

I - Institutional Information

QA Report

Status: Completed | Due Date: 8/31/2017

Assigned To

Larry Stapleton

Institution Response

O 4. List all accredited programs (as they appear in your catalog).

Bachelor of Science - Accounting,

Bachelor of Science - Business Management,

Bachelor of Science - Digital Media Marketing,

Bachelor of Science - Entrepreneurship,

Bachelor of Science - Information Systems,

Bachelor of Science - International Business,

Master of Business Administration.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

All programs offered in the Tabor School of Business at Millikin University are accredited by ACBSP

O 6. List all campuses where a student can earn a business degree from your institution.

Millikin University, 1184 West Main Street, Decatur, IL 62522

O 7 Person completing report:

Person completing report

Name: **Dr Najiba Benabess**

Phone: (217) 424-6285

E-mail address: nbenabess@millikin.edu

ACBSP Champion name: **Dr Najiba Benabess**

ACBSP Co-Champion name: **Dr Larry Stapleton**

Sources

There are no sources.

II - Status Report on Conditions and Notes

QA Report

Status: Completed | Due Date: 8/31/2017

Assigned To

Larry Stapleton

Institution Response

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

Remove Notes:

Note on Criterion 2.1: As TSB has a plan to develop a comprehensive formal written strategic plan for the next five years, please demonstrate how faculty and staff members and other constituents participate and/or have a voice in the strategic planning process to identify the TSB key strategic objectives and the timetable for the current planning period.

TSB has documented the previously defined informal process into a formal written process that takes into consideration the voices of faculty, staff, alumni, local business and other stakeholders. The documented process is found in the Evidence File.

TSB has defined a set of strategic objectives for the timeline of 2015 to 2020. The strategic objectives, the measures and the progress for each objective can be found in the evidence file.

[Standard 2 - Key Strategic Goals 2015-2020](#)

[Tabor Strategic Initiatives - Fall 2015 revised 082115](#)

[Standard 2- Strategic Objectives Measures Progress](#)

[OP - 04 Strategic Plan](#)

Note on Criterion 2.2: The business unit should communicate its various action plans and their success outcomes to its key stakeholders, such as the faculty group, the employers of its students, and business unit's alumni. Effectively integrating all stakeholders involved will allow a common understanding of the issues at stake and may provide input of effective strategies to meet action goals.

TSB has included a means by which to communicate our actions, plans and outcomes to multiple stakeholders by the development of an Assessment webpage which is include in the TSB website. This website should include the ACBSP QA reports, meeting minutes, strategic plans and the perspectives noted by TSB constituents.

The communication approach is documented in the Strategic Planning process, found in the Evidence File.

[OP - 04 Strategic Plan](#)

Note on Criterion 3.8: Although TSB solicits feedback from its stakeholders, this is an informal process. TSB should develop a formal, systematic review process for purposes of identifying key opportunities which ultimately may help the business unit in continually addressing the current needs of its key stakeholders.

TSB has developed a formal process identified in Operational Procedure ,OP-5. This procedure identifies the source of the data, type of data, method of collection, frequency of collection, and responsibility for collecting and analyzing the data.

[OP - 05 Student and Stakeholder Focus](#)

Note on Criterion 5.1: TSB should have a Human Resource Plan that supports its Strategic Plan by linking HR goals and objectives with strategic goals.

TSB has developed an Human Resource Plan that links the HR goals and objectives to the TSB Strategic Plan goals.

[HR Plan \(2017-2020\)](#)

TSB has identified its anticipated short term and long term staffing needs for each major. The actions are noted in the HR Staffing Needs (2017-2020)

[HR Staffing Needs \(2017-2020\)](#)

Note 5.3:

The evaluators identified one faculty member who was identified as AQ. She was determined, by the evaluators, to be PQ as a result of receiving a doctorate degree not from a non-business department, Mass Communication and insufficient credit hours in the business area. Since the notification of this discrepancy this faculty member has achieved a graduate level degree in Marketing which required the necessary course hours to satisfy the requirements for Academic Qualification.

The TSB Strategic Human Resources Plan notes the need to review the impact of all hiring decisions on the ACBSP percentages for AQ and PQ. The hiring process for Adjunct faculty notes the need to review AQ/PQ percentages prior to hiring. (see OP - 02 Hiring Adjunct, Para 2.2.3.3)

A policy has been established to ensure that all full and part time faculty are required to provide the required transcripts prior assuming their teaching responsibilities. The documents are stored with the Administrative Assistant for the Provost. This procedure is documented in the procedure titled Hiring Full time Faculty and Hiring Adjunct Faculty. (see OP - 02 Hiring Adjunct, Para 2.2.3.4). The single transcript which was not available was for a faculty member who had been with the university for 34 years. She has since retired.

