GREEN

2007: Green 2008: Red 2009: Green

Entrepreneurship Learning Goal #5: GREEN

2007: Green 2008: Green 2009: Green

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.

Entrepreneurship Table 1
2009-2010
Matrix of Learning Outcomes

| OBJECTIVE | ET 340 | ET 350 | ET 360, 361, 362, 363 | MK 320 | ET 440 | ET 400 | ET 410 | ET 471 |
|--|-----------|-----------|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Students will understand the dimensions of entrepreneurial behaviors and the meaning and responsibility of ownership in new business creation. | X | | X | | | | | |
| Students will analyze the financing aspects of new ventures | | X | | | | | | |
| Students will conduct market research and develop marketing strategies for an entrepreneurial venture | | | | X | | | | |
| Students will analyze strategic aspects of growing an entrepreneurial venture | | | | | X | | | |
| Students will engage in problem solving for/with an entrepreneurial company. | | | | | | X | X | X |

Entrepreneurship Table 2
2009-2010
Artifacts, Standards and Results

| Course | Artifact | Standards | | Results | Evaluation |
|-----------------|--------------------------------------|--------------------------------------|---|---------------|-----------------|
| ET 340 | Final Exam grades | 80% of students earn B or better | G | 58% 71% | Red |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| ET 350 | Final Grade | 80% of students earn B or better | G | 40% | Red |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| MK 320 | Final Grades | 80% of students score B or better | G | 80% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| ET 360 | Feasibility Plan | 80% of students score B or better | G | 80% 75% | Green Yellow |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| ET 361/62/63 | Grade on Job Description Binder | 80% of students score B or better | G | 100% 60% | Green Red |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| ET 400 | Final Grade on Consulting Project | 80% of students score B or better | G | 100% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | 100% | Green |
| ET 410 | Consulting Project Final Grade | 80% of students score B or better | G | Not taught | |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| ET 440 | Semester long project | 80% of students score B or better | G | 100% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |

IMPROVEMENT PLANS:

The faculty revised goals and artifacts during the past year and continue to examine the types of experiences students should have. 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 faculty in Entrepreneurship developed a new course, the Entrepreneurship Internship:

471, 472. Entrepreneurship Internship (1-3)

Work experiences with an entrepreneurial firm or social entrepreneurship venture to enhance the student's overall understanding of business ownership. Pre-requisite: consent of Director of Center for Entrepreneurship.

The learning outcome goals for this course are as follows:

Students will

- see the connection between fulfilling a need in the marketplace with the development of a venture or enterprise that meets the need and
- appreciate self-employment through business ownership which has significant elements of risk, control and reward.

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 2010, 10 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. The data are reported in Finance Table 2, along with the standards and evaluation.

ANALYSIS OF THE ASSESSMENT RESULTS:

OVERALL ASSESSMENT: GREEN

Finance Learning Goal #1:

2007: GREEN 2008: YELLOW 2009: GREEN

Finance Learning Goal #2:

2007: GREEN 2008: YELLOW 2009: GREEN

Finance Learning Goal #3 NOT ASSESSED

2007: GREEN 2008: GREEN 2009: GREEN

The assessment for the Finance major indicates an overall evaluation of a green performance. In the fall, students scored above the in the 90th percentile in Finance on the ETS, a **green light**. However in the spring students scored only in the 45th percentile a **red light**. Overall the ETS artifact for Finance was coded as a **yellow 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.

**Finance Table 1
Matrix of Learning Outcomes**

| | FI 301 | FI 352 | FI 354 | FI 361 | FI 365 | FI 452 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Gather, organize, synthesize, evaluate, interpret, and communicate financial information in both oral and written form | X | | | X | X | X |
| 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 to analyze financial alternatives | | X | | | | X |
| Understand the implications of financial decisions as they apply in an international context and in appropriate ethical framework. | | | X | | | |

Finance Table 2
2009-2010
Finance Major Artifacts, Standards and Results

| Course | Artifact | Standards | | Results | Evaluation |
|--------|---------------------|--------------------------------------|---|-----------------------|------------|
| FI 301 | Bank Project | 80% of students score B or better | G | 57% | Red |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| FI 352 | Project | 80% of students score B or better | G | 100% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| FI 354 | Presentations | 80% of students score B or better | G | Course not offered | |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| FI 361 | Project | 80% of students score B or better | G | 80% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| FI 365 | Merger Game results | 80% of students score B or better | G | 100% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |
| FI 452 | Securities project | 80% of students score B or better | G | 100% | Green |
| | | 70% of students earn B or better | Y | | |
| | | <70 % of students earn a B or better | R | | |

IMPROVEMENT PLANS:

During this academic year, the FI 354 International Finance course was dropped from the Bulletin. We added EC 351 International Trade and Finance. Also with the addition of the Student Managed Fund, we added a course in Economic Forecasting to be piloted in the Fall of 2010. During the 2010 Retreat the Finance faculty will be examining the goals of the major.

