

IACBE Annual Report

For the 2008-2009 Academic Year

This is format for the 2008-2009 annual report you may submit your report using this form or through Livetext. Annual Reports accomplish several things: (1) the report can now be completed and conveniently submitted to the IACBE via email (to amy@iacbe.org); (2) we have provided an example of reported results from outcomes assessment results activities; (3) changes in administrative personnel can be more clearly reported to maintain current member information.

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1, 2009.

General Information

Institution's Name:		McKendree University			
Institution's Address:		701 College Rd.			
City:	Lebanon	State or Country:	IL	ZIP/Postal Code:	62246
Name of Submitter:		Sandra S. Lang			
Title:	Chair, School of Business			Your Email:	sslang@mckendree.edu
Telephone (with country code if outside of the United States):	618-537-6892			Date Submitted:	November 20

Membership Status and Accreditation Information

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

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

B. If applicable, when is your next institutional accreditation site visit? 2019* 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/IACBE2008.aspx> (contains 2008 report)
<http://www.mckendree.edu/academics/IACBE2009.aspx> (for 2009 report)

Provide the website address for the location of your public disclosure of student achievement

In the annual report posted on sites above.

IACBE Annual Report
For the 2008-2009 Academic Year

and business school performance information: _____

- 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 matrix below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Use additional sheet if necessary.)

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

IACBE Annual Report

For the 2008-2009 Academic Year

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 form in Exhibit A (page 4) and include it with this annual report to the IACBE. An example of a completed form can be found on page 5.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning and personal/professional development. These measures are most often used at the program level.

Examples of both direct and indirect student outcome measures are shown in the mock-up on page 5. You will need to insert your own direct and indirect student outcome measures when completing Exhibit A.

On the bottom of Exhibit A, space is provided to show changes and improvements 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 and business-related degree programs during the reporting period.

1. Did you terminate any business or business-related degree 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 or business-related degree programs established during the academic year?

IACBE Annual Report

For the 2008-2009 Academic Year

	No (skip to item I below)
X	Yes. If yes, please identify the new degree 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?

X	No for the Human Resource Management undergraduate major or the HRM emphasis in the MBA,
X*	Yes. If yes, please fax, mail, or attach a copy of the material you sent to your institutional accrediting body to obtain approval. (Yes, for the MBA being offered entirely online.)

Administrative Changes

I. In the table below, identify any administrative changes that directly affect your business school. **No Changes**

Such changes would include your business school'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 business school (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.

Position	Name	Title
Telephone	Fax	Email

Other Issues

I. Briefly comment on other issues pertaining to your business school that you would like to share with the IACBE.

We are continually expanding our online course offerings. Only the MBA is entirely online, but there are many of our undergraduate courses now offered in the traditional format, as blended courses, or as online courses.

IACBE Annual Report
For Academic Year 2008-2009

Program-Level Intended Outcomes Form

Student Learning Information for (<i>Program 1</i>)	
Mission of the (<i>Academic Business Unit</i>): (<i>Mission Statement</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>): Undergraduate business programs (majors in Accounting, Business Administration, Economics/Finance, Human Resource Management, Management, and Marketing)	
1. (<i>Intended Outcome 1</i>) Students will achieve a basic level of understanding of all business core courses. (Required of all business majors) (Principles of Accounting I and II, Microeconomics, Macroeconomics, Business Law, Principles of Business Finance, Quantitative Analysis for Business Decisions, Statistics, Principles of Management, Principles of Marketing, Information Systems, and Business Strategy and Policy)	
2. (<i>Intended Outcome 2</i>) Students will achieve a basic level of understanding of all required courses specific to their chosen business major.	
3. (<i>Intended Outcome 3</i>) Certification in selected area if applicable. (To date over 80% of those sitting for the CPA pass.) Data on other certifications unavailable.	
4. (<i>Intended Outcome 4</i>) Capstone class project (achievement of a grade of 80% expected) Achieved.	
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>) Exam over business core courses (50 randomly selected questions from a base of 500 – 600 items designed by faculty)	(<i>Target/Criterion for Direct Measure 1</i>) 50%.
2. (<i>Direct Measure 2</i>) Exam over required courses for each individual major are selected randomly. (Total number of items in each area varies)	(<i>Target/Criterion for Direct Measure 2</i>) We are only in our second year of utilizing these exams. The current target is 50%
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. (<i>Indirect Measure 1</i>) Senior exit survey	(<i>Target/Criterion for Indirect Measure 1</i>) 3-4 on scale of 1 – 5 on related items.
2. (<i>Indirect Measure 2</i>) alumni survey (satisfaction and employment in their area of study at McKendree.	(<i>Target/Criterion for Indirect Measure 2</i>) —80% satisfaction and >75% employed in their area.
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...

