

Millikin University
Student Learning in the Tabor School
2011-2012
Prepared by Cheryl Chamblin

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 approved an Evening Management program that will utilize the evening core courses already in place in the Evening Accounting program. The faculty approved course changes in the Entrepreneurship program, adding a practicum for students working with Millikin student run businesses, adding a minor in Entrepreneurship, making changes in the A&E sequencing and course descriptions and adding an internship in Entrepreneurship. The Information Systems program changed the titles and numbers of courses to reflect the sequencing and contents of existing courses.

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. We have developed a partnership with CEFAM (Centre de etudes Franco American Management) in Lyon, France, and we are completing a new partnership with the University of Milan.

Currently the Tabor School has 14 full-time faculty (including the Dean), two split appointments, and 11 adjuncts who taught during the past academic year. Dr. Carrie Trimble, Assistant Professor of Marketing, joined the Tabor School in Fall 2011. In the Fall of 2012, R.J. Podeschi will join the Tabor School as Assistant Professor of Information Systems and Dennis Schweiger will become an Instructor/Clinical faculty in Marketing. In Fall 2012, we will have an interim dean, Dr. James Watson, Associate Professor of Economics Emeritus, who will fill in during the coming academic year as we search for a replacement for Dr. James Dahl. Dr. Dahl has accepted a position at the University of Illinois.

We have 268 students in the traditional day program, 34 students in the Evening Accounting, 10 in the Evening Management program and 67 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, the sciences, theater and other disciplines who are interested in starting their own businesses.

During this academic year, we offered approximately 125 sections of courses, not including internships and directed studies. The courses are broken down by department: Accounting (18), Management (40), Entrepreneurship (19), Finance/ Economics (17), 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% between Fall 2010 and Spring 2011. In the fall of 2011 the LLC moved to Dolson Hall, offering more rooms to accommodate the entire freshman Tabor class. Of the 44 students who moved to the floor in August, 40 (90%) lived on the floor in the spring. 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 2011-2012:

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: Green 2011 :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, 15 of 15 companies completing an evaluation would hire interns again.

Seventeen students (up from 16 in 2011) participated in VITA in 2012. 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: Green 2011: 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.

LEARNING GOAL #3: RED

2007: Green 2008: Green 2009: Green 2010: Red 2011: Green

Students in the Tabor School are engaged in using their education and skills to serve the community, but the percentages have been declining. The results show that 62% of the 2012 Tabor graduates participated in the Securities Analysis and Portfolio Management course, 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. Since all students are required to complete an off-campus requirement, it is unclear how the rest of the students have satisfied this requirement This is much lower than the previous year of 86%.

LEARNING GOAL #4: YELLOW

2007: Yellow 2008: Yellow 2009: Green 2010: Yellow 2011: Red

Teamwork is a key element in the Tabor curriculum Students begin their freshman year with the MG 111 *Team Dynamics* course paired with the MG 100 *Introduction to Business* course where they work in teams the entire semester. The team evaluations in MG 100 were red. The Teams course (MG 111) was separated again from the MG 100 course. It appears that students were slightly stronger in Team evaluations at both the MG 100 level and the MG 330 level. This outcome will be discussed at the Tabor retreat.

LEARNING GOAL #5: YELLOW

2007: Red 2008: Yellow 2009: Red 2010: Yellow 2011:Yellow

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 15% (up from 12%) actually do.

LEARNING GOAL #6: YELLOW

2007: Yellow 2008: Red 2009: High Red 2010: High Red 2011:Yellow

The data on this learning goal is mixed, but slightly improving. The Tabor School did meet its learning objective on the ETS exam. For the year about 66% of students scored at or above the national mean. According to the ETS data in the ETS Exam Breakdown students scored well in all of the functional areas over the year.

Two out of the other eleven artifacts indicated red lights, 7 were yellow and 2 were green. This is a slight improvement over earlier years.