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 2010, 29 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 and three adjunct faculty. The Dean teaches a management course in the MBA and leadership seminars for undergraduates.

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 a variety of artifacts 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: GREEN

Management Learning Goal #1: GREEN

2007: Red 2008: Red 2009: Red

Management Learning Goal #2: NOT ASSESSED (Dr. Munoz on sabbatical)

2007: Red 2008: Green 2009: Green

Management Learning Goal #3: GREEN

2007: Red 2008: Red 2009: Yellow

Management Learning Goal #4: YELLOW

2007: Yellow 2008: Yellow 2009: Red

Management Learning Goal #5: GREEN

2007: Green 2008: Green 2009: Green

Management Learning Goal #6: RED

2007: Red 2008: Yellow 2009: Red

On the ETS the students scored at approximately the 50th percentile for the year 2009-2010, a **red light** indication.

Management Table 1
Matrix of Learning Outcomes

| | MG 306 | MG 320 | MG 321 | MG 322 | MG 430 | ET 340 | ET 350 | ET 400 | ET 410 | MG 471 | EC 310 | AC 311 | MK 320 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Demonstrate an understanding of the importance of ethics, social responsibility, and the legal environment | | X | | | | | | | | | | | |
| Understand the importance of the global environment and its inter-connection with core management processes, systems, and structures | | | | | X | | | | X | | | | |
| Demonstrate an understanding of human resource management and its impact on organizational culture, change, and diversity | X | | X | X | | | | | | | | | |
| Understand the use of quantitative skills to facilitate management decision-making and/or problem solving | | | | | | | X | | | | X | X | X |
| Apply management theories and concepts in real-world organizations and situations. | | | | | | | | X | X | X | | | |
| Understand the dimensions of the entrepreneurial behaviors of opportunity recognition and concept development. | | | | | | X | | | | | | | |

Management Table 2
2009-2010
Management Artifacts, Standards and Results

| Course | Artifact | Standards | | Results | Evaluation |
|--------|--|---------------------------------------|---|-------------|----------------|
| MG 306 | Course final grade(without attendance/participation) | 80% of students score C+ or better | G | 88% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MG 320 | Course final grade | 80% of students score C+ or better | G | 80% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MG 321 | Training Project | 80% of students score C+ or better | G | 100% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MG 322 | Course final grade | 80% of students score C+ or better | G | 94% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MG 430 | Course final grade | 80% of students score C+ or better | G | Not taught | |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| ET 340 | Average Exam Scores | 80% of students score C+ or better | G | 65% | Red |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| ET 350 | Final grades | 80% of students score C+ or better | G | 40% | Red |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| ET 400 | Consulting Project Grade | 80% of students score C+ or better | G | 90% 100% | Green Green |
| | | 70% of students score C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| ET 410 | Consulting Project Grade | 80% of students score C+ or better | G | Not taught | |
| | | 70% of students score C+ or better | Y | | |
| | | <70% of students score a C+ or better | R | | |
| EC 310 | Final Grades | 80% of students score C+ or better | G | Not taught | |
| | | 70% of students score C+ or better | Y | | |
| | | <70% of students score a C+ or better | R | | |
| AC 311 | Final Grades | 80% of students score C+ or better | G | 62% | Red |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MK 320 | Final Grades | 80% of students score C+ or better | G | 80% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |

IMPROVEMENT PLANS:

The Management faculty are designing an Evening Management Program. As they look at potential course offerings for the new program, they are also examining the traditional day program. They will continue the discussion at the 2010 Retreat with a proposal to be presented at the Retreat or early in the coming academic year.

THE INFORMATION SYSTEMS MAJOR

GOALS

The Information Technology (IT) 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. IT 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 IT 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 IT 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 IT graduates gain industry experience they are likely to assume roles as managers or senior technical staff.

The Learning Goals of the Information Technology major are as follows:

1. Students will be able to apply basic programming skills to solve simple business problems.
2. Students will be able to design and implement Information Systems.
3. Students will be able to understand the basic concepts of security with regards to information access, control and use in an IT enabled business environment.
4. Students will apply networking and telecommunication knowledge to specific applications and situations, such as the Internet and intranet.

SNAPSHOT:

The IT 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 IT course. The IT major is a 21 hour major 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 Information Technology Internship
MS 491 Seminar in Information Systems

The IT program graduated 7 students in 2010. The Mathematics Department dropped the Computer Science major and will no longer offer courses in this area (outside of occasional directed studies). Therefore, we will no longer cross-list IT courses. 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 IT 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 IT program is based on a balance of business fundamentals and of skills in the analysis, design, and implementation of information systems. The IT 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 IT 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 IT student will have opportunities to put classroom theory to practical use through course-based application problems and internships.

