

Millikin University  
Student Learning in the Tabor School  
2010-2011  
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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 Systems 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. Evening management program, course changes in Entrepreneurship, changes in IS.

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.

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 2010. Marete Hvalshagen joined the Tabor School as an Instructor of Information Systems, replacing a visiting professor. William (B.J.) Warren joined the faculty as Manager of Blue Connection and Lecturer in Entrepreneurship. In the Fall of 2011, Dr. Carrie Trimble will join the Tabor School as Assistant Professor of Marketing.

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 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 Systems (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

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 first year. The LLC was offered again in Fall 2010. The retention rate among these students was 100%. For fall of 2011 the LLC will move to Dolson Hall, offering more rooms to accommodate the entire freshman Tabor class. 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          2010:

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.

Sixteen students (up from 14 in 2010) participated in VITA in 2011. 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          2010:

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      2010:

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 was piloted in Fall 2010.

**LEARNING GOAL #5: YELLOW**

2007: RED      2008: YELLOW      2009: RED      2010:

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      2010:

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  
2010-2011**

*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		
		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		
		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	16	Green
		9-11 students engaged	Y		
		Fewer than 9 students engaged	R		
Internships	Employer evaluations	80% of employers responding desire a future intern	G		
		70% of employers responding desire a future intern	Y		
		<70% of employers responding desire a future intern	R		

**Overall results: 2011-**      2010- Green    2009- Green    2008- Green                      2007- Green

**Learning Goal #2  
2010-2011**

*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	F: 85% S:	Green	
		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	F: 85% 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	F: 80% S: 84%	Green 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	F: 100% P: 91% S: 100%	Green Green Green	
		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	F: 100% P: 91% S: 100%	Green Green Green	
		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			
		70% earn a P or E	Y			
		<70% earn at least a P or E	R			

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

**Learning Goal #3  
2010-2011**

*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		
		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		

**Overall results: 2011:**      2010: Red   2009- Green      2008- Green   2007- Green

**Learning Goal #4  
2010-2011**

*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	F: 65%	Red	
		70% earn at least 85% of points	Y			
		<70 % earn at least 85% of points	R			
MG 111	Final Grades	80% earn at least 85% of points	G			
		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	F: 65% P: 63% S: 57%	Red Red Red	Red
		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			
		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			
		70% earn at least 85% of points	Y			
		<70 % earn at least 85% of points	R			

**Overall results: 2011-**      2010- Yellow   2009- Low Green   2008- Yellow   2007- Yellow

**Learning Goal #5  
2010-2011**

*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 C+ on final grade	G	F:94% P: 100% S: %	Green Green Yellow	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			
		20% of students have a significant international experience	Y			
		<20% of students have a significant international experience	R			

**Overall results: 2011-**      2010-Yellow   2009- Red      2008- Yellow      2007- Red

**Learning Goal #6  
2010-2011**

*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	F: 60% S: 67%	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	F:76% S: 77%	Yellow	Yellow
		70% earn at least C+ on final grade	Y			
		<70 % earn at least C+on final grade	R			
IS 120	Final grades	80% earn at least C+ on final grade	G	F: 81% S: 97%	Green	Green
		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	F: 70% S: 55%	Yellow	Red
		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	F: 68% S: 71%	Red	Yellow
		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	F: 64% S: 74%	Red	Yellow
		70% earn at least C+ on final grade	Y			
		<70 % earn at least C+on final grade	R			
IS 240	Final Grades	80% earn at least C+ on final grade	G	F: 77% S: 79%	Yellow	Yellow
		70% earn at least C+ on final grade	Y			
		<70 % earn at least C+on final grade	R			
FI 340	Problems on final	80% of students earn C+ average	G	F: 81% S: 69%	Green	Yellow
		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	F: 83% S: 89%	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	F: 59% S:74%	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	F: 79% S: 76%	Yellow	Yellow
		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	F: 85% S: 75%	Green	Green
		50% of students score at or above	Y			
		<50% of students score at or above	R			

**Overall results: 2011-**                      2010- High red    2009- High red                      2008- Red                      2007- Yellow

**ETS Exam Breakdown  
2010-2011**

Assessment Indicators	National Mean		Tabor Mean		Percentile		Evaluation		Evaluation 2010-2011
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Overall	151.3	151.3	162	160	90	85	Green	Green	Green
Accounting	49.5	49.5	57	54	85	70	Green	Green	Green
Economics	47.5	47.5	52	46	70	35	Green	Red	Yellow
Management	54.3	54.3	66	73	90	95	Green	Green	Green
Quantitative	46	46	49	48	65	60	Yellow	Yellow	Yellow
Finance	54.7	54.7	49	49	20	20	Red	Red	Red
Marketing	51.7	51.7	68	71	95	95	Green	Green	Green
Legal/Social	45.8	45.8	64	59	95	95	Green	Green	Green
InfoSystems	57.4	57.4	58	52	45	10	Red	Red	Red
International	53.9	53.9	59	61	70	75	Green	Green	Green