Exhibit A

IACBE Annual Report

For the 2008-2009 Academic Year

	Met	Not Met
1. <i>(Results for Direct Measure 1)</i> Achieved. Our participation rate is over 80%	X	
2. <i>(Results for Direct Measure 2)</i> We are above the expectation in the major areas. Participation is strong—over 85%	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> Met in prior years. None given in May 2009. New survey to be used this year.	X	
2. <i>(Results for Indirect Measure 2)</i> Targets met in both areas. Survey has been administered twice. Due to be sent out again in February 2011.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i> All targets met, but we are considering revising the exam items for the business core required courses.		
2. <i>(Course of Action 2)</i> Once the exam in the major area has three years of results, we will review and perhaps set our achievement goal higher.		
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.

IACBE Annual Report
For Academic Year 2008-2009

Sample 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 and competent professionals and responsible global citizens. The School of Business promotes a student-oriented learning environment that is characterized by innovative instructional methodologies. The School of Business also fosters regional economic development, and the development of leadership and life-long learning skills.</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.

Exhibit A

IACBE Annual Report
For the 2008-2009 Academic Year

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> Students will achieve no more than one grade of C to graduate		
2. <i>(Intended Outcome 2)</i> Students will a minimum of a grade of B in the capstone course (Corporate Strategy and Leadership)		
3. <i>(Intended Outcome 3)</i>		
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. <i>(Direct Measure 1)</i> Final exams/required assignments in each course	<i>(Target/Criterion for Direct Measure 1)</i> grade of higher than a C	
2. <i>(Direct Measure 2)</i> Final exam/final project	<i>(Target/Criterion for Direct Measure 2)</i> grade of B or higher	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:	
1. <i>(Indirect Measure 1)</i> Student assessment of program (survey sent to all graduates within 6 months of graduation from program)	<i>(Target/Criterion for Indirect Measure 1)</i> 3-4 on scale of 1-5	
2. <i>(Indirect Measure 2)</i> Specific questions on some exams	<i>(Target/Criterion for Indirect Measure 2)</i> Examples of learning enhancing job performance	
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	

Exhibit A

IACBE Annual Report
For the 2008-2009 Academic Year

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>		

Notes:

6. A separate Program-Level Intended Outcomes Form should be used for each IACBE-accredited program that has different intended student learning outcomes.
7. 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.
8. Insert rows in the form as needed.
9. Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.
10. 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.

Bachelor of Business Administration in Human Resource Management

The Human Resource Management program focuses on integrated learning experiences in which students develop problem solving and team building skills. The program is designed for students who desire a broad understanding of business operations with an intense focus on the area of Human Resource Management. This specific course of study will equip students with the highly sought after skills required for success in HR while completing the strategic circle through courses in organizational management. Throughout the Human Resource Management program, students will gain insight into ethical and business problem solving issues through courses incorporating individual and group work, written assignments, and oral presentations.

The McKendree College Kentucky Campuses Bachelor of Business Administration in Human Resource Management (BBA-HRM) program is designed to meet the needs of the working adult.

Classes are scheduled during the evening hours. Any questions regarding this degree program may be directed to the Dean of Kentucky Campuses, Dr. Glenn Rodriguez, grodriguez@ky.mckendree.edu, or Jennifer L. Atkisson, jlatkisson@ky.mckendree.edu, Director of Admissions and Corporate Learning at (502) 266-6696

Program Description

Admission to the Program

Applicants for undergraduate study at McKendree College must have earned a high school diploma or successfully completed the GED. Those applicants with previous college experience must possess at least a 2.25 cumulative grade point average (GPA). Applicants with less than the required GPA will be considered for provisional acceptance on an individual basis.

Prospective student's application packages will be examined for evidence of a high probability of success in their chosen course of study.

Course of Study

The course work component of the degree in Human Resource Management (HRM) presents the building blocks of theory and application that focus on core business principles, personnel management and retention, employee and labor relations, diversity management, and organizational development.

There are three components of the Human Resource Management Degree Program:

1. The Undergraduate Core Curriculum (Liberal Arts/General Education)
2. The Business Division Core Requirements (Business Administration)
3. The Human Resource Management Degree Major Requirements

IACBE Annual Report
For the 2008-2009 Academic Year

Undergraduate Core Curriculum (49 Semester Credit Hours)

McKendree's focus on Liberal Arts requires each undergraduate student to successfully complete the following course requirements:

- English I and II (6)
- Speech (3)
- Mathematics (3)
- Art, Music, Theater, or Fine Arts (3)
- Computer Competency (3)
- Philosophy or Religion (3)
- Ethics (3)
- Economics, Political Science,
Psychology or Sociology (9)
- History (3)
- Cross Cultural Studies (3)
- Literature (3)
- Science and Nature (7)

IACBE Annual Report
For the 2008-2009 Academic Year

Business Division Core Curriculum (39 Semester Credit Hours)

McKendree students pursuing an undergraduate degree in the field of business must complete the Business Division curriculum, or the “Business Core”. Requiring HRM students to complete the “Business Core” will maintain the integrity of the degree in Business Administration while offering students a broad understanding of business organization and structure.

The following “Business Core” classes are required:

- ACC 261 Principles of Accounting I (4)
- ACC 262 Principles of Accounting II (4)
- BUS 303 Business Law I
or
BUS 304 Business Law II (3)
- BUS 310 Quantitative Analysis for Business Decisions (3)
- BUS 410 Management Information Systems
or
ACC 321 Computerized Accounting Methods (3)
- ECO 211 Principles of Microeconomics (3)
- ECO 212 Principles of Macroeconomics (3)
- FIN 308 Principles of Business Finance (3)
- MKT 205 Principles of Marketing (3)
- MGT 204 Principles of Management (3)
- MGT 450 Business Strategy and Policy (3)
- MTH 310 Statistics (4)

**Human Resource Management Major Requirements
(21 Semester Credit Hours)**

The Human Resource Management Major Requirements incorporate a variety of subjects intended to teach the basics of HR and to build upon that foundation, allowing students to become experts in the industry.

The following major courses are required:

- MGT 314 Organizational Behavior (3)
- MGT 334 Human Resource Management (3)

IACBE Annual Report

For the 2008-2009 Academic Year

- SPC 370 Training and Development (3)
- HRM 410 Diversity and Change Management (3)
- HRM 430 Benefits and Compensation (4)
- HRM 440 Employment Law* (4)

*Prerequisite: BUS 303 or BUS 304

Special Topics in Human Resource Management

Courses identified as HRM 380-389 will be reserved for Special Topics in Human Resource Management. This will allow new students to better utilize transfer credits and offer HRM majors to pursue a double major or minor in another business discipline.

Degree Requirements

To earn a Bachelor of Business Administration in Human Resource Management from McKendree College, students must complete 128 semester credit hours. This requirement is met in the following format:

- The Undergraduate Core Curriculum (49 Hours)
- The Business Division Core Curriculum (39 Hours)
- The Human Resource Management Degree Major Requirements (23 Hours)
- Balance Available for Elective Credit (17 Hours)

Forty (40) of the required 128 credit hours must be at the 300 level or above. A minimum of two (2) Writing Intensive Courses must be included in the credit hour requirement.

Transfer Credit

McKendree College accepts transfer credit with a grade of “C” or higher from any regionally accredited institution of higher learning. A maximum of 96 semester credit hours will be considered for transfer credit. Transfer credit from a two-year college will be limited to 70 hours.

Graduation Requirements

In order to qualify for graduation with a Bachelor’s Degree, the student must complete the following items:

1. Students must declare their intent to graduate by completing a Degree Application (available in the Administrative Offices) the semester prior to the anticipated graduation term.
2. Complete a minimum of 128 semester credit hours with a minimum cumulative grade point average (GPA) of 2.00;
3. Complete all core curriculum requirements;
4. Complete a minimum of 40 credits at the junior/senior level (courses numbered 300 or above);
5. Meet all requirements and performance standards for the major as contained in the catalog effective at the time of matriculation. (Major requirements are presented in the Courses of Study section of the Course Catalog under the appropriate discipline.) Students have the option to change to a subsequent catalog governing their degree requirements, but must meet all requirements of that catalog;
6. Earn a minimum of 32 semester credit hours in residence;
7. Satisfy all financial obligations to the College;
8. Pass the Writing Proficiency Exam (WPE) and clear all continuing writing checks;
9. Complete all degree requirements within eight (8) years of matriculation.

Course Descriptions

MGT 314 - Organizational Behavior (3)

This course offers a review and analysis of psychological and sociological theories, employing a (skills based) approach, and how they relate to organizational settings. Topics include self awareness, creativity, motivation, power, conflict, communication, and stress in the corporate world.

MGT 334 - Human Resource Management (3)

This course covers principles and procedures relating to human resource management, including staffing, appraisal, training, compensation and other programs for business and other organizations.

SPC 370 - Training and Development (3)

This course explores the role of communication in training and development. The nature of communication in organizations, characteristics of the adult learner, needs assessment, training programs, teaching models and ethical considerations in training and development are some also examined.

HRM 410 – Diversity and Change Management (3)

Course objectives include a comprehensive view of cultural, generational, racial, and religious diversity from a global perspective. Socio-economic, immigration and legal aspects of workforce development will also be explored. Special attention will be focused on managing the changing workforce.

HRM 430 – Benefits and Compensation (4)

This course will identify and develop key items and factors involved in the areas of benefits and compensation. Students will develop a benefits portfolio and a communication strategy for its implementation into the organization. Compensation structures and influential topics related to compensation will also be included.

IACBE Annual Report
For the 2008-2009 Academic Year

HRM 440 – Employment Law

(4)

This course is designed to build upon the basic principles of Human Resources covered in MGT 334 Human Resource Management. Upon completion of this course, students will be expected to demonstrate competency in the intensive area of employment law. Subjects to be covered include Title VII, the Bill of Rights, FMLA, FLSA, United States Department of Labor, whistle blowing, OSHA, wage regulations, immigration, and employee termination. (Prerequisite: BUS 303 or BUS 304)