

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:		Davenport University			
Institution's Address:		6191 Kraft Ave. SE			
City:	Grand Rapids	State or Country:	Michigan	ZIP/Postal Code:	49512
Name of Submitter:		Kojo A. Quartey			
Title:	Dean, School of Business		Your Email:	kquartey@davenport.edu	
Telephone (with country code if outside of the United States):	616-554-5187		Date Submitted:	December 8, 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? _____ Year

If applicable, when is your next reaffirmation of IACBE accreditation site visit? 2013 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: www.davenport.edu

Provide the website address for the location of your public disclosure of student achievement information: www.davenport.edu

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>

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?

	No
X	Yes. If yes, please identify the changes by adding an additional page to this document.
	Added specialties in Sustainability and Global Project Management to BBA in Management Added courses to the Entrepreneurship and Financial Management Specialties Added Emphasis areas to the Business Professional Studies program: Management, Human Resources and Entrepreneurship

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

	No (skip to item I below)
X	Yes. If yes, please identify the new programs on a separate sheet; answer item H-4 below. Added specialties in Sustainability and Global Project Management to BBA in Management Added specialties in Sustainability and Global Project Management to BBA in Management

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

X	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.

Position	Name	Title
Telephone	Fax	Email
President	Dr. Richard Pappas	
616-554-5671	616-554-5669	rpappas@davenport.edu
Provost	Dr. Tom Brown	
616-554-5183	616-554-5225	tbrown@davenport.edu

Other Issues

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

No significant issues to share.

IACBE Annual Report
For Academic Year: 2009-2010

Exhibit A: Program-Level Intended Outcomes Form

Student Learning Information for Associates of Business Administration	
Mission of the (Academic Business Unit):	<i>The Donald W. Maine School of Business is a quality business school providing innovative undergraduate and graduate career programs that appeal to an international audience. The School excels in engaging students in applications-based learning, enriched by faculty scholarship and professional business expertise along with service to the University's communities.</i>
Intended Student Learning Outcomes for Associate of Business Administration Program :	
1.	A student in the ABA program will successfully translate data from the accounting process for both merchandising and service entities to financial statements and reports for sole proprietors and partnerships.
2.	Students in the ABA program will understand the four principle components of the marketing mix as applied in a wide variety of business settings. They will identify fundamental marketing ethical issues, challenges and practices in business environments. In addition, they will use fundamental electronic technologies and programs to correctly perform fundamental marketing functions.
3.	Students in the ABA program will understand the four major functions of management as applied in a wide variety of business settings. They will identify fundamental management ethical issues, challenges and practices in business environments. In addition, they will use fundamental electronic technologies and programs to correctly perform fundamental business administration functions.
4.	Students in the ABA program will understand the basic concepts of supply and demand, scarcity, opportunity cost, production possibilities, comparative advantage and specialization, and various economic systems.
5.	Students in the ABA program will understand the major functions of an information management system and will be able to perform business management documentation development using personal computer-based programs and related technologies.
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Major Field Test	50 th percentile for students
2. Accounting 201 Exam ACCT201 Standardized Final Exam	Average student score of 75%
3. Marketing 211 Exam	Average student score of 75%

4. Management 211 Exam	Average student score of 75%	
5. Economics Supplement to MFT	Average student score of 50%	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:	
1. MSB Faculty Survey	Faculty rate the student overall proficiency with the competencies associated with the curriculum at 75%	
2. MSB Student Survey	Students rate their overall proficiency with the competencies associated with the curriculum at 75%	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was the goal for a 75% pass rate on the exam that assessed “Intended Student Learning Outcomes for ABA” #1.
		Met Not Met
1. Major Field Test- Average 545, 50 th percentile for students and 60 th percentile for institutions	X	
2. Accounting 201 Exam- ACCT201 Standardized Final Exam Average student score of 70%		X
3. Marketing 211 Exam- Average student score of 72%		X
4. Management 211 Exam- Average student score of 73%		X
5. Economics Supplement to MFT- Average student score of 35%		X
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. Faculty rate the student overall proficiency with the competencies associated with the curriculum at 75%.	X	
2. Students rate their overall proficiency with the competencies associated with the curriculum at 69%. Faculty rate		X