[OP - 02 Hiring Adjunct](#)

Note on Criterion 5.6: TSB must have a formal system of faculty evaluation for both full and part time faculty members to provide for continuous improvement of instruction. TSB should demonstrate a formal process for monitoring and evaluating your faculty's teaching, student advising and counseling, and your full and part time faculty's scholarly, professional and service activities.

A policy has been developed to evaluate part-time adjunct faculty. The procedure is attached as evidence (OP-03 Adjunct Evaluation). An Adjunct Handbook has been developed and is communicated each semester to new adjuncts in an Adjunct Workshop. The handbook and a workshop agenda has been attached as evidence. This documentation should satisfy the note provided at the 2015 re-accreditation review. The evaluation for full time faculty was accepted by the evaluators as being acceptable.

[OP - 03 Adjunct Evaluation](#)

[Adjunct Faculty Handbook \(2015-2016\)](#)

[Agenda Adjunct Workshop](#)

Note on Criterion 6.1.7: TSB should provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.

TSB has identified performance measures which systematically track and are to be regularly evaluated to determine organizational success within educational programs.

[Table 6.1 - Organizational Performance Results](#)

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Condition on Standard 4: TSB must present in tables or graphs three successive sets of periodic assessment results, compare the results, analyze the results, and use it to improve its educational processes and student learning. The improvements should be linked to specific outcomes.

TSB has developed the requisite tables and charts covering the time period from Fall 14 through Fall 16 for 4 areas measuring the student learning and educational processes. The table identifies the metric, the means of measurement, the analysis and actions to be taken.

[Table 4.2 Revised 8 2017](#)

Do Not Remove Note or Condition:

TSB has provided documentation to support removal of the Condition and Notes cited from the previous evaluation.

Sources

Millikin University Self Study 1/8/2018

- Adjunct Faculty Handbook (2015-2016)
- Agenda Adjunct Workshop
- HR Plan (2017-2020)
- HR Staffing Needs (2017-2020)
- OP - 02 Hiring Adjunct
- OP - 03 Adjunct Evaluation
- OP - 04 Strategic Plan
- OP - 05 Student and Stakeholder Focus
- Standard 2 - Key Strategic Goals 2015-2020
- Standard 2- Strategic Objectives Measures Progress
- Table 4.2 Revised 8 2017
- Table 6.1 - Organizational Performance Results
- Tabor Strategic Initiatives - Fall 2015 revised 082115

III - Public Information

QA Report

Status: Completed | **Due Date:** 8/31/2017

Assigned To

Najiba Benabess

Institution Response

The Tabor School of Business provides Annual Assessment of students Learning for both the undergraduate and the graduate program in our school's website:

[Assessment reports](#)

Sources

There are no sources.

1 - Standard 1 Leadership

QA Report

Status: Completed | Due Date: 8/31/2017

Assigned To
Larry Stapleton

Institution Response

Organization

List any organizational or administrative personnel changes within the business unit since your last report.

The Tabor School of Business organizational structure was revised during the 2014-2015 academic year. The new structure included a Dean, a Director for Undergraduate Experience, Director for the Center for Entrepreneurship, Director -MBA, Divisional Chair - Accounting, Economics, Finance and Business Management and Divisional Chair - Digital Marketing Media, Information Systems and International Business.

R.J. Podeschi - the Director for Undergraduate Experience.

Julie Shields - Director for Center for Entrepreneurship starting Fall 2014.

Dr. Anthony Liberatore - Director -MBA

Dr. Cheryl Chamblin - Divisional Chair - Accounting, Economics, Finance and Business Management starting Fall 2014 to Spring 2015.

Dr. Carrie Trimble - Divisional Chair - Digital Marketing Media, Information Systems and International Business starting Fall 2014.

Dr. J.Mark Munoz served as Interim Dean starting Fall 2015 to Spring 2016.

Dr. Najiba Benabess began serving as the Dean during Fall 2016.

Dr. Larry Stapleton began serving as the Divisional Chair - Accounting, Economics, Finance and Business Management starting Spring 2015.

List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

No new sites have been created since the last report

Sources

There are no sources.

2 - Standard 2 Strategic Planning

QA Report

Status: Completed | Due Date: 8/31/2017

Assigned To

Najiba Benabess

Institution Response

Key Strategic Goals/Objectives and Major Changes- 2015-2020

[Standard 2 - Key Strategic Goals 2015-2020](#)

[Tabor Strategic Initiatives - Fall 2015 revised 082115](#)

Strategic Objectives, Key Measures and Progress Toward Achievement

Standard 2- Strategic Objectives Measures Progress

[Standard 2- Strategic Objectives Measures Progress](#)

Strategic Planning Process Change Summary

The Strategic Planning Process has been documented by a formal written process. The addition of a Dean's Business Council to the previous process is intended to expand the scope of strategic planning to include perspectives of all constituents. The formal procedure is found in the evidence file.