ASSESSMENT METHODS

The assessment methods for each individual class will be outlined in the Syllabus for each of the IT 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 IT major is reported in Information Technology Table 2. This table also includes the artifacts and standards.

ANALYSIS OF ASSESSMENT RESULTS:

The IT department revised its Learning Goals at the Tabor Retreat in August 2008. The changes simplified the goals and made them easier to assess. With the turnover in the IT department since 2008, the Coordinator decided to use final grades for this year’s assessment.

OVERALL ASSESSMENT:

IT Learning Goal #1: YELLOW

2007: Yellow 2008: Not Assessed 2009: Green

IT Learning Goal #2: GREEN

2007: Yellow 2008: Not Assessed 2009: Yellow

IT Learning Goal #3: NOT ASSESSED (course not taught)

2007: Green 2008: Not Assessed 2009: Green

IT Learning Goal #4: RED

2007: Green 2008: Not Assessed 2009: Green

On the ETS exam, students scored in the 70th percentile, a **green** light.

**Information Technology Table 1
Matrix of Learning Outcomes**

| | MS 221 | MS 321 | MS 322 | MS 331 | MS 370 | MS 332 | MS 302 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Students will be able to apply programming skills to solve business problems | X | | | | | | X |
| Students will be able to design and implement Information Systems | | X | X | | X | | |
| Students will be able to understand the basic concepts of security with regards to information access, control and use in an IT enabled business environment. | | | | | | X | |
| Students will apply networking and telecommunication knowledge to specific applications and situations, such as the Internet and intranet. | | | | X | | | |

**Information Technology Table 2
2009-2010
Artifacts, Standards and Results**

| Course | Artifact | Standards | | Results | Evaluation |
|--------|--------------|--------------------------------------|---|------------|------------|
| MS 221 | Final Grades | 80% of students score C+ or better | G | 71% | Yellow |
| | | 70% of students earn C+ or better | Y | | |
| | | <70% of students earn a C+ or better | R | | |
| MS 302 | Final Grades | 80% of students score C+ or better | G | Not taught | |
| | | 70% of students earn C+ or better | Y | | |
| | | <70% of students earn a C+ or better | R | | |
| MS 321 | Final Grades | 80% of students score C+ or better | G | 100% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70% of students earn a C+ or better | R | | |
| MS 322 | Final Grades | 80% of students score C+ or better | G | 100% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70% of students earn a C+ or better | R | | |
| MS 331 | Final Grades | 80% of students score C+ or better | G | 67% | Red |
| | | 70% of students earn C+ or better | Y | | |
| | | <70% of students earn a C+ or better | R | | |
| MS 332 | Final Grades | 80% of students score C+ or better | G | Not taught | |
| | | 70% of students earn C+ or better | Y | | |
| | | <70% of students earn a C+ or better | R | | |
| MS 370 | Final Grades | 80% of students score C+ or better | G | 73% | Yellow |
| | | 70% of students earn C+ or better | Y | | |
| | | <70% of students earn a C+ or better | R | | |
| MS 470 | Final Grades | 80% of students score C+ or better | G | 80% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70% of students earn a C+ or better | R | | |

IMPROVEMENT PLANS:

The Information Technology Major has been changed to an Information Systems major, effective Fall 2010. The name change is not a change of focus, rather an acknowledgement of what is being done already. This serves to clarify what the program covers for prospective students and employers. Information Systems (IS) refers to the interaction between people, processes, and technology. An information system is not only the technology and organization uses, but also the way in which the organization's people interact with the technology and the way in which the technology works with the organization's business processes.

The IS department in Fall 2010 will begin reworking the learning goals for the major and developing new artifacts for assessment.

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 recognize business opportunity and evaluate potential demand.
2. Understand the uses and interrelationships of the marketing mix variables
3. Understand market segmentation based on the key success factors for specific products and industries.
4. Understand how markets are created and sustained in the global marketplace
5. Understand the process of client acquisition and retention.

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 one or more adjunct faculty depending on course needs. The Marketing Department graduated 9 students in 2010.

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 the ETS Exam Breakdown Table.

ANALYSIS OF ASSESSMENT RESULTS:

OVERALL ASSESSMENT: GREEN

Overall marketing knowledge of Tabor School graduating seniors is rated as a **green** light, with students scoring in the 80th percentile on the ETS exam. The Marketing department revised its goals slightly at the August Retreat.