Summary of Results:

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

**Learning Goal #1
2011-2012**

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	Final Grades	80% of students earn at least 85% of points	G	F: 100% S: 100%	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	100%	Green
		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	17	Green
		9-11 students engaged	Y		
		Fewer than 9 students engaged	R		
Internships	Employer evaluations	80% of employers responding desire a future intern	G	100%	Green
		70% of employers responding desire a future intern	Y		
		<70% of employers responding desire a future intern	R		

Overall results: 2012: Green 2011-Green 2010- Green 2009- Green 2008- Green

**Learning Goal #2
2011-2012**

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:88% S: 88%	Green	Green
		70% of students earn a P or E	Y		Green	
		<70% of students earn a P or E	R			
MG 100	Business Plan presentation	80% earn a P or E	G	F:96% S: 88%	Green	Green
		70% earn at least a P or E	Y		Green	
		<70% earn a P or E	R			
MG 111	Case summaries	80% earn a P or E in writing	G	NA		
		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	NA		
		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	NA		
		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: 100% S: NA	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:96% S: 81%	Green	Green
		70% earn a P or E	Y		Green	
		<70% earn a P or E	R			
MG 330	Business Plan presentation	80% earn a P or E	G	F: 100% S: 96%	Green	Green
		70% earn a P or E	Y		Green	
		<70% earn at least a P or E	R			
ET 400	Consulting Report (writing)	80% earn a P or E	G	F:75% S: 60%	Yellow	Yellow
		70% earn a P or E	Y		Red	
		<70% earn at least a P or E	R			
ET 400	Consulting presentation	80% earn a P or E	G	F:70% S:80%	Yellow	Green
		70% earn a P or E	Y		Green	
		<70% earn at least a P or E	R			

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

**Learning Goal #3
2011-2012**

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, FI 452	Number of students	80% of students complete an internship, ET 400, or ET 410, VITA, MK 320, FI 452	G	62%	Red
		70% of students complete an internship, ET 400, or ET 410, VITA, MK 320, FI 452	Y		
		<70% of students complete an internship, ET 400, or ET 410, VITA, MK 320, FI 452	R		

Overall results: 2012: Red 2011: Green 2010: Red 2009- Green 2008- Green

**Learning Goal #4
2011-2012**

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: 63% S: 56%	Red	Red
		70% earn at least 85% of points	Y		Red	
		<70 % earn at least 85% of points	R			
MG 111	Final Grades	80% earn B- or better	G	F: 82% S: 88%	Green	Green
		70% earn B- or better	Y		Green	
		<70% earn B- or better	R			
MG 330	Team Evaluations	80% earn at least 85% of points	G	F: 56% S: 77%	Red	Yellow
		70% earn at least 85% of points	Y		Yellow	
		<70 % earn at least 85% of points	R			
MG 450	Team Evaluations	80% earn at least 85% of points	G	NA		
		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	F: 100% S: 100%	Green	Green
		70% earn at least 85% of points	Y		Green	
		<70 % earn at least 85% of points	R			

Overall results: 2012: Yellow 2011- Red 2010- Yellow 2009- Low Green 2008- Yellow

**Learning Goal #5
2011-2012**

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: 96% S: 92%	Green	Green
		70% of students earn at least C+ on final grade	Y		Green	
		<70 % of students earn at least C+ on final grade	R			
ET 410 or Study Abroad	Number of Students	35 % of students have a significant international experience	G	15%		Red
		20% of students have a significant international experience	Y			
		<20% of students have a significant international experience	R			

