

International Assembly for Collegiate Business Education



Annual Report Form

May 2010

International Assembly for Collegiate Business Education
P.O. Box 3960
Olathe, Kansas 66063
USA

IACBE Annual Report Form

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1, 2010 .

General Information

Institution's Name:		McKendree University			
Institution's Address:		701 College Road			
City:	Lebanon	State or Country:	IL	ZIP/Postal Code:	62254
Name of Submitter:		Sandra S. Lang			
Title	Director, School of Business			Your Email:	sslang@mckendree.edu
Telephone (with country code if outside of the United States):	618-537-6892			Date Submitted:	10/04/2010

Membership Status and Accreditation Information

A. Your membership status with the IACBE (mark one):

<input checked="" type="checkbox"/>	Accredited Member
<input type="checkbox"/>	Candidate for Accreditation
<input type="checkbox"/>	Educational Member

B. If applicable, when is your next institutional accreditation site visit? 2016 Year

If applicable, when is your next reaffirmation of IACBE accreditation site visit? 2017 Year

C. If you are an accredited member of the IACBE:

Provide the website address for the location of your public notification of accreditation by the IACBE: http://www.mckendree.edu/academics/business_division.aspx and http://mckendree.edu/academics/provost/aca_accredits_membership.aspx and http://www.mckendree.edu/academics/undergrad_catalogs.aspx

Provide the website address for the location of your public disclosure of student achievement information: <http://www.mckendree.edu/academics/IACBE.aspx>

D. If you have received an accreditation letter from the IACBE Board of Commissioners with "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Add additional rows if necessary.)

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
N/A		

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>

Outcomes Assessment

E. Has your outcomes assessment plan been submitted to the IACBE?

X	Yes	
	No. If no, when will the plan be submitted to IACBE?	

F. Is the original or revised outcomes assessment plan you submitted to the IACBE still current or have you made changes?

X	The outcomes assessment plan we submitted is still current.	
	Changes have been made and the revised plan is attached.	
	We have made changes and the revised plan will be sent to the IACBE by:	

G. Complete the Program-Level Intended Outcomes Form in Exhibit A and include it with this annual report to the IACBE. An example of a completed form can be found in Exhibit B.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level.

Examples of both direct and indirect student learning outcome measures are shown in the example of a completed form in Exhibit B. You will need to insert your own direct and indirect student learning outcome measures when completing the form.

At the bottom of the form, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Programmatic Information

H. Identify any significant changes that have taken place in your business programs during the reporting period.

1. Did you terminate any business programs during the reporting year?

X	No
	Yes. If yes, please identify terminated programs.

2. Were changes made in any of your business majors, concentrations, or emphases?

X	No
	Yes. If yes, please identify the changes by adding an additional page to this document.

3. Were any new business programs (including new majors, concentrations, and/or emphases) established during the academic year?

X	No (skip to item I below)
	Yes. If yes, please identify the new programs on a separate sheet; answer item H-4 below.

4. If applicable, was approval of your institutional accrediting body required for any of these programs?

N/A	No
	Yes. If yes, please fax, mail, or attach a copy of the material you sent to your institutional accrediting body to obtain approval.

Administrative Changes

- I. In the table below, identify any administrative changes that directly affect your academic business unit, including changes in your academic business unit’s primary representative to the IACBE, your designated alternate to IACBE, your institution’s chief executive officer and chief academic officer, and the head of your academic business unit (if different from the primary representative to the IACBE). If the incumbent in any of these administrative positions has changed, include the new incumbent’s name, his or her title, telephone and fax numbers (with country code for institutions outside of the United States), and email address. **No changes**

Position	Name	Title
Telephone	Fax	Email

Other Issues

- J. Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

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Exhibit A: Program-Level Intended Outcomes Form

Student Learning Information for (<i>Program 1</i>)	
Mission of the (<i>Academic Business Unit</i>): The mission of the School of Business of McKendree University is to prepare students to enter a variety of occupations and professions or to continue their education in a program of graduate study. To this end, the School prepares students to receive degrees; it offers majors and provides courses and experiences relevant to current business practices in support of the mission and tradition of McKendree University.	
Intended Student Learning Outcomes for (<i>Program 1</i>) :	
1. Encourage the development of the necessary skills to enter a career in business	
2. Foster an attitude of critical thought regarding the environment of business	
3. Include oral and written communication components in all business classes	
4. (<i>Intended Outcome 4</i>)	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. The business simulation game that is an integral part of the capstone course of the undergraduate program, Business Strategy and Policy	Performance is based on the quality of the students' decisions (ten) in a footwear industry simulation exercise. Scores are complex variables measured by the McGraw-Hill Business Strategy Game software.
2. An exam covering each course in the business core. This exam is required of all students taking the undergraduate capstone course.	A score of over 50% is deemed acceptable.
3. Professional Licensure	The majority of the accounting majors who decide to pursue their CPA certificate generally succeed within four years of graduation.
4. GPA for business majors	A 2.25 GPA in their major area is required to graduate.
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Job Placement/Promotion Data	Over 90% acquire positions in business upon graduation or enter a

	graduate program.	
2. Alumni questionnaire	Overall satisfaction with McKendree experience	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. <i>(Results for Direct Measure 1)</i>	X	
2. <i>(Results for Direct Measure 2)</i>	X	
3. <i>(Results for Direct Measure 3)</i>	X	
4. <i>(Results for Direct Measure 3)</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. <i>(Results for Indirect Measure 1)</i>	X	
2. <i>(Results for Indirect Measure 2)</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i>		
2. <i>(Course of Action 2)</i>		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		