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

1. *(Course of Action 1) in creating the ACCT201 Standardized Final Exam in conjunction with a publisher's software, issues arose due to testing differences between the online and in-seat delivery methods. In-seat students were provided a sheet for answers whereas online students had to create their own spreadsheets for particular problems. Online students then ran out of time to complete the final. The ACCT201 Standardized Final was redeveloped by the Accounting Division for Winter 2010 ensuring that both in-seat and online students were assessed only on the ABA learning outcome #1. Formatting issues were removed with the new exam. Comparative results will be available for 2010-11.*
2. *(Course of Action 2) Action plan for ACCT201, MKTG211 and MGMT211: Two major areas of concern related to the test scores are: Performance by the business major and accuracy of the test questions. The school is satisfied that the text used addresses all of the course learning outcomes. To address the test score results that are below goal, the data collected in 2010-11 will be separated into test scores from BBA degree seeking students and those who are from other degree programs: Health Care, IT, etc. The scores will also be reported by sections of the test that align to major learning outcomes - and by degree program/major. This data will be analyzed and reported on in the next annual report. This data will be collected for all sections in all delivery modalities.*
3. *(Course of Action 3)*
4. *(Course of Action 4)*

Student Learning Information for *Bachelor of Business Program*

Mission of the (*Academic Business Unit*): *The Donald W. Maine School of Business is a quality business school providing innovative undergraduate and graduate career programs that appeal to an international audience. The School excels in engaging students in applications-based learning, enriched by faculty scholarship and professional business expertise along with service to the University's communities.*

Intended Student Learning Outcomes for *Bachelor of Business Program* :

1. A student in the BBA program will successfully administer financial and managerial accounting information for merchandising and service entities for sole proprietorships, partnerships, and corporations.
2. A BBA student will successfully conduct market research, market analysis and develop marketing strategies and plans for a variety of products and services in different industries. They will apply critical thinking and decision-making skills in the analysis of the principle marketing functions.
3. A BBA student will successfully conduct business research; develop business strategies and plans for a variety of organizations, product and services in different industries. They will apply critical thinking and decision-making skills in the analysis of principle management functions.
4. A student in the BBA program will successfully formulate financial statements and reports that are effective decision-making tools for organizational stakeholders.
5. Students in BBA programs will be able to apply the basics of supply and demand; elasticity; foundations of consumer demand; consumer and producer surplus, tax incidence, theory of the business firm and costs of production; and the various market structures to satisfy the microeconomics competency requirement. Students will understand the terminology of macroeconomics, macroeconomic goals of full employment; stable prices and economic growth; macroeconomic problems of unemployment and inflation; long-run and short-run economic models; market for loanable funds; money and banking the role of the Federal Reserve System; and fiscal and monetary policy to satisfy the macroeconomic competency requirement.
6. The student will successfully identify an organization's essential business information technologies and understand the systems and processes commonly used to conduct business functions. They will be able to perform business management documentation development using personal computer-based programs and related technologies.
7. The student will successfully identify an organization's essential business information technologies and understand the systems and processes commonly used to conduct business functions. They will be able to perform business management documentation development using personal computer-based programs and related technologies.

8. Students will understand fundamental statistical methods and be able to successfully apply them in professional business environments that require data collection, analysis, interpretation and presentation. Students will be able to successfully use computer programs that aid in statistical calculation and analysis.

Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
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1. Major Field Test	50 th percentile for students.
3. Marketing 211 Exam	Average student score of 75%
4. Management 211 Exam	Average student score of 75%
6. Legal 210 Exam	Average student score of 75%
7. Quantitative Literacy Exam- MFT Supplement	Average student score of 50%
8. Economics Exam- MFT Supplement	Average student score of 50%

Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
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1. MSB Faculty Survey	Faculty rate the student overall proficiency with the competencies associated with the curriculum at 75%
2. MSB Student Survey	Students rate their overall proficiency with the competencies associated with the curriculum at 75%

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was the goal for a 75% pass rate on the practice set that assessed “Intended Student Learning Outcomes for BBA #1.	
	Met	Not Met
1. Major Field Test- Average 150, 35 th percentile for students, 40 th percentile for institutions	X	X
2. Accounting 201 Exam- Average student score- 70% ACCT201 Standardized Final Exam	X	X

3. Marketing 211 Exam- Average student score- 72%		X
4. Management 211 Exam- Average student score- 73%		X
5. Legal 210 Exam- Average student score-75%	X	
6. Quantitative Literacy Exam- MFT Supplement- Average student score- 27%		X
7. Economics Exam- MFT Supplement- Average student score- 27%		X
Summary of Results from Implementing Indirect Measures of Student Learning: will be available for 2010-11	Performance Target Was...	
	Met	Not Met
1. Faculty rate the overall proficiency with the competencies associated with the curriculum at 85%.	X	
2. Students rate their overall proficiency with the competencies associated with the curriculum at 68%.		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1) even though the performance target was met, the Accounting Division believed that the 94% pass rate was inflated due to a possible compromise on the practice set solutions. Additionally, the division believed that the practice set was a bit outdated and did not do enough to assess the decision-making aspect of the learning outcome. The division worked on changing the practice set to better reflect this aspect and implemented the revised version in Fall 2010.</i>		
2. <i>(Course of Action 2) Action plan for ACCT201, MKTG211 and MGMT211: Two major areas of concern related to the test scores are: Performance by the business major and accuracy of the test questions. The school is satisfied that the text used addresses all of the course learning outcomes. To address the test score results that are below goal, the data collected in 2010-11 will be separated into test scores from BBA degree seeking students and those who are from other degree programs: Health Care, IT, etc. The scores will also be reported by sections of the test that align to major learning outcomes - and by degree program/major. This data will be analyzed and reported on in the next annual report. This data will be collected for all sections in all delivery modalities.</i>		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		

Student Learning Information for <i>Master of Business Program</i>	
Mission of the (<i>Academic Business Unit</i>):	<i>The Donald W. Maine School of Business is a quality business school providing innovative undergraduate and graduate career programs that appeal to an international audience. The School excels in engaging students in applications-based learning, enriched by faculty scholarship and professional business expertise along with service to the University's communities.</i>
Intended Student Learning Outcomes for <i>Master of Business Program</i> :	
1. The MBA graduate will complete a situational analysis in order to develop and present strategies and tactics that enhance an organization's strategic position.	
2. The MBA graduate will make ethical, legal, and socially responsible decisions in global environment to address comprehensive managerial problems.	
3. The MBA graduate will demonstrate the interpersonal and oral communication skills necessary for effective teamwork and clear and succinct communication with diverse audiences in order to work toward achieving organizational goals.	
4. The MBA graduate will demonstrate collaborative leadership capabilities necessary to successfully manage, influence and lead in a global environment.	
5. The MBA graduate will apply appropriate quantitative and qualitative inquiry methods to identify and solve organizational strategic problems and explore business opportunities.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Capstone Project/Rubric	Average student score- 85%
2. Internship Evaluation	Average student score- 85%
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Faculty Survey	Faculty rate the student overall proficiency with the competencies associated with the curriculum at 75%
2. Graduate Alumni Survey- Job Placement Rate	Job placement rate will be 95% or higher

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Capstone Project/Rubric- Average student rating of 92%.	X	
2. Internship Evaluation- Average student rating of 86%.	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Faculty Survey- Faculty rate the overall student proficiency with the competencies associated with the curriculum at 79%.	X	
2. Graduate Alumni Survey- Job Placement Rate- 94%		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1) This is a reflection of the economy. We are emphasizing entrepreneurship to create more opportunities for our students.</i>		
2. <i>(Course of Action 2)</i>		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		