Overall results: 2012-Yellow 2011- Yellow 2010-Yellow 2009- Red 2008- Yellow

**Learning Goal #6
2011-2012**

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: 65%	Red	Red
		70% earn at least C+ on final grade	Y	S: 53%	Red	
		<70 % earn at least C+on final grade	R			
EC 110	Final Grade	80% earn at least C+ on final grade	G	F: 78%	Yellow	Yellow
		70% earn at least C+ on final grade	Y	S: 65%	Red	
		<70 % earn at least C+on final grade	R			
IS 120	Final grades	80% earn at least C+ on final grade	G	F: 76%	Yellow	Yellow
		70% earn at least C+ on final grade	Y	S: 56%	Red	
		<70 % earn at least C+on final grade	R			
MG 260	Final Grades	80% earn at least C+ on final grade	G	F: 78%	Yellow	Yellow
		70% earn at least C+ on final grade	Y	S: 63%	Red	
		<70 % earn at least C+on final grade	R			
AC 230	Final Grades	80% earn at least C+ on final grade	G	F: 82%	Green	Yellow
		70% earn at least C+ on final grade	Y	S: 56%	Red	
		<70 % earn at least C+on final grade	R			
AC 240	Final Grades	80% earn at least C+ on final grade	G	F: 54%	Red	Red
		70% earn at least C+ on final grade	Y	S: 45%	Red	
		<70 % earn at least C+on final grade	R			
IS 240	Final Grades	80% earn at least C+ on final grade	G	F: 85%	Green	Yellow
		70% earn at least C+ on final grade	Y	S: 60%	Red	
		<70 % earn at least C+on final grade	R			
FI 340	Problems on final	80% of students earn C+ average	G	F: 82%	Green	Yellow
		70% of students earn C+ average	Y	S: 38%	Red	
		<70% of students earn a C+ avg.	R			
MG 300	Case studies	80% of students earn at least C+	G	F: 91%	Green	Green
		70% of students earn at least C+	Y	S: NA		
		<70 % of students earn at least C+	R			
MK 300	Final Grade	80% of students earn C+ average	G	F: 69%	Red	Yellow
		70% of students earn C+ average	Y	S: 73%	Yellow	
		<70% of students earn a C+ avg.	R			
MG 370	Problems	80% of students earn C+ average	G	F: 85%	Green	Green
		70% of students earn C+ average	Y	S:82%	Green	
		<70% of students earn a C+ avg.	R			
MG 450	ETS: national mean	60% of students score at or above	G	F:79%	Green	Green
		50% of students score at or above	Y	E: 53%	Yellow	
		<50% of students score at or above	R	S: 58%	Yellow	

Overall results: 2012- Yellow 2011- Yellow 2010- High red 2009- High red 2008- Red

**ETS Exam Breakdown
2011-2012**

Assessment Indicators	National Mean		Tabor Mean			Percentile			Evaluation		Evaluation 2011-2012
	Fall	Spring	Fall		Spring	Fall		Spring	Fall	Spring	
			T	E		T	E				
Overall	150.3	150.3	164	162	157	97	75	79	Green	Green	Green
Accounting	44	44	54	55	53	89	92	87	Green	Green	Green
Economics	44.5	44.5	51	50	49	85	80	74	Green	Green	Green
Management	57.3	57.3	67	65	62	93	85	71	Green	Green	Green
Quantitative	40.5	40.5	53	52	47	98	99	90	Green	Green	Green
Finance	42.8	42.8	55	53	51	93	89	85	Green	Green	Green
Marketing	55.1	55.1	76	63	65	99	82	89	Green	Green	Green
Legal/Social	55.7	55.7	66	66	51	95	95	17	Green	Red	Green
InfoSystems	48.2	48.2	60	62	54	95	95	76	Green	Green	Green
International	52.7	52.7	64	67	62	92	96	88	Green	Green	Green

IMPROVEMENT PLANS:

The third competition in MG 100 was completed. Students who won the business plan competition in Spring 2012 received scholarships to study abroad in the Dominican Republic during the January immersion in January 2013.

We will look for more spots to assess the writing, teams and presentation skills of our students in the sophomore year. One venue may be the careers course. We will also look to develop a transfer student orientation to help these students be more successful.

At the Retreat we will be discussing the following topics:

The search for a new Dean

Tabor Initiatives:

- Mission and Values

- International

- Rebranding the majors

- Senior Year experience

Assessment issues

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 advise 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.

- Exhibit an understanding of the content, concepts, structure, and meaning of external reporting for organizational operations, including the perceived information needs of financial decision makers and the role of accounting information in satisfying those needs.
- Demonstrate an understanding of the nature of attest services and to apply the conceptual and procedural bases for performing them.
- Demonstrate a basic understanding of Internal Revenue Code provisions that affect individuals and corporations; how code provisions are implemented through the Federal Income Tax Regulations; and what forces affect tax laws.
- Apply accounting knowledge (managerial accounting theory and models) to solve real world problems.
- Evaluate and understand the impact of legal and professional bodies (e.g. FASB, AICPA, SEC, Congress) as well as policy issues and environmental factors on the development of accounting theory.