Exhibit A: Program-Level Intended Outcomes Form

Student Learning Information for <i>(Program 1)</i>		
Mission of the <i>(Academic Business Unit)</i> : The McKendree University School of Business is dedicated to providing a Master of Business Administration program that will contribute to the knowledge base, analytical skills, and career potential of the students. The program will build on the knowledge and experience of both the students and faculty and foster an attitude of life-long learning.		
Intended Student Learning Outcomes for <i>(Program 1)</i> :		
1. <i>(Intended Outcome 1)</i> successfully apply quantitative and qualitative decision methodologies		
2. <i>(Intended Outcome 2)</i> successfully apply effective human relations skills		
3. <i>(Intended Outcome 3)</i> successfully demonstrate strong leadership abilities		
4. <i>(Intended Outcome 4)</i> successfully demonstrate effective communication skills		
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:	
1. <i>(Direct Measure 1)</i> exams, presentations, case studies (vary by course)	<i>(Target/Criterion for Direct Measure 1)</i> average grade B- or above	
2. <i>(Direct Measure 2)</i>	<i>(Target/Criterion for Direct Measure 2)</i>	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:	
1. Survey sent to every MBA graduate within two months of graduation	<i>Favorable response regarding program</i>	
2. <i>(Indirect Measure 2)</i>	<i>(Target/Criterion for Indirect Measure 2)</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Direct Measure 1)</i>	x	
2. <i>(Results for Direct Measure 2)</i>		
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met

1.	<p>The overall outcome indicates that the MBA students are getting a more balanced picture of business while gaining on-the-job confidence. Student responses indicate overall satisfaction with the quality of the program, content of the program, and variety of information from outside sources (guest speakers)</p> <p><i>Note: Students stated that the MBA program contained too much Marketing. As a result one course (MBA643 Marketing Management) was replaced with MBA 652 Organizational Behavior.</i></p>	X	
2. <i>(Results for Indirect Measure 2)</i>			
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. <i>(Course of Action 1)</i>			
2. <i>(Course of Action 2)</i>			
3. <i>(Course of Action 3)</i>			
4. <i>(Course of Action 4)</i>			

Notes:

1. A separate Program-Level Intended Outcomes Form should be used for each IACBE-accredited program that has different intended student learning outcomes.
2. Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone strategic management course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.
3. Insert rows in the form as needed.
4. Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.
5. In order to assist our members in reporting and to eliminate duplication of effort, the Program-Level Intended Outcomes Form above can also be used in the academic business unit's public disclosure of student achievement information.

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Exhibit B: Example of Completed Program-Level Intended Outcomes Form

Student Learning Information for the Major in Business Administration	
<p>Mission of the School of Business: The mission of the School of Business is to foster academic excellence and student achievement at both the undergraduate and graduate levels. Students are provided with a strong academic foundation, and are prepared to become productive, competent, and ethical professionals and responsible global citizens. The School of Business cultivates a student-oriented learning environment that is characterized by innovative instructional methodologies. The School of Business also promotes regional economic development, and the development of leadership and life-long learning skills in its students.</p>	
<p>Intended Student Learning Outcomes for the Major in Business Administration :</p>	
1. Students will be able to demonstrate knowledge of the fundamental principles in the functional areas of business.	
2. Students will be able to explain the global dimensions of business.	
3. Students will be able to apply ethical principles to leadership decisions.	
4. Students will be able to apply quantitative decision-support tools in decision making.	
5. Students will be able to demonstrate effective professional communication skills.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. End-of-Program Comprehensive Examination	All senior students who major in business administration will score at least 70% on the comprehensive examination.
2. Senior Capstone Project	All senior students who major in business administration will score a minimum of 80% on their capstone projects.
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Student Satisfaction Survey	At least 90% of graduating seniors will express a high level of satisfaction from their learning experiences.
2. Alumni Survey	At least 80% of third-year alumni will indicate that they were very well equipped for employment in the business sector.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. The lowest score on the end-of-program comprehensive examination was 73%.	x	
2. The lowest score on the senior capstone project was 84%	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. On a Likert scale ranging from 1 representing “very dissatisfied with my learning experiences” to 4 representing “very satisfied with my learning experiences,” 95% of graduating seniors responded with a 4 on the student satisfaction survey.	x	
2. On a Likert scale ranging from 1 representing “very poorly equipped for employment” to 4 representing “very well equipped for employment,” only 70% of the responding graduates from three years ago responded with a 4 on the alumni survey. Of those responding to the survey, 40% felt that they needed a stronger foundation in finance and 20% felt they needed a stronger foundation in marketing.		x
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Indirect Measure 2: After reviewing the curriculum and CPC coverage, we are supplementing FIN 373 with more current information on financial analysis. In addition, a course in marketing research is being added to provide more breadth in marketing.		