[OP - 04 Strategic Plan](#)

Sources

- OP - 04 Strategic Plan
- Standard 2 - Key Strategic Goals 2015-2020
- Standard 2- Strategic Objectives Measures Progress
- Tabor Strategic Initiatives - Fall 2015 revised 082115

3 - Standard 3 Student and Stakeholder Focus

QA Report

Status: Completed | Due Date: 8/31/2017

Assigned To

R.J. Podeschi

Institution Response

Over the past two years, the Tabor School has been working to formalize its Student and Stakeholder satisfaction through a variety of methods. To that end, a more formal structure has been put in place for evaluating internships, graduation success rates are being reported, and course evaluation data is being made available.

[OP - 05 Student and Stakeholder Focus](#)

[Criterion3PerformanceMetrics](#)

Previous to 2015, site supervisor data was collected from student internships, but the data was paper-based and was not aggregated or analyzed. Beginning in the spring 2016, site supervisor evaluations were converted to online surveys. For the spring 2016 and summer 2016, [quantitative and qualitative summary data](#) have been provided as evidence. Generally speaking, site supervisors rating Tabor students highly in their abilities with the highest means in strong work ethic, displaying initiative, and ability to adapt to change. Based on comments from site supervisors, students need more on-the-job experience and need to improve both their writing and oral communication skills. Work has taken place with Written Business Communication faculty to better address these concerns. 2017-2018 site supervisor evaluations will be review to see if improvement is made in this area. When asked what Tabor could be doing to better prepare interns, site supervisors were pleased with the preparation overall and saw the benefit of providing real-world problems and hands-on projects in the classroom. Site supervisors commented that students need to set better expectations of what to expect after graduation.

Graduate Destination Reports for the past three years are provided as evidence, supplied by the University Career Center on graduate success rates. The survey represents responses to graduates related to their employment status and salary within 6 months of graduation. Over the past three years, the number of Tabor graduates working full-time or have sought continuing education has increased from 94% to 98.5% as indicated in the [2013-2014](#), [2014-2015](#), and [2015-2016](#) Graduate Destination Reports. Professional success rates are being used as a proxy for student satisfaction as graduates who are employed full-time or are continuing their education are likely receiving a return on their investment in a Millikin education.

All students enrolled in a course are invited to complete a course evaluation during the last two weeks of the semester. Summary data has been provided for the [fall 2014](#), [spring 2015](#), [fall 2015](#), and [spring 2016](#) semesters. Course evaluations are optional and typically garner between a 30% and 40% response rate across all business courses. Tabor's faculty strengths lie in having command of the subject matter and enthusiasm for the course. Lower ratings include a strong connection between grades and learning. [Criterion3PerformanceMetrics](#) indicate that Tabor falls below the University means with relationship to instructor and course satisfaction. A university-wide effort is underway in 2017-2018 to increase the sample size. Currently, response rates are between 30% and 40%, on average. An increased sample size could yield a more representative sample of satisfaction levels.

The university periodically participates in the National Survey of Student Engagement. However, this data is not collected annually and does not necessarily reflect specific levels of engagement germane to the business school. Because the business school cannot guarantee that this survey instrument is administered on an annual basis, a specific survey instrument for business students is being developed with the goal of being administered in the fall 2017.

The [Tabor School Advisory Council](#) is a student organization focused on developing student engagement within the

Tabor School. Students are nominated by faculty, appointed by the Dean, and are used as a sounding board for curricular issues and invited to interview faculty candidates.

As the Dean's Business Council is launching in fall 2017, it does not necessarily represent the entire alumni population. At this time, there is not a survey instrument to gauge business school alumni, specifically, satisfaction on an annual basis. In prior years, focus groups have been conducted with both employers and alums to gauge satisfaction. It has been determined that an online survey to assess alumni satisfaction levels for Tabor school alumni would be more appropriate. This is currently being developed and is planned to be administered in the fall 2017.

Sources

- 2014.2015_first_destination_report.web_
- Criterion3PerformanceMetrics
- Graduate First Destination Report.2015.2016
- graduate_first_destination_report2013-2014
- Internship Report 2016
- OP - 05 Student and Stakeholder Focus
- TaborSchoolSummaryFall2015
- TaborSchoolSummarySIRsFall2014
- TaborSchoolSummarySpring2015
- TaborSchoolSummarySpring2016
- TSAC AGENDA

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

QA Report

Status: Completed | Due Date: 8/31/2017

Assigned To
Alan Duesterhaus

Institution Response

A. Program Outcomes

Undergraduate Core Learning Goals:

- 1) Applying business concepts to practical situations through such things as internships, projects, consulting, and competitions.
- 2) Demonstrating written and verbal communication appropriate for business professionals.
- 3) Gaining a global business perspective through experiencing diverse cultures.
- 4) Developing the ability to build and work effectively in diverse teams.
- 5) Effectively apply quantitative reasoning to solve business problems.