Required courses for Accounting Major are:

AC 230 Principles of Financial Accounting
AC 240 Principles of Managerial Accounting
AC 301 Intermediate Accounting I
AC 312 Intermediate Accounting II
AC 331 Federal Income Taxation
AC 411 Advanced Management Accounting
AC 413 Advanced Financial Accounting
AC 422 Auditing Principles
AC 332 Entity Taxation
IS 491 Accounting Information Systems

SNAPSHOT:

The Accounting Program graduated 25 (some of which were double majors in another Tabor School program) in the Traditional Program and Evening Programs. The program has three full time faculty. During this academic year 15 sections of accounting courses were taught in the traditional program and 7 sections in the Evening Accounting Program.

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. All 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.

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 97th percentile (traditional) and 75th percentile (evening) in the fall, and the 79th percentile in the spring in the accounting section on the exam, for an overall Green light on that artifact. The Accounting program in Tabor was somewhat successful in achieving the individual learning goals for the 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: N/A 2008: N/A 2009: Red 2010: Green 2011: Green

Accounting Learning Goal #2: RED

2007: NA 2008: NA 2009: Red 2010: Red 2011: Yellow

Accounting Learning Goal #3: YELLOW

2007: Red 2008: Yellow 2009: Red 2010: Yellow 2011: Green

Accounting Learning Goal #4: RED

2007: NA 2008: NA 2009: RED 2010: Green 2011: Yellow

Accounting Learning Goal #5: RED

2007: Red 2008: Green 2009: Green 2010: Green 2011: Yellow

Accounting Learning Goal #6: YELLOW

2007: NT 2008: NA 2009: Green 2010: Green 2011: Yellow

Accounting Table 1
Matrix of Learning Outcomes

	250	301	312	331	332	411	413	422
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 solve real world problems						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	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

**Accounting Table 2
2011-2012
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	82%	Green
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
AC 301	Exam score on Income Statement prep.	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		
AC 312	Exam score on Cash Flows prep.	80% of students score B or better	G	82%	Green
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
AC 331	Final Grades	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 332	Final Grades	80% of students average B or better	G	33%	Red
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
AC 411	Final Grades	80% of students score B or better	G	67%	Red
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
AC 413	Final Grades	80% of students score B or better	G	45%	Red
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
AC 422	Final Grade	80% of students score B or better	G	70%	Yellow
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		

IMPROVEMENT PLANS:

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.

Faculty teaching in the Entrepreneurship program includes the following: 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 2011-2012, three students graduated with Entrepreneurship majors, a decrease of 1 from the previous year. During this academic year 16 sections of Entrepreneurship courses were taught in the traditional program.

The Entrepreneurship major requires 21 credits as noted below.

Required courses (21 credits)

MG 340: Foundations of Entrepreneurship (3)

MG 350: Entrepreneurial Finance (3)

ET 380: The Art of Entrepreneurship (3)
ET 390: Blue Connection (3)
MK 320: Marketing Research (3)
ET 440: Entrepreneurial Management and Strategy (3)

AND

One of the following electives (3 credits)

ET 400 Small Business Consulting (3) OR
ET 410 Entrepreneurial Consulting: An international experience (3) OR
ET 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.

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, Italy, Zambia 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 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 MK 320 *Marketing Research* course is populated primarily with Marketing majors, so the data does not assess the performance only by Entrepreneurship majors. Also, 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 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 2011: Green

Entrepreneurship Learning Goal #2: GREEN

2007: Green 2008: Green 2009: Red 2010: Red 2011: Red

Entrepreneurship Learning Goal #3: GREEN

2007: Green 2008: Green 2009: Green 2010: Green 2011: Green

Entrepreneurship Learning Goal #4: GREEN

2007: Green 2008: Red 2009: Green 2010: Green 2011: Green

Entrepreneurship Learning Goal #5: GREEN

2007: Green 2008: Green 2009: Green 2010 :Green 2011: 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
2011-2012
Matrix of Learning Outcomes

OBJECTIVE	ET 340	ET 350	ET 380	MK 320	ET 390	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		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
2011-2012
Artifacts, Standards and Results**

Course	Artifact	Standards		Results	Evaluation
ET 340	Final grades	80% of students earn B or better	G	F: 100% S: 93%	Green 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	100%	Green
		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	67%	Red
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
ET 380	Final Grade	80% of students score B or better	G	F: 92% S: 83%	Green Green
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
ET 390	Board reports on long/short term goals	80% of students score B or better	G	F: 100% S: 70%	Green Yellow
		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	F: 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	100%	Green
		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. The A&E sequence was changed from three one-credit courses to one three credit course and renamed and renumbered. It is now ET 390 Blue Connection. The ET 360 course was renumbered to ET 380. A Practicum (ET 381/382) for students working primarily with campus based businesses. The program formally included an entrepreneurially focused internship (ET 470/471). Faculty are looking at other changes in the major to be decided in the coming year. The faculty will also revisit the learning goals to make sure they are aligned with the changes in the major and minor.

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, has 3 full-time faculty, two with doctorates in Economics and one with a doctorate in Finance, and one adjunct faculty. The department also has one adjunct. The department teaches seven courses in economics and eleven courses in Finance. Faculty also teach in the Evening Accounting Program and the MBA. In 2012, 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 began offering FI 361 Financial Statements Analysis in 2007 as part of the major requirement.

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: GREEN

2007: Green 2008: Yellow 2009: Green 2010: Green 2011: Green

Finance Learning Goal #2: GREEN

2007: Green 2008: Yellow 2009: Green 2010: Green 2011: Green

Finance Learning Goal #3 GREEN

2007: Green 2008: Green 2009: Green 2010: Green 2011: Not assessed

The assessment for the Finance major indicates an overall evaluation of a green performance. On the ETS, in the fall semester, students scored in the 93rd percentile (traditional) and the 89th percentile (evening) and in the spring 85th percentile for an overall Green. 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
2011-2012
Finance Major Artifacts, Standards and Results

Course	Artifact	Standards		Results	Evaluation
FI 301	Bank Project	80% of students score B or better	G	82%	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	100%	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	90%	Yellow
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		
FI 365	Merger Game	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		
FI 452	Securities project	80% of students score B or better	G	90%	Green
		70% of students earn B or better	Y		
		<70 % of students earn a B or better	R		

IMPROVEMENT PLANS:

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 had only 1 full time member who taught courses in each of the logical areas:
(1) Networking and Security (2) Database and System Analysis and Design.

IS 221 Introductory Programming
IS 321 System Analysis and Design
IS 322 Intermediate Programming
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 Advanced Programming
IS 471 Information Systems Internship
IS 491 Seminar in Information Systems

The IS program graduated five students in 2011-2012 under the Information Technology major. 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. Given the faculty turnover issues in the IS department, good assessment artifacts have not been developed for the past several years.

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: LOW GREEN

IS Learning Goal #1: RED

2007: Yellow 2008: NA 2009: Green 2010: Yellow 2011:Red

IS Learning Goal #2: GREEN

2007: Yellow 2008: NA 2009:Yellow 2010: Green 2011: Green

IS Learning Goal #3: NOT ASSESSED

2007:Green 2008: NA 2009: Green 2010: NT 2011: NT

IS Learning Goal #4: YELLOW

On the ETS exam, students scored in the 95th percentile in the fall in both traditional and evening programs, and at the 76th percentile in the spring an overall Green light.

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

	IS 221	IS 321	IS 322	IS 331	IS 370	IS 332
Students will be able to apply programming skills to solve business problems	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
2011-2012
Artifacts, Standards and Results**

Course	Artifact	Standards		Results	Evaluation
IS 221	Final Grades	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		
IS 321	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		
IS 322	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 331	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		
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	100%	Green
		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	100%	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	Not taught	
		70% of students earn C+ or better	Y		
		<70% of students earn a C+ or better	R		

IMPROVEMENT PLANS:

The Information Technology Major was 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. Several course titles were changed to reflect the change in the organization of the major.

The IS department in Fall 2011 will begin reworking the learning goals for the major and developing new artifacts for assessment. The department will work to grow the number of students in the major through outreach to high schools, more attention to undecided majors, and more promotion of the IS minor to Tabor and non-Tabor students. The department will also look at the content of the IS portion of the ETS exam.

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 during 2010-2011. 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 beginning Fall 2011:
MG 321, Acquiring and Building Talent
MG 322, Performance Management
PH 215, Business Ethics

Choose one of the following courses:
MG 365 Decision Making Under Uncertainty
MG 375 Project Management

Choose one of the following courses:
MG 306, Organizational Behavior
ET 340, Foundations of Entrepreneurship

Choose one of the following courses:
ET 400, Small Business Consulting
MG 471/472, Management Internship

Choose one of the following courses:
MG 430, International Management
ET 410, International Business Consulting
MG 481, Seminar in International Topics or approved travel course

In Spring 2011 the Tabor faculty approved the Evening Management Program consisting of the following major course requirements. The official start of the program will be January 2012.