## 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.

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: YELLOW**

Overall students learn the basics of accounting as evidenced in the scores from the ETS exam. Tabor students scored in the 90<sup>th</sup> percentile in the fall, and the 85<sup>th</sup> percentile in the spring in the accounting section on the exam, for an overall Green light on that artifact. Tabor was somewhat successful in achieving the individual learning goals for the accounting major, with an overall Yellow light. One interesting observation was that the Evening Students scored higher than the traditional students in almost every artifact.

**Accounting Learning Goal #1: GREEN**

2007: Not Assessed 2008: Not Assessed 2009: Red 2010: Green

**Accounting Learning Goal #2: YELLOW**

2007: Not Assessed 2008: Not Assessed 2009: Red 2010: Red

**Accounting Learning Goal #3: GREEN**

2007: Red 2008: Yellow 2009: Red 2010: Yellow

**Accounting Learning Goal #4: YELLOW**

2007: Not Assessed 2008: Not Assessed 2009: RED 2010: Green

**Accounting Learning Goal #5: YELLOW**

2007: Red 2008: Green 2009: Green 2010: Green

**Accounting Learning Goal #6: YELLOW**

2007: Not Taught 2008: Not Assessed 2009: Green 2010: 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. <b>a. balance sheet preparation</b> <b>b. income statement preparation</b> <b>c. cash flow statement preparation</b>		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  
2010-2011  
Artifacts, Standards and Results**

Course	Artifact	Standards		Results	Evaluation
AC 301	Exam score on Balance Sheet prep	80% of students score B or better	G	80.5%	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	81.5%	Green
		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		
		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	T:83% E:90%	Green Green
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
AC 332/444	Average exam score	80% of students average B or better	G	T: 76% E: 77%	Yellow Yellow
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
AC 311/411	Avg. Exam scores/student	80% of students score B or better	G	T:34% E: 100%	Yellow
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
AC 413	Average exam scores	80% of students score B or better	G	T: 54% E: 91%	Red 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	T:55% E: 87%	Red 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:

**The Accounting Department**

- increased the emphasis on Managerial Accounting in the Accounting major, adding back the AC 240 and changing AC 311 to AC 411 to reflect the higher level of the course content
- increased the emphasis on tax by dropping the Accounting Seminar and adding AC 332 Entity Taxation.
- increased 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. AC 250 was dropped
- added a course in Accounting Information Systems to be taught in Spring 2012

## 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: GREEN**

2007: YELLOW    2008: YELLOW    2009: YELLOW    2010: 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:**

2007: GREEN    2008: GREEN    2009: RED    2010: RED

#### **Entrepreneurship Learning Goal #3**

2007: GREEN    2008: GREEN    2009: GREEN    2010: GREEN

#### **Entrepreneurship Learning Goal #4:**

2007: GREEN    2008: RED    2009: GREEN    2010: GREEN

#### **Entrepreneurship Learning Goal #5:**

2007: GREEN    2008: GREEN    2009: GREEN    2010: 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  
2010-2011  
Artifacts, Standards and Results**

Course	Artifact	Standards		Results	Evaluation
ET 340	Final grades	80% of students earn B or better	G	F:85% S: 81%	Green
		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	67%	Red
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
MK 320	Final Grade	80% of students score B or better	G	85%	Green
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
ET 360	Consulting projects	80% of students score B or better	G	F: 100% S: 90%	Green Green
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
ET 361/62/63	Board reports on long/short term goals	80% of students score B or better	G	F: 100 % S: 67%	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	S: 80%	Green
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
ET 410	Consulting Project Final Grade	80% of students score B or better	G		
		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	80%	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 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:*

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      2010: GREEN

**Finance Learning Goal #2:**

2007: GREEN      2008: YELLOW      2009: GREEN      2010: GREEN

**Finance Learning Goal #3 NOT ASSESSED**

2007: GREEN      2008: GREEN      2009: GREEN      2010: GREEN

The assessment for the Finance major indicates an overall evaluation of a green performance. In both the fall and spring semesters, students scored in the 20<sup>th</sup> percentile in Finance on the ETS, a **red light**. The Finance faculty will continue to analyze the artifacts and standards during the Tabor Retreat to determine if the ones currently used accurately reflect the level of achievement of the student learning goals.