Marketing Learning Goal #1: GREEN

2007: Green 2008: Green 2009: Green

Marketing Learning Goal #2: GREEN

2007: Yellow 2008: Green 2009: Green

Marketing Learning Goal #3: GREEN

2007:Red 2008: Yellow 2009: Green

Marketing Learning Goal #4: GREEN

2007: Red 2008: Yellow 2009: Green

Marketing Table 1
Matrix of Learning Outcomes

| Objective/Course | MK 307 | MK 308 | MK 310 | MK 320 | MK 324 | MK 340 | MK 442 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Demonstrate the ability to recognize business opportunity and evaluate potential demand | X | | | X | X | | X |
| Understand the use and interrelationships of the marketing mix elements | X | | | | X | X | X |
| Understand how to integrate the various functional areas (e.g. R&D, production, labor relations, accounting, finance) of the firm with marketing | | | | | | | X |
| Understand how markets are created and sustained in a dynamic global marketplace | | | | | | X | X |

**Marketing Table 2
2008-2009
Artifacts, Standards and Results**

| Course | Artifact | Standards | | Results | Evaluation |
|--------|--------------|---------------------------------------|---|-------------|----------------|
| MK 307 | Final Grades | 80% of students earn C+ or better | G | 100% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MK 308 | Final Grades | 80% of students earn C+ or better | G | 75% | Yellow |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MK 310 | Final Grades | 80% of students earn C+ or better | G | 88% 100% | Green Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MK 320 | Final Grades | 80% of students earn C+ or better | G | 80% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MK 324 | Final Grades | 80% of students earn C+ or better | G | Not taught | |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MK 340 | Final Grades | 80% of students earn C+ or better | G | Not taught | |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |
| MK 442 | Final Grades | 80% of students earn C+ or better | G | 100% | Green |
| | | 70% of students earn C+ or better | Y | | |
| | | <70 % of students earn a C+ or better | R | | |

IMPROVEMENT PLANS for Marketing

THE 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, Information Technology, 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.

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.

The learning outcomes for the International Business major are as follows:

1. Students will demonstrate knowledge of one or more functional business areas within the context of a specific geographic focus.
2. Students will show a fundamental understanding of the host country language.
3. Students will demonstrate and ability to gather, analyze and synthesize information on a contemporary issue of a host country company.

SNAP SHOT:

Tabor graduated 1 international business major in 2010. Students receive degrees from 2 universities for this 4½-year program. Millikin University 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 METHODS

Students will complete the paper required by the foreign university. They will complete "international" courses in a variety of disciplines. Finally, they will take a language course at the foreign university to all them to communicate in the foreign country. See International Business Table 1.

ASSESSMENT DATA:

Assessment data was collected for the first time in Fall 2009 when International Business majors currently studying in Paris return to campus and we have grades on the relevant artifacts. These data are reported in International Business Table 2.

ANALYSIS OF ASSESSMENT RESULTS:

OVERALL ASSESSMENT: GREEN

International Business Learning Goal #1: GREEN

International Business Learning Goal #2: GREEN

International Business Learning Goal #3: GREEN

IMPROVEMENT PLANS:

**International Business Table 1
Matrix of Learning Outcomes**

| Objective/Performance measure | “International” courses at foreign school or Millikin | Language course at foreign university | Thesis or required paper at foreign university |
|--|---|---------------------------------------|--|
| Students will demonstrate knowledge of one or more functional business areas within the context of a specific geographic focus. | X | | |
| Students will show a fundamental understanding of the host country language. | | X | |
| Students will demonstrate and ability to gather, analyze and synthesize information on a contemporary issue of a host country company. | | | X |

**International Business Table 2
2009-2010
Artifacts, Standards and Results**

| Activity | Artifact | Standards | | Results | Evaluation |
|--|--|---|---|---------|------------|
| International courses taken at Millikin and abroad | Avg. course grade in international courses | 80% score B average or higher | G | 100% | Green |
| | | 70% average B or higher | Y | | |
| | | <70% score B or higher | R | | |
| Language course in foreign country | Course Grade | 80% earn B or equivalent in language course | G | 100% | Green |
| | | 70% earn a B or equivalent | Y | | |
| | | <70% earn a B or equivalent | R | | |
| Required paper or thesis in foreign university | Grade on thesis | 80% earn B or equivalent | G | 100% | Green |
| | | 70% earn a B or equivalent | Y | | |
| | | < 70% earn a B or equivalent | R | | |

MBA Assessment
Submitted July 2009
Dr. Liberatore, MBA Director

Goals

Millikin University's Master of Business Administration degree is a unified curriculum rather than a core and collection of elective courses. This focused and integrated style of program is designed to develop critical thinking skills and prepare men and women for positions of leadership in today's complex business world. The curriculum is intentional with the objective of developing a business leader with broad generalist skills, a person who can analyze a business situation from different perspectives and then exercise the judgment required to create a solution.