Required courses beginning Fall 2011:
PH 215, Business Ethics
MG 306, Organizational Behavior
MG 321, Acquiring and Building Talent
MG 322, Performance Management
MG 365 Decision Making Under Uncertainty
MG 375 Project Management
ET 430, International Entrepreneurship

The Management major is the largest program in the Tabor School; in 2011-2012, 28 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. 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 2010: Green 2011:Green

Management Learning Goal #2: GREEN

2007: Red 2008: Green 2009: Green 2010: NA 2011: Green

Management Learning Goal #3: GREEN

2007: Red 2008: Red 2009: Yellow 2010: Green 2011: Green

Management Learning Goal #4: GREEN

2007: Yellow 2008: Yellow 2009: Red 2010: Yellow 2011; Green

Management Learning Goal #5: GREEN

2007: Green 2008: Green 2009: Green 2010: Green 2011: Green

Management Learning Goal #6: GREEN

2007: Red 2008: Yellow 2009: Red 2010: Red 2011: Green

On the ETS in the fall, the students scored at the 93rd percentile (traditional) and the 85th percentile (evening) in Management topic, and in the spring at the 71st percentile, an overall **green light** indication.

Management Table 1
Matrix of Learning Outcomes

	MG 306	MG 321	MG 322	MG 430	ET 340	ET 350	ET 400	ET 410	MG 471
Demonstrate an understanding of the importance of ethics, social responsibility, and the legal environment		X	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			
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
2011-2012
Management Artifacts, Standards and Results**

Course	Artifact	Standards		Results	Evaluation
MG 306	Course final grade	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		
MG 321	Final Grade	80% of students score C+ or better	G	90%	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	79%	Yellow
		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	Course final grade	80% of students score C+ or better	G	F: 98% S: 93%	Green Green
		70% of students earn C+ or better	Y		
		<70 % of students earn a C+ or better	R		
ET 400	Final Grades	80% of students score C+ or better	G	F:80% S: 100%	Green Green
		70% of students score C+ or better	Y		
		<70 % of students earn a C+ or better	R		
ET 410	Final Grade	80% of students score C+ or better	G	100%	Green
		70% of students score C+ or better	Y		
		<70% of students score a C+ or better	R		

2012: Green 2011: Green 2010: Green 2009: Green 2008: Green

IMPROVEMENT PLANS:

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:

During 2011-2012 the staffing of the marketing faculty consisted of two 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 13 students in 2011-2012.

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 from scores on the ETS, with students scoring in the fall at the 99th percentile (traditional) and the 82nd percentile (traditional); they scored at the 89th percentile in the spring.

Marketing Learning Goal #1: GREEN

2007: Green 2008: Green 2009: Green 2010: Green 2011:

Marketing Learning Goal #2: GREEN

2007: Yellow 2008: Green 2009: Green 2010: Green 2011:

Marketing Learning Goal #3: GREEN

2007:Red 2008: Yellow 2009: Green 2010: Green 2011:

Marketing Learning Goal #4: GREEN

2007: Red 2008: Yellow 2009: Green 2010: Green 2011:

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	F: 100% S: 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	100%	Green
		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%	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	67%	Red
		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	NT	
		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	NT	
		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	NT	
		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 C+ or better	R		

2012: Green 2011: Green 2010: Green 2009: Green 2008: Green

IMPROVEMENT PLANS for Marketing

With a new faculty, Dr. Carrie Trimble, the Marketing Department will be reviewing goals and artifacts.

THE INTERNATIONAL BUSINESS MAJOR

Dual Degree Program catalog copy

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:

In the International Business major, 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:

Two International Business majors completed the program during the 2011-2012 academic year.

OVERALL ASSESSMENT: GREEN

International Business Learning Goal #1:

2010: Green 2011: Not assessed 2012: Green

International Business Learning Goal #2:

2010: Green 2011: Not assessed 2012: Green

International Business Learning Goal #3: NOT ASSESSED

2010: Green 2011: Not Assessed 2012:

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
2011-2012
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		
		70% earn a B or equivalent	Y		
		< 70% earn a B or equivalent	R		