MBA Learning Goals:

- 1) Gain an understanding of the changing global business and economic system.
- 2) Consider and clarify their ethical responsibilities as a business leader.
- 3) Gain a solid understanding of basic business disciplines.
- 4) Demonstrate the ability to apply business theory and concepts to practical business situations. Students should be able to see the integration of business disciplines and knowledge and be able to diagnose and prescribe.
- 5) Demonstrate the ability to communicate facts and ideas in written and verbal formats using professional presentation skills.
- 6) Successfully work in a team environment and demonstrate planning and organizing skills.

Learning Goals for Digital Media Marketing Majors:

- 1) Students will be able to design, implement and analyze a digital media marketing campaign.
- 2) Students will be able to measure the impact of digital media marketing efforts.
- 3) Students will understand the strategic implication of digital media marketing efforts and recommend alterations to fit designated objectives.
- 4) Students will build a portfolio of practical experience in the field.
- 5) Students will understand how marketing and the marketing mix variable interrelate to the other functional areas.

Learning Goals for the Information Systems Major:

- 1) Apply basic programming skills to solve simple business problems.
- 2) Use the System Life Cycle to develop a system design through the of use case modeling and system modeling.
- 3) Understand the basic concepts of an information technology infrastructure to deliver services through hardware, software, and networks.
- 4) Students will organize and write user documentation, system documentation and IS reports in a language and style appropriate to the profession.

Learning Goals for the International Business Major:

- 1) Students will be able to explain how international factors affect domestic concerns of the host country.
- 2) Students will be able to explain the role of institutions the global marketplace.
- 3) Students will be able to explain the key business issues related to multinational operations.
- 4) Students will be able to conduct both formal and informal interactions with members of the host country in a professional manner.
- 5) Students will demonstrate awareness of and respect for host culture and an understanding of its history.
- 6) Students will apply their knowledge of the relationships between business functions of multinational organizations through an international consulting project.

Learning Goals for the Accounting Major:

- 1) Knowledge Acquisition: Accounting graduates will develop competency in the functional areas of accounting.
- 2) Research Skills: Accounting graduates will develop the ability to utilize financial and other authoritative databases.
- 3) Written Communication Skills: Accounting graduates will develop the ability to effectively present findings, in written format at a professional level.
- 4) Oral Communication Skills: Accounting graduates will develop the ability to effectively present findings, in an oral format at a professional level.
- 5) Ethics and Professional Responsibility: Accounting graduates will develop the ability to recognize and respond to professional, ethical and regulatory issues in accounting.

Learning Goals for the Management Major:

- 1) Learn how to develop and document business processes.
- 2) Learn how to use Six Sigma techniques to improve processes.
- 3) Learn supply chain and logistics management.
- 4) Learn managerial skills of how to train and communicate process changes.
- 5) Learn how to plan using the Project management framework.
- 6) Learn managerial skills of how to acquire, motivate and retain talent.

Learning Goals for the Entrepreneurship Major:

- 1) Students will learn to utilize frameworks of innovation to recognize and identify the needs, problems, and demands of a market.
- 2) Students will learn to analyze environmental, political, economic, legal, and ethical risks and rewards of ownership.
- 3) Students will learn to identify the financial, human, and physical resources they need, where to obtain them, and how to best utilize them.
- 4) Students will learn to create, lead, and own business ventures.

B. Performance Results

[Assessment procedures](#) have been clarified and streamlined. This should result in more complete and useful data being reported.

[Performance results table](#)

Sources

- Assessment Procedures 2017-02-15 - Google Docs
- Table 4.2 Revised 8 2017

5 - Standard 5 Faculty and Staff Focus

QA Report

Status: Completed | Due Date: 8/31/2017

Assigned To

Larry Stapleton

Institution Response

Faculty and Staff Focus

The faculty focus for the Tabor School of Business relates to auditor comments made during our the most recent re-accreditation. The areas of focus include AQ/PQ qualified faculty teaching undergraduate courses, AQ qualified faculty teaching graduate level courses and providing evaluations to adjunct faculty. The results and actions during the 2014- 2015 and 2015 - 2016 academic years can be found in Table 5.1.

[Table 5.1 AQPQ](#)

Faculty Qualifications

There were three new Full-Time Faculty to join the Tabor School of Business since our re-accreditation report. The names and qualifications are found in Table 5.2A.

[Criterion 5 Table 5.2A New Full Time faculty](#)

There were twenty new Part Time Faculty to join the Tabor School of Business since our re-accreditation report. The names and qualifications are found in Table 5.2B.