**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**  
**2010-2011**  
**Finance Major Artifacts, Standards and Results**

Course	Artifact	Standards		Results	Evaluation
FI 301	Bank Project	80% of students score B or better	G	83%	Green
		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	94%	Green
		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	78%	Yellow
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
FI 365	Valuation 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 452	Securities project	80% of students score B or better	G	89%	Green
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		

**IMPROVEMENT PLANS:**

We added a course in Economic Forecasting that was piloted in the Fall of 2010. During the 2011 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:**

**Management Learning Goal #1:**

2007: Red                      2008: Red                      2009: Red                      2010: Green

**Management Learning Goal #2:**

2007: Red                      2008: Green                      2009: Green                      2010: Not assessed

**Management Learning Goal #3:**

2007: Red                      2008: Red                      2009: Yellow                      2010: Green

**Management Learning Goal #4:**

2007: Yellow                      2008: Yellow                      2009: Red                      2010: Yellow

**Management Learning Goal #5:**

2007: Green                      2008: Green                      2009: Green                      2010: Green

**Management Learning Goal #6:**

2007: Red                      2008: Yellow                      2009: Red                      2010: Red

On the ETS the students scored at or above the 90<sup>th</sup> percentile in Management topics for each semester, **green 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%	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		
		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 Systems (IS) 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. IS 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 IS 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 IS 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 IS graduates gain industry experience they are likely to assume roles as managers or senior technical staff.

The Learning Goals of the 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 IS enabled business environment.
4. Students will apply networking and telecommunication knowledge to specific applications and situations, such as the Internet and intranet.

### SNAPSHOT:

The IS 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 IS course. The IS major is a 21 hour major consisting of 5 core courses:

IS 221 Program Design and Development  
IS 321 System Analysis and Design  
IS 322 Systems Design Using DBMS  
IS 331 Networking and Telecommunication  
IS 370 Database Application Development

Student must pick two of the following courses:

IS 302 COBOL as a Second Language  
IS 332 Information Systems Security and Control

IS 350 Web Programming  
IS 471 Information Systems Internship  
IS 491 Seminar in Information Systems

The IS 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 IS courses. IS120 and IS240 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 IS 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 IS program is based on a balance of business fundamentals and of skills in the analysis, design, and implementation of information systems. The IS 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 IS student course of study includes theoretical and practical discussion of Information Systems , including the design and usage of databases, networking, information security, computer programming fundamentals, knowledge management, and other current topics. The IS 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 IS courses. The assessment artifact for IS370, IS321, IS322, IS332 and IS331 will be a project in the each of the courses.

#### ASSESSMENT DATA:

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

**ANALYSIS OF ASSESSMENT RESULTS:**

With the turnover in the IT department since 2008, courses have been significantly changed annually. Thus the assessment artifacts will be final grades in the courses assigned to each of the learning goals.

**OVERALL ASSESSMENT:**

**IS Learning Goal #1: YELLOW**

2007: Yellow            2008: Not Assessed            2009: Green

**IS Learning Goal #2: GREEN**

2007: Yellow            2008: Not Assessed            2009: Yellow

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

2007: Green            2008: Not Assessed            2009: Green

**IS Learning Goal #4: RED**

2007: Green            2008: Not Assessed            2009: Green

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

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

	IS 221	IS 321	IS 322	IS 331	IS 370	IS 332	IS 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 IS enabled business environment.						X	
Students will apply networking and telecommunication knowledge to specific applications and situations, such as the Internet and intranet.				X			

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

Course	Artifact	Standards		Results	Evaluation
IS 221	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		
IS 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		
IS 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		
IS 331	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		
IS 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		
IS 350	Final Grades	80% of students score C+ or better	G	44%	Red
		70% of students earn C+ or better	Y		
		<70% of students earn a C+ or better	R		
IS 370	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		
IS 470	Final Grades	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		

## 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: IS 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, IS 470, ET 400 OR ET 410;  
MK 324, MK 340 recommended.
4. Selling and Sales Management: TH 103, CO 401, CO 432, SO 204, IS 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 80<sup>th</sup> 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	90%	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	55%	Red
		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		
		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	85%	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 365	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 442	Final Grades	80% of students earn C+ or better	G	88%	Green
		70 % of students earn C+ or better	Y		
		<70 % of students earn 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 Systems , and Marketing. In addition to their functional major courses, students also complete a foreign language requirement (minimum of two semesters) and six credits in international business courses above MG 330 International Business. Finally, students complete a semester in Paris at The Ecole Superieure de Gestion et Commerce International (ESGCI.) where they receive a BBA degree. The program takes 4 1/2 years to complete with the semester in Paris. The capstone experience for the dual degree is a comprehensive paper supervised by a mentor.

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

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  
2010-2011  
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	No students attended	
		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	No students attended	
		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	No students attended	
		70% earn a B or equivalent	Y		
		< 70% earn a B or equivalent	R		