We expect MBA candidates to work hard and gain an integrated knowledge of business disciplines. MBA candidates will;

1. gain an understanding of the changing global business and economic system;
2. consider and clarify their ethical responsibilities as a business leader;
3. gain a solid understanding of basic business disciplines;
4. demonstrate the ability to apply business theory and concepts to practical business situations; that is, MBA candidates should be able to see the integration of business disciplines and knowledge and be able to diagnosis and prescribe;
5. demonstrate the ability to communicate facts and ideas in written and verbal formats using professional presentation skills; and
6. be able to work in a team environment and demonstrate planning and organizing skills.

To accomplish stated goals, the MBA program

1. delivers an extensive course on globalization and takes students abroad to study at a well respected graduate business school;
2. delivers a thoughtful and self-reflecting course on ethics;
3. has a deliberate curriculum designed to move each cohort of students through core business disciplines;
4. uses cases extensively to develop, demonstrate and test analytical and reasoning skills;
5. requires class presentations, oral exams and capstone presentations in corporate reports and business plans; and
6. organizes students in teams that are reformed with different members after each 10-week unit.

A successful graduate, of whom we have had many, leaves the program with a deeper understanding of business matters, sensitivity to their role as a leader, and greater skills and confidence to advance their careers or business. Many of our graduates move on rapidly to higher levels of organizational responsibility in domestic and international assignments.

Snapshot of the Program

Exit interviews with MBA graduating classes suggested a reordering of the accounting and marketing courses, which was accomplished in 2008. Accounting was moved up in the schedule to Unit 2 and Marketing was moved down in the schedule to Unit 3. The change pairs accounting with the first finance course and allows for a greater integration of the topics.

Unit MB 501 Review & Development

The program starts with business simulation model to develop business knowledge. Students are organized in teams and compete against teams across the US. Once a round of simulation is completed each team receives business reports including the financial statement of the firm. From this point students are taught the basics of financial statements, accounting concepts, marketing and production.

Unit 1: Setting a Strong Foundation

- 1 - Personal Values & Business Ethics
- 2 - Globalization & US Business

The first two courses are designed to give students an appreciation of global business and cultures and to assess their value paradigms as leaders. Since all leadership decisions ultimately depend on one's beliefs and value system the MBA curriculum starts with values and ends with management and leadership.

Unit 2: Understanding the Language of Business

- 1 - Accounting**
- 2 – Introduction to Finance**

Effective Personal Development Practicum

Accounting and finance provide the basic language of business. Leading and managing in any business requires good financial information and the ability to use that information to make decisions. This unit develops and solid foundation in understanding the accounting and financial accounts of the enterprise.

Unit 3: Understanding the Language of Business - Continued

- 1 – Marketing Analysis & Management**
- 2 - Cases in Finance**

"Organizational Structure and Performance" Practicum

It is the information age. The organization, dissemination, and use of financial and marketing information within an organization provide an essential competitive edge for firms. This unit develops financial analytical skills and a solid understanding of marketing thinking.

Unit 4: Leading People, Managing Processes

1 - Leading Organizations

2 - Management

“Delegation and Motivation” Practicum

Peter Ducker describes the majority of today's labor force as knowledge workers. Expanding levels of education, training, and income create a labor force much different from our industrial past. The emphasis on participation, balanced lives, and personal fulfillment elevates the role of leadership in organizations. Leading people and managing processes is a central theme of this unit. This work builds on the initial work in ethics and takes students back to the basics of the MBA – becoming better managers and leaders.

The third practicum builds on the first two by carrying personal organization and team processes to the natural next step of sharing work through delegation and motivation.

Unit 5: Business Decisions

1 – Strategic Management

2 - Business Plans/Presentation

“Effective Personal Leadership” Practicum

Do you know a good business decision when you see one? While the principles of good decision-making are integral to the course throughout the MBA program, at this stage of development we step back from the individual areas of the business to examine how policies, strategies and decisions affect business performance. A more comprehensive view of business decisions, from the view of leaders, is the focus.

The practicum caps the sequence of practicums by focusing on what one believes as a manager since in many ways management is a self-fulfilling prophecy.

International Experience

Students study abroad as the final experience of the MBA program tying back to the ethics and cultures courses at the beginning of the program. The international experience at a top ranked business school centers on five days of in-class instruction and work.

Learning Story

The MBA program is designed to be both flexible and personal. Class sizes remain selectively small in a typical range of 25 to 32 students. The MBA classroom, designed to provide a professional learning environment, has conference tables to accommodate the team structure of the program. The technology is state of the art with teleconferencing capabilities and lectures are video recorded for latter access and review by students.

Ideal candidates for this MBA program are highly motivated professionals who are in leadership positions, seek leadership positions in an organization, or aspire to lead their own organization. Both academic and professional successes are important criteria for selection into the program. Likewise, diversity of perspectives is essential for student learning in a team environment and an important component to a student's application.

The cohort structure of the curriculum is designed to maximize interaction of participants and integration of course material. The MBA classes develop a strong work ethic and cooperative learning styles. In general, the MBA is designed for managers and leaders and not technicians. Courses were selected that focus on the bigger picture of business, how systems fit together, how questions are formulated and how decisions are made. The curriculum starts with values and cultures and ends with leadership, management, strategy and planning. These bookends surround the basic business disciplines of marketing, accounting and finance.

Certainly the Millikin MBA graduate is schooled in finance, in marketing, in operations-in the traditional functional areas of business. But the answers to business dilemmas rarely lie in only one discipline. The successful solutions lie in the intersection of the disciplines or functions within business. The MBA teaches how to see those intersections, how to frame quantitative and qualitative questions, and how to articulate comprehensive answers to complex problems. To accomplish this goal faculty rely heavily on casework as a means of strengthening analytical and reasoning skills and in developing the integration of material and knowledge. Presentation of results strengthens professional presentation skills.

One unique aspect of the course design process has been that the MBA graduate faculty review each course providing advice and consent on the content and coordination of material. In addition, the faculty paired-up in each unit coordinates material, schedules and work as much as possible.

The faculty are seasoned practitioners with good reputations, as verified by the end of unit student evaluations. In addition, a three-week survey is administered in each course to seek input and guidance for the class on the appropriateness and direction of the course. This customer feedback allows for corrections and minimizes conflicts and disappointments.

The MBA program seeks to bring into our education process the experience, insights and lessons of outstanding business executives. Speakers are regularly integrated into courses.

Assessment

Overall Assessment: Green

Testing for Disciplinary Knowledge and Understanding

Assessment: Green

The MBA program initiated nationally based testing of students with the class of 2004 (entering in January 2003). Two tests have been administered, both provided by the Educational Testing Service (ETS).

1. Students are tested at the completion of the MBA review session, a three-week curriculum presented in January of each year prior to the commencement of MBA coursework. This is a mandatory session for all MBA candidates. The ETS Major Field Test in Business, which is given to graduating college seniors, is administered.
2. Students are again tested at the completion of the MBA program using the ETS Major Field Test in MBA.

| Year | ETS Major Field Test in Business | | | | Green >79% | Major Field Test in MBA | | | | Green >79% |
|------|----------------------------------|------------|-----------|------------|--------------|-------------------------|-------------|----------|------------|--------------|
| | Millikin | National * | | | Yellow > 67% | Millikin | National ** | | | Yellow > 67% |
| | Median | Median | Std. Dev. | Percentile | Red < 67% | Median | Median | Std. Dev | Percentile | Red < 67% |
| 2004 | 152.7 | | | | | 258.26 | | | | |
| 2005 | 166.5 | | | | | 253.38 | 249 | 15.8 | 55% | Red |
| 2006 | 168 | 152 | 14 | 95% | Green | 256.25 | 249 | 15.8 | 70% | Yellow |
| 2007 | 167.36 | 152 | 14 | 95% | Green | 255.00 | 249 | 15.8 | 65% | Red |
| 2008 | 164 | 152 | 14 | 95% | Green | 257 | 249 | 15.8 | 75% | Yellow |
| 2009 | 167 | 152 | 14 | 95% | Green | 261 | 249 | 15.8 | 85% | Green |

* Based on results from August '06 to June '08, 564 institutions.

** Bases on results from February '05 to June '08, 199 institutions.

The Millikin MBA classes have consistently scored a standard deviation above the national median score in the Major Field Test in Business. The number of institutions in the group was 2008: 38; 2009: 199. This data supports the experiences and beliefs of the MBA faculty that the majority of incoming students are sufficiently versed in basic business knowledge and that the MBA review session is effective in creating a base level of business knowledge for all students.

The MBA classes have scored above the national median in the MBA Field Test. We believe that the class should score higher and scored in the Green zone in 2009.

Assessing Mastery of Course Content

Assessment: Green

Case presentation, written and oral exams, and projects in each course are used to evaluate performance and to gauge the extent of knowledge gained. All course final examinations have a portion devoted to a comprehensive coverage of content learning.

The MBA faculty expect solid graduate work from students and the grading culture of the program is clear among faculty and students. Hard work, a prerequisite in all courses, is not sufficient to earn a high grade. Grades are based on the mastery of course content as judged by each professor.

| Year | Undergraduate GPA | MBA GPA | |
|-------------|--------------------------|----------------|-------|
| 2003 | 3.40 | 3.53 | Green |
| 2004 | 3.23 | 3.7 | Green |
| 2005 | 3.00 | 3.5 | Green |
| 2006 | 3.40 | 3.5 | Green |
| 2007 | 3.27 | 3.60 | Green |
| 2008 | 3.20 | 3.50 | Green |
| 2009 | 3.36 | 3.54 | Green |

The MBA grade requirements are a C or higher in all courses and a minimum B- (2.7) average to graduate. The assessment ranges are based on the notion that solid B work by all students is a desirable green zone behavior. So, the assessment range for class average grade is:

- Green: 3.5 or greater
- Yellow: 3.25 to 3.49
- Red: less than 3.25

While it is our expectation that capable students working hard will do well enough to meet or exceed requirements, there are students who have struggled and graduated with average below 3.0. Nevertheless, overall we have found the classes to be dedicated and capable. We are satisfied with the culture of the MBA program and the work ethic it engenders.

In addition to the overall course grade, assessment of the mastery of course content includes an extensive number of cases studies, presentations, oral exams and presentations specific to each course.

Assessing Integration of Knowledge and Professional Presentation Skills

Assessment: Green

In addition to the extensive use of cases throughout the curriculum, two capstone courses - Business Planning and Strategic Management – serve to assess the integration of knowledge and to demonstrate presentation skills. The Business Planning Course requires teams of students to develop a comprehensive, in depth business plan for some specific business event, such as starting a new business, developing a new product line, acquiring new assets, a merger, etc. These plans are presented to the MBA class, MBA Faculty and invited judges who assess the

presentations for content and professional delivery. This assessment evaluates the extent of imbedded business knowledge deriving from coursework, presentation skills and professional demeanor.

The following table summarizes the grades for the past several years. Solid ‘B’ work, 85 or greater is viewed as professional level graduate work and is in the green zone.

Business Plan Grades

| Teams | 2005 | 2006 | 2007 | 2008 | 2009 |
|---------|-------|---------------|--------------|--------------|--------------|
| 1 | 73.3 | 78.4 | 92.7 | 80.5 | 83.6 |
| 2 | 89.4 | 80.5 | 79.8 | 96.5 | 88.7 |
| 3 | 87.6 | 82.2 | 96.1 | 86.1 | 91.8 |
| 4 | 90.9 | 91.8 | 86.7 | 88.2 | 88.3 |
| 5 | 89.1 | 81.8 | 92.7 | 90.1 | 94.1 |
| 6 | 88.7 | 78.3 | | 84.5 | |
| 7 | | 85.7 | | | |
| Average | 86.5 | 82.7 | 89.6 | 87.7 | 89.31 |
| Ranges | | | | | |
| Red | <80 | | | | |
| Yellow | 80-85 | Yellow | | | |
| Green | >85 | Green | Green | Green | Green |

Teams in the Strategic Management course compete in a nationwide business simulation game that requires students to diagnose business conditions, create strategies and prescribe actions to outperform competitors. Students must draw on all their course work and analytical reasoning in the competition. In addition, each team is required to deliver a formal corporate report at conclusion of the course.

Assessing the Success of Delivery

Assessment: Yellow

Each course is evaluated at its third of ten lectures to assess if the instructor is successfully meeting the objectives of the course and fulfilling the expectations of students. Adjustments can be made at this juncture.

In addition, classes and instructors are evaluated at the completion of each course using a standardized student evaluation instrument. The scale is:

5 – Strongly Agree; 4 – Agree; 3 – Undecided; 2 – Disagree; 1 – Strongly Disagree

The assessment scale chosen is:

Green: 4 or greater;
 Yellow: 3.5 to 4
 Red: less and 3.5

The following table shows the evaluations beginning in the Academic Year 2008, covering the Calendar Years of 2007 into 2008. for calendar year 2007. The bottom of the table compares the overall average scores for 2005 and 2007.

| Course Org | Communication | Overall Instructor | Overall Course | Ave. Instructor + Course | | |
|------------------------------|---------------|--------------------|----------------|--------------------------|-------------|---------------|
| AY 2008 (CYs 2007-08) | | | | | | |
| Ethics | 4.4 | 4.54 | 4.68 | 4.58 | 4.55 | G |
| Globalization | 4.02 | 4.23 | 4.14 | 4.04 | 4.11 | G |
| Accounting | 3.57 | 3.82 | 3.55 | 3.4 | 3.59 | Y |
| Finance I | 4.05 | 3.84 | 3.52 | 3.57 | 3.75 | Y |
| Marketing | 3.53 | 3.54 | 3.26 | 3.15 | 3.37 | Red |
| Finance II | 3.77 | 3.98 | 3.81 | 3.57 | 3.78 | Y |
| Leadership | 4.34 | 4.41 | 4.47 | 4.31 | 4.38 | G |
| Management | 4.1 | 4.08 | 4.09 | 3.95 | 4.06 | G |
| Strategy | 3.97 | 4.02 | 3.72 | 3.66 | 3.84 | Y |
| Planning | 3.87 | 4.1 | 4.04 | 4.04 | 4.01 | G |
| International | | | | | | |
| Overall AY 2008 | 3.962 | 4.056 | 3.928 | 3.827 | 3.94 | Yellow |

| | | | | | | |
|------------------------------|--------------|-------------|--------------|--------------|-------------|---------------|
| AY 2009 (CYs 2008-09) | | | | | | |
| Ethics | 4.4 | 4.54 | 4.68 | 4.58 | 4.55 | G |
| Globalization | 3.77 | 3.98 | 3.8 | 3.7 | 3.81 | Y |
| Accounting | 3.55 | 3.8 | 3.5 | 3.46 | 3.58 | Y |
| Finance I | 3.95 | 3.92 | 3.7 | 3.6 | 3.79 | Y |
| Marketing | 4.21 | 4.23 | 4.15 | 4 | 4.15 | G |
| Finance II | 3.35 | 3.92 | 3.24 | 2.88 | 3.35 | Red |
| Leadership | 4.37 | 4.3 | 4.24 | 4 | 4.23 | G |
| Management | 4.2 | 4.34 | 4.33 | 4.13 | 4.25 | G |
| Strategy | 3.96 | 4.17 | 4 | 3.86 | 4.00 | G |
| Planning | 3.87 | 4.1 | 4.04 | 4.04 | 4.01 | G |
| International | | | | | | |
| Overall AY 2009 | 3.963 | 4.13 | 3.968 | 3.825 | 3.97 | Yellow |

| | | | | | | |
|------------------------------|-----|------|------|------|------|---|
| AY 2010 (CYs 2008-09) | | | | | | |
| Ethics | 4 | 4.15 | 4.1 | 4 | 4.06 | G |
| Globalization | 3.7 | 3.84 | 3.47 | 3.42 | 3.61 | Y |
| Accounting | | | | | | |
| Finance I | | | | | | |

Marketing
 Finance II
 Leadership
 Management
 Strategy
 Planning
 International

| | | | | | |
|-------------------|-------------|--------------|--------------|-------------|-------------|
| Overall AY | | | | | |
| 2009 | 3.85 | 3.995 | 3.785 | 3.71 | 3.84 |

Generally, the student evaluation scores are acceptable. The areas to work on are in the accounting and finance sequence. Some of this owes to the need for more preparation in the basics of accounting. Efforts were made in 2009 to increase accounting instruction in the Review Session. We will consider adding additional requirements in accounting review in 2010.

The Marketing course was changed and a new instructor added in the 2009 class. As a result course evaluations are now in the Green. The low Finance course evaluation in 2009 is leading to changes in the course with a new instructor scheduled for 2010.

Improvement Plans

Student course assessments are evaluated by the MBA faculty (including the Director). The faculty makes judgments about areas for improvement. In addition, the MBA Director conducts an exit interview with each graduating class to solicit recommendations. As a result of the assessments and exit interviews we have made a number of major changes in the program and replaced faculty due to poor student evaluations.

Course assessments and exit interviews will continue to provide feedback to faculty on a continuous basis and be used for continuous improvement in the MBA program.

Program Evolution

The following table summarizes the changes that have been made to improve the program since its inception in 2000.

| Year | Major Changes |
|------|--|
| 2001 | First year |
| 2002 | Revised finance course |
| 2003 | Changed review session format to business simulation - CapSim Added new finance professor |
| 2004 | Expanded Economics Review in Review Session |

Plans

The latest exit exam recommendations are reflected in the above noted improvements for 2009.

The following were four near term improvement goals set during the previous 2008 assessment cycle. .

1. Hire a new professor for the management course in Unit 4 and move its focus toward a management and human resources perspective rather than its current operations management orientation.
Art Canning.
2. Replace Dr. Adell, who is retiring from the MBA program, with a new professor to teach Ethics.
Dr. Roark.
3. Expand the accounting instruction in the Review Session and strengthen the end of program review.
This still needs work and will be a repeat goal.
4. Increase the MBA exit exam scores.
MBA exit score was in the 85% percentile.
5. Continue the international study but select one university relationship and curriculum to repeat for several years
Fudan University, Shanghai, China
6. Switch the sequence of accounting and marketing so that accounting precedes the marketing course.
Moved accounting from Unit 3 to Unit 2

As we look forward to the upcoming year we are working on

1. Bringing on a new finance professor and coordinating the delivery with the Marketing course;
2. Team teaching the management course to broaden the coverage; and
3. Continue our relationship with Fudan University.
4. Continue discussions with IBS of India on hosting a dual MBA program.
5. Work with ADM on delivering an in-house MBA program.
6. Begin to look at on-line opportunities.