[Criterion 5 Table 5.2B New Part Time faculty](#)

Scholarly and Professional activities

The scholarly activities of the new Full-Time faculty are found in Table 5.3A.

[Table 5.3A - New Full-Time Faculty -Scholarly and Professional Activities](#)

The scholarly activity of the new Part-Time Faculty are found in Table 5.3B.

[Table 5.3B - New Part-Time Faculty -Scholarly and Professional Activities](#)

Sources

- Criterion 5 Table 5.2A New Full Time faculty
- Criterion 5 Table 5.2B New Part Time faculty
- Table 5.1 AQPQ
- Table 5.3A - New Full-Time Faculty -Scholarly and Professional Activities
- Table 5.3B - New Part-Time Faculty -Scholarly and Professional Activities

6 - Standard 6 Educational and Business Process Management

QA Report

Status: Completed | Due Date: 8/31/2017

Assigned To

Larry Stapleton

Institution Response

A. Curriculum

Existing accredited degree programs/curricula that have been substantially revised since your last report.

The International Business major has changed its required courses.

The core classes (relevant to CPC) remain the same as all other ACBSP accredited degree programs. The curricula changes are in the program specific courses.

The CPC coverage for all Tabor programs can be found in Table 6.2 – Undergraduate CPC.

The Masters in Business Administration has added a new accelerated degree offering.

The new accelerated MBA (Fast Track) began in the 2015-2016 academic year.

The accelerated MBA is completed in 12 months versus 17 months.

The Fast Track MBA satisfies the CPC requirements in the same manner as the ACBSP accredited Executive MBA.

The determination of the number of appropriate hours of graduate level work in business coverage beyond the basic CPC topics remains the same as the accredited Executive MBA.

The difference between the Executive MBA and the Fast Track MBA is the typical level of industry experience and the courses taken beyond the MBA core classes. (See MBA Catalog Description).

The Fast Track MBA is targeted to the recent college graduate.

The Fast Track courses, beyond the MBA core, focus on functional skills whereas the Executive MBA focus on leadership and management.

List any new degree programs that have been developed and, for each new program since your last report,.

No new degree programs have been developed since the 2015 Re-accreditation report.

B. List any accredited programs that have been terminated since your last report.

The Finance major was suspended as of the 2015-2016 academic year.

The suspension was due to low enrollment.

C. **Table 6.1 provides provides the data which the Tabor School of Business deems important in evaluation.**

[Table 6.1 - Organizational Performance Results](#)

Sources

- Table 6.1 - Organizational Performance Results
- Table 6.2 - Undergraduate CPC

Evidence

Standard 2 – Strategic Goals and Objectives 2015-2020

Key Strategic Goals/ Objectives	Major Changes
#1: Strengthen assessment and accreditation (HLC & ACBSP)	Goals have been expanded during the 2015 TSB retreat. The specific goal changes can be reviewed in the evidence file. The document is titled <i>Tabor School of Business Retreat Outcomes – August 2015.</i>
#2: Position Tabor as the leader in Business Performance Learning™	Goals have been expanded during the 2015 TSB retreat. The specific goal changes can be reviewed in the evidence file. The document is titled <i>Tabor School of Business Retreat Outcomes – August 2015.</i>
#3: Increase engagement with external stakeholders	Goals have been expanded during the 2015 TSB retreat. The specific goal changes can be reviewed in the evidence file. The document is titled <i>Tabor School of Business Retreat Outcomes – August 2015.</i>
#4: Ensure sustainable growth in enrollment	Goals have been expanded during the 2015 TSB retreat. The specific goal changes can be reviewed in the evidence file. The document is titled <i>Tabor School of Business Retreat Outcomes – August 2015.</i>
#5: Attract and develop teachers who use a practice- and play-based approach to Business Performance Learning™	Goals have been expanded during the 2015 TSB retreat. The specific goal changes can be reviewed in the evidence file. The document is titled <i>Tabor School of Business Retreat Outcomes – August 2015.</i>

Tabor School of Business Retreat Outcomes August 2015

Tabor Mission Statement:

Tabor is the leader in Business Performance Learning™.

a. Tabor team:

- i. transforms aspiring individuals into business professionals
- ii. provides the skills, tools, and practice necessary to create value
- iii. partners with key stakeholders
- iv. develops an entrepreneurial mindset

b. Tabor students:

- i. participate, perform, and compete
- ii. tailor their education according to their strengths and passions
- iii. take ownership of their personal and professional goals
- iv. are competitive in the job market
- v. embrace continuing professional development

c. Tabor values:

- i. accountability
- ii. a sense of humor
- iii. professionalism
- iv. nimbleness
- v. inclusivity
- vi. integrity
- vii. mastery
- viii. positivity
- ix. authenticity
- x. creativity
- xi. respect

Tabor School of Business Retreat Outcomes

August 2015

Tabor Strategic Priorities:

#1: Strengthen assessment and accreditation (HLC & ACBSP)

Goals:

- a. Establish and review performance metrics and rubrics for courses and program
- b. Establish performance metrics for the business unit
Note: Extend assessment to student outcomes after graduation (skills learned, job placement, continuing education, etc.)
- c. Evaluate and implement assessment management, dashboard, and reporting software
- d. Develop standardized processes to collect and analyze data for courses & programs
 - i. Formalize process for collecting feedback from stakeholders
 - ii. Train faculty and staff to ensure timeliness of completion
- e. Develop standardized processes to collect and analyze data for the business unit
 - i. Formalize process for collecting feedback from stakeholders
 - ii. Train faculty and staff to ensure timeliness of completion
- f. Close the loop - continually evaluate performance metrics and rubrics for courses and programs, analyze data, and respond appropriately
- g. Close the loop - continually evaluate performance metrics and rubrics for and business unit, analyze data, and respond appropriately

#2: Position Tabor as the leader in Business Performance Learning™

Goals:

1. Increase visibility of Tabor as 1st choice for business education
2. Create a branding plan
 - i. Acquire registered trademark for Business Performance Learning
Note: Investigate how Babson trademarked "Entrepreneurial Thought in Action"
3. Take a lead on B.P.L. best practices and examples
 - i. Textbook, ongoing case studies
 - ii. Extend Entrepreneurial Leadership by hosting conferences, journal publications to spread the word
 - iii. Encourage scholarship in performance learning
 - iv. Online journal for Business Performance Learning™ (Peer Reviewed and designed for long-term growth)
4. 100% of Tabor students engage in performance learning off campus (attend competitions, engage in consulting, etc.)
5. Benchmark and strengthen Business Performance Learning™ activities in Tabor

Tabor School of Business Retreat Outcomes

August 2015

#3: Increase engagement with external stakeholders

Goals:

1. Build alumni networks
2. Build local and regional business networks
3. Build national and global business networks
4. Establish practices to get feedback from external stakeholders for Tabor and each program

Initial ideas of ways to build networks

1. Get Tabor faculty and staff to connect and maintain additional network of external contacts including external of Decatur
2. List of contacts of all businesses in central Illinois and beyond
3. Invite alumni, local executives, entrepreneurs, into the classrooms
4. Identify connected individuals, leverage connections on LinkedIn
5. Intentionally create network of alumni (executives) for internships and job shadowing.

#4: Ensure sustainable growth in enrollment

Goals:

1. Assess and refine Tabor's activities in the existing recruitment processes
2. In collaboration with marketing & admissions, increase visibility and footprint of recruitment territories
3. In collaboration with marketing & admissions, plan how to move in and capture new international markets
4. Review programs and explore growth opportunities through benchmarking competition and market assessment
5. Increase enrollment in those seeking Tabor certificates
6. Sustain and grow Fast-Track and Executive MBA programs to 24 students each
7. Expand business learning through distance education
8. Increase Tabor retention rates
 - a. Research & analyze current retention processes
 - b. Make recommendations for goals
 - c. Develop new/refine current retention processes
 - d. Implement new/refined processes

Notes: Develop sense of community around Tabor; develop advising strengths/competencies
9. Develop plan to increase offerings of customized training/development to external organizations (e.g. ADM Microsoft Excel)

Tabor School of Business Retreat Outcomes August 2015

#5: Attract and develop teachers who use a practice- and play-based approach to Business Performance Learning™

Goals:

1. Clarify and understand the attributes necessary for delivering top quality Business Performance Learning™ instruction
2. Revise Unit Plan to include Business Performance Learning™ through practice and play
3. Provide opportunities for faculty to learn the skills of teaching through practice and play
4. Recognize and celebrate teachers who use practice and play
5. Develop performance metrics to evaluate progress

Standard 2 – Strategic Objectives, Measures and Progress – 2015 - 2020

Strategic Objectives	Key Measures	Progress Toward Achievement
#1: Strengthen assessment and accreditation (HLC & ACBSP)	<ul style="list-style-type: none"> a. Establish and review performance metrics and rubrics for courses and program b. Develop standardized processes to collect and analyze data for courses & programs 	<ul style="list-style-type: none"> a. Rubrics have been developed for all undergraduate core and program courses. b. A written process has been developed for the timeline and responsibility of gathering data.
#2: Position Tabor as the leader in Business Performance Learning™	100% of Tabor students engage in performance learning(attend competitions, engage in consulting, etc.)	Every program has at least one required course that includes an off -campus performance learning activity. There is a continuing effort to expand the performance learning activity to more courses.
#3: Increase engagement with external stakeholders	<ul style="list-style-type: none"> a. Build alumni networks b. Build local and regional business networks c. Build national and global business networks d. Establish practices to get feedback from external stakeholders for Tabor and each program 	<ul style="list-style-type: none"> a. TSB has instituted a Deans Business Council which includes 16 alumni and business leaders. TSB continues to use a Homecoming event as a means of outreach to alumni. b. Tabor has instituted a Deans Business Council to build relationships and gather input from local and regional businesses c. Actions still under review d. A formal written process has been developed to gather feedback from stakeholders. Effective implementation of the process is on-going.

Standard 2 – Strategic Objectives, Measures and Progress – 2015 - 2020

<p>#4: Ensure sustainable growth in enrollment</p>	<ul style="list-style-type: none"> a. Assess and refine Tabor’s activities in the existing recruitment processes b. Sustain and grow Fast-Track and Executive MBA programs to 24 students each c. In collaboration with marketing & admissions, plan how to move in and capture new international markets 	<ul style="list-style-type: none"> a. TSB is exploring the use of a dedicated recruitment person who reports directly to the Dean. b. The Fast Track program is in its second year and exploring options on increasing enrollment. c. In discussions with Center for International Education.
<p>#5: Attract and develop teachers who use a practice- and play-based approach to Business Performance Learning™</p>	<ul style="list-style-type: none"> a. Provide opportunities for faculty to learn the skills of teaching through practice and play b. Develop performance metrics to evaluate progress 	<p>Actions are still under review</p> <p>Actions are still under review</p>

Tabor School of Business

QUALITY SYSTEM Operational Procedure	PROCEDURE NUMBER: OP-04
	PAGE: 1 of 3
	REVISION: DATE: 8/9/2016
	Review Date:
TITLE Strategic Planning	

1. Purpose: Description of the actions and documentation utilized in the development, measurement, review and implementation of the Strategic Plan for the Tabor School of Business.

2. Responsibilities and Procedures

2.1. Development of the TSB Strategic Plan

- 2.1.1. The development of the TSB strategic plan consists of inputs from faculty, staff, alumni, industry and other stakeholders.
- 2.1.2. The documentation of the TSB Strategic Plan should suffice the requirements found in Standard 2 of ACBSP.
- 2.1.3. The TSB Strategic plan, constituents' inputs and reviews will at a minimum be distributed on the Assessment webpage of the TSB website.

2.2. Reviewing of TSB Strategic Plan Progress

- 2.2.1. The TSB Strategic Plan will be reviewed on an annual basis will all constituents.
- 2.2.2. Written statements on the progress of the achievement of strategic objectives will be developed along with proposed changes and actions.
 - 2.2.2.1. The written statements will be posted on the Assessment page of the TSB website.
 - 2.2.2.2. The written statements will be completed by the end of the Fall semester following the evaluation year.

2.3. Gathering data from Constituents

2.3.1. Faculty and Staff

- 2.3.1.1. The TSB faculty and staff will convene a retreat prior to the Fall semester where the strategic objectives will be an agenda item.
- 2.3.1.2. The faculty will provide input on their perspective of the progress for each objective.
- 2.3.1.3. The faculty will provide input on the need to add, modify, clarify or eliminate an objective.
- 2.3.1.4. The Dean will share inputs from the Business Council, the Student Advisory Council and other comments by other stakeholders regarding the strategic objectives.

Prepared by: Larry Stapleton	Approval: Najiba Benabess
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Tabor School of Business

QUALITY SYSTEM Operational Procedure	PROCEDURE NUMBER: OP-04
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TITLE Strategic Planning	

2.3.1.5. The minutes from the meeting will be taken by the Administrative Assistant to the Dean.

2.3.1.5.1. The minutes will be distributed to the faculty, staff, and Dean's Business Council before the next scheduled meeting.

2.3.1.5.2. The minutes will be placed on the Assessment webpage on the TSB website.

2.3.2. Students

2.3.2.1. TSB has a Student Advisory Board which meets once a month to learn about student perspectives.

2.3.2.2. The Student Advisory Board consists of representatives from the Freshman, Sophomore, Junior and Senior classes.

2.3.2.3. The Student Advisory Board reaches out to faculty to recommend new members in the Spring semester to replace outgoing members.

2.3.2.4. The minutes of the Student Advisory Board meetings with the Dean are posted on the Assessment webpage on the TSB website by the Administrative Assistant to the Dean.

2.3.2.5. Students can communicate their perspectives on TSB strategic plan or current events via social media; Facebook, Twitter, and Instagram

2.3.3. Alumni and Community members

2.3.3.1. TSB has a Dean's Business Council which consists of leaders, who have an interest in TSB and are devoted to excellence in higher education of business students.

2.3.3.2. The Dean's Business Council has a membership of 16 persons from a diversified business backgrounds.

2.3.3.3. The Council members are chosen by the Dean, in consultation with the Vice President of Development and Alumni, and the Provost.

2.3.3.4. Council members are appointed to a three-year term with the potential to be reappointed.

2.3.3.5. The Dean's Business Council will be held twice a year, during the Fall and Spring semesters beginning Fall 2017.

2.3.3.6. The meets will provide the Dean insight on the following:

2.3.3.6.1. Advising the School, through the Dean, on issues that impact mission and strategy

Prepared by: Larry Stapleton

Approval: Najiba Benabess

Tabor School of Business

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- 2.3.3.6.2. Serving as a sounding council on planning issues, new programs, and activities
- 2.3.3.6.3. Identifying opportunities for students to interact with business, both public and nonprofit organizations, through internships, mentoring, and performance learning.
- 2.3.3.6.4. Serving as an advocate for the school’s interest with the external community and building important ties and connections between the Tabor School of Business and the community
- 2.3.3.6.5. Bringing business executives into the classrooms and other close contact with students and faculty in both formal and informal settings.
- 2.3.3.7. An agenda and supporting documents will be sent to the Council members at least one month in advance of the meeting.
- 2.3.3.8. The minutes of each meeting will be taken by the Administrative Assistant to the Dean.
 - 2.3.3.8.1. The Dean will review before distribution of the minutes to the members.
 - 2.3.3.8.2. The minutes will be posted to the Assessment webpage on the TSB website.

3. Work Instructions:

Prepared by: Larry Stapleton	Approval: Najiba Benabess
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Tabor School of Business

QUALITY SYSTEM Operational Procedure	PROCEDURE NUMBER: OP-05
	PAGE: 1 of 2
	REVISION: DATE: 820/2017
	Review Date:
TITLE Student and Stakeholder Feedback	

1. Purpose: Use student and stakeholder feedback to improve performance and reputation of Tabor School of Business.

2. Responsibilities and Procedures

2.1. Solicit Feedback from TSB Alumni

- 2.1.1. The development of the TSB alumni satisfaction survey should include levels of satisfaction related to knowledge and skill preparedness in addition to resources to assist in career goals after graduation.
- 2.1.2. The development of the TSB alumni satisfaction survey will be developed by Dean in consultation with the Alumni & Development office.
- 2.1.3. The TSB alumni satisfaction survey will be initially distributed to all TSB alumni and then to TSB alumni following one year after graduation on an annual basis.
- 2.1.4. The results of the TSB alumni satisfaction survey will create a formal information gathering process in accordance with Standard 3 requirements.
- 2.1.5. The results of the TSB alumni satisfaction survey will be administered, collected, scored, and disseminated by a TSB faculty member appointed by the Dean.
- 2.1.6. The results of the TSB alumni satisfaction survey will be used to establish benchmark levels of performance.
- 2.1.7. The results of the TSB alumni satisfaction survey will be made available on the TSB website.

2.2. Administer Internship Site Supervisor Evaluations

- 2.2.1. The TSB Internship Coordinator will administer the internship site supervisor evaluation at the conclusion of a for-credit internship.
- 2.2.2. The TSB Internship Coordinator will produce summary reports of both quantitative and qualitative data, annually by July 31, to TSB faculty.
 - 2.2.2.1. TSB faculty will review results at annual fall retreat and make recommendations on how to improve identified areas of weakness.
- 2.2.3. The TSB Internship Coordinator will make summary reports available on the TSB website and use in material to advertise to potential internship sites.

Prepared by: RJ Podeschi	Approval: Najiba Benabess
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Tabor School of Business

QUALITY SYSTEM Operational Procedure	PROCEDURE NUMBER: OP-05
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	Review Date:
TITLE Student and Stakeholder Feedback	

3. Work Instructions:

Prepared by: RJ Podeschi	Approval: Najiba Benabess
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HR Strategic Plans

HR Goal	TSB Strategic Goal	Action	Timeline
Develop a current and qualified adjunct pool.	#5: Attract and develop teachers who use a practice- and play-based approach to Business Performance Learning™	Review existing adjunct pool. Advertise for potential adjuncts. Reach out to qualified constituents who have an interest in sharing experiences with students.	2017-2018 and beyond
Entrepreneurship major maintains at least one AQ credentialed faculty.	#1: Strengthen assessment and accreditation (HLC & ACBSP)	Start faculty search for AQ credentialed entrepreneurship professor.	2017-2018
Review effectiveness of DMM adjunct faculty in providing performance learning experiences.	# 5. Attract and develop teachers who use a practice- and play-based approach to Business Performance Learning™	Use the Adjunct Faculty Evaluation process to identify where emphasis needs to be placed on improving Performance Learning	2017-2018
Information Systems have a full time AQ credentialed faculty member.	#1: Strengthen assessment and accreditation (HLC & ACