



IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution: Andrews University
Academic Business Unit: School of Business Administration
Academic Year: 2010-11

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

IACBE ANNUAL REPORT
For Academic Year: 2010-11

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

General Information

Institution's Name: Andrews University
 Institution's Address: School of Business Administration, Office of the Dean, Chan Shun Hall, 4185
E Campus Circle Drive
 City and State or Country: Berrien Springs, MI Zip or Postal Code 49104-0020
 Name of Submitter: Dr. Allen F. Stembridge
 Title: Dean, School of Business Administration
 Your Email Address: stem@andrews.edu
 Telephone (with country code if outside of the United States): 269-471-3632
 Date Submitted: October 4, 2011

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? N/A Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2016 Year
3. Provide the website address for the location of your public notification of accreditation by the IACBE: <http://www.andrews.edu/sba/accreditation/index.html>
4. Provide the website address for the location of your public disclosure of student learning results: <http://www.andrews.edu/sba/docs/Annual-Report-IACBE.pdf>
5. If your accreditation letter from the IACBE Board of Commissioners contains "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. (Insert additional rows as necessary.)

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
None		

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

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Dr. Neils-Erik Andreasen

Title: President

Highest Earned Degree: PhD. Email: neaa@andrews.edu

Telephone (with country code if outside of the United States): 269-471-3100 Fax (with country code if outside of the United States): 269-471-6543

Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name: Dr. Andrea Luxton

Title: Provost

Highest Earned Degree: PhD Email: aluxton@andrews.edu

Telephone (with country code if outside of the United States): 269-471-3404 Fax (with country code if outside of the United States): 269-471-6543

Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Dr. Allen F. Stembridge

Title: Dean, School of Business Administration

Highest Earned Degree: EdD Email: stem@andrews.edu

Telephone (with country code if outside of the United States): 269-471-3632 Fax (with country code if outside of the United States): 269-471-6158

Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE (if not the same as the head of the academic business unit):

Name: _____
Title: _____
Highest Earned Degree: _____ Email: _____
Telephone (with country code if outside of the United States): _____ Fax (with country code if outside of the United States): _____

_____ Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Dr. Robert Schwab
Title: Chair, Department of Management, Marketing, and Management Information Systems
Highest Earned Degree: PhD Email: schwab@andrews.edu
Telephone (with country code if outside of the United States): 269-471-3339 Fax (with country code if outside of the United States): 269-471-6158

_____ Check here if this represents a change from the previous year.

Programmatic Information

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

X No

_____ Yes. If yes, please identify the terminated programs on a separate page at the end of this report.

2. Were changes made in any of your business programs?

X No

_____ Yes. If yes, please identify the changes on a separate page at the end of this report.

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

No (skip to the *Outcomes Assessment* section below)

Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 4 below.

4. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 3 above?

No

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

Outcomes Assessment

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

Yes

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

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

The outcomes assessment plan that we have previously 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: _____

3. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.**

An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

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 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.

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.

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

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information. Add tables and insert rows in the tables as needed.

Other Issues

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

We plan to revise our Outcomes Assessment Plan during the 2011/2012 year as we will also be developing a new strategic plan for the School of Business Administration.

Outcomes Assessment Results

For Academic Year: 2010-11

Section I: Student Learning Assessment

BBA Degree

Student Learning Assessment for <i>(Program 1)</i>	
Intended Student Learning Outcomes for <i>(Program 1)</i> :	
1. Understand the major concepts of business across functional areas.	
2. Integrate business knowledge and make appropriate decisions supported by relevant analysis.	
3. Demonstrate effective communication skills.	
4. Understand the value of a holistic, integrated Christian world view and the importance of personal and professional integrity.	
5. Understand the ethical ramifications of business decisions.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. All senior BBA students score >50 th % on each of 9 sections in Major Field (ETS), and 60% overall.	>50% on each of 9 sections , and 60% overall.
2. All senior BBA students average >75% on each of 9 measures in capstone course case analysis.	>75% on 9 measures.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Score above 67% on 4 measures relating to confidence in academic preparation in discipline.	>67% on 4 confidence measures.
2. Score above 67% on 6 measures relating to influence of faculty advisors.	>67% on 6 measures relating to advising.
3. Score above 67% in how Christian faith and ethics relate to discipline.	>67% on faith and ethics.

4. Score above 67% in goals to serve church/community	>67% serving church/community	
5. Score above 67% in students assessment of competency, quantitative, oral, and written skills.	>67% on computing, quantitative, oral, and written skills.	
6. Number of active S.I.F.E. students to exceed 15% of all business students.	S.I.F.E. membership >15%.	
7. At least 50% of all business seniors either had job offers or planning to go to graduate school.	>50% job offers or grad. School.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. Scoring >50 th on each of 9 sections of ETS, and 60% overall.		X See A below
2. Average 75% on each of 9 measures in capstone course.	x	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. Scoring >67% on 4 measures relating to confidence in academic preparation.	x	
2. Scoring >67% on 6 measures relating to faculty advising.	x	
3. Scoring >67% on understanding how Christian faith and ethics relate to their discipline.	x	
4. Scoring >67% serving church/community.	x	
5. Scoring >67% in computing, quantitative, written and verbal skills.	x	
6. At least 15% of business students active in S.I.F.E.	x	
7. At least 50% of seniors have job offers or plan to go on to graduate school.		X See B below
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
A. In 2010/2011 we did not meet our goal of scoring above the 50 th percentile in each of the 9 areas of the ETS test, nor did we achieve the 60 th percentile overall. The strong areas were management (80 th %), marketing (80 th %), legal and social (90 th %), and international issues (85 th %)The weak		

areas were accounting, economics, quantitative business analysis and information systems. These weak areas had a negative effect on the overall percentage resulting in a score of 45% overall. This was a disappointing result for the year particularly when compared to the overall percentages of 70, 75, 75, and 70 for the previous four years. We discovered that the make up of each yearly cohort group influences the results attained in the ETS test. In 2010/2011, 24 out of a total of 33 students who took the test were management and marketing majors, hence the good scores in these areas. However, only 8 out of the 33 students were accounting or finance majors. Normally there is a more even spread of majors resulting in better scores overall. However, it is revealing that there is a need to find ways to ensure that all majors have sufficient exposure to all the core business areas.

B. Approximately 40% , due to the current economic climate and poor job market.

Section I: Student Learning Assessment

MBA Degree

Student Learning Assessment for <i>(Program 2)</i>	
Intended Student Learning Outcomes for <i>(Program 1)</i> :	
1. Demonstrate competence in each of the functional areas of business.	
2. Integrate core business concepts and demonstrate the use of effective management skills.	
3. Apply professional communication skills.	
4. Recognize the manager's ethical responsibilities to stakeholders.	
5. Demonstrate international business literacy as required in a dynamic global environment.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. All graduating MBA students score above the 50 th % in each of 5 sections of the MBA test (ETS).	>50% in each of 5 sections.
2. All graduating MBA students score above 75% on each of 5 sections of a comprehensive case analysis and presentation.	>75% on each of 5 sections in case analysis.
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:		
1. On campus MBA students score >67% on each of 4 measures relating to confidence in competency and academic preparation.	>67% on each of 4 measures.	
2. On campus MBA students score >67% on each of 6 measures relating to influence of advisor.	>67% on each of 6 measures.	
3. On campus MBA students score >67% on each of 3 measures on how they viewed specific MBA courses.	>67% on each of 3 measures.	
4. On campus MBA students score >67% on each of 4 measures relating to how they viewed their abilities in computing, quantitative, oral, and written skills.	>67% on computing, quantitative, written and oral skills.	
5. MBA extension students score >67% on each of 4 measures relating to confidence and competency and academic preparation.	>67% on each of 4 measures.	
6. MBA extension students score >67% on each of 6 measures relating to influence of advisor.	>67% on each of 6 measures.	
7. MBA extension students score >67% on each of 3 measures on how they viewed specific MBA courses.	>67% on each of 3 measures.	
8. MBA extension students score >67% on each of 4 measures relating to how they viewed their abilities in computing, quantitative, oral, and written skills.	>67% on computing, quantitative, written and oral skills.	
9. At least 50% of all graduating MBA students had jobs or had received job offers.	>50% jobs or offers.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. Scoring >50 th % on each of 5 sections of MBA test (ETS).		X See A below
2. Scoring >75% on each of 5 sections of comprehensive case analysis and presentation	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. On campus MBA students scoring >67% on each of 4 measures relating to confidence in competency and academic preparation.	x	
2. On campus MBA students scoring >67% on each of 6 measures relating to academic advising.	x	
3. On campus MBA students scoring >67% on each of 3 measures on how they viewed specific MBA courses.	x	
4. On campus MBA students scoring >67% on each of 4 measures relating to computer, quantitative , oral and written skills.	x	
5. MBA extension students scoring >67% on each of 4 measures relating to competency and academic preparation.	x	
6. MBA extension students scoring>67% on each of 6 measures relating to academic advising.	x	
7. MBA extension students scoring >67% on each of 3 measures relating to their view of specific MBA courses.	x	
8. MBA extension students scoring >67% on each of 4 measures relating to computer, quantitative, oral, and written skills.	x	
9. A least 50% of graduating MBA students had jobs or job offers.	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>A. MBA students scored above the 50th percentile in management and in marketing, i.e. two out of the five sections of the MBA test(ETS). This is the fourth year in which the MBA students took the MBA test. When comparing our MBA students percentile scores with the national percentiles we find the following (national percentiles are in parentheses and in bold): marketing 70 (40), management 50 (40), finance 30 (40), managerial accounting 15 (45), strategic integration 35 (40). It needs to be noted that the course managerial accounting was not included in our MBA program whereas financial statement analysis is covered. 6 Credits of economics is included in the current MBA program but economics is not included as an area in the ETS test. Two students scored in the 95% - 100% range , and a total of 11 out of a “n” of 17 scored above the 45%-59% range. We have included the course Manmanagerial Accounting as an elective in the MBA program, this could in future become a required MBA courses in place of one of the economics courses.</p>		

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Operational Assessment for <i>(Name of Academic Business Unit)</i>		
Mission of the <i>(Name of Academic Business Unit)</i> :		
<i>(Mission Statement)</i>		
Intended Operational Outcomes:		
1. <i>(Intended Operational Outcome 1)</i>		
2. <i>(Intended Operational Outcome 2)</i>		
3. <i>(Intended Operational Outcome 3)</i>		
4. <i>(Intended Operational Outcome 4)</i>		
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:	
1. <i>(Measure for Intended Operational Outcome 1)</i>	<i>(Target/Criterion for Measure 1)</i>	
2. <i>(Measure for Intended Operational Outcome 2)</i>	<i>(Target/Criterion for Measure 2)</i>	
3. <i>(Measure for Intended Operational Outcome 3)</i>	<i>(Target/Criterion for Measure 3)</i>	
4. <i>(Measure for Intended Operational Outcome 4)</i>	<i>(Target/Criterion for Measure 4)</i>	
Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Measure 1)</i>		
2. <i>(Results for Measure 2)</i>		
1. <i>(Results for Measure 3)</i>		

2. <i>(Results for Measure 4)</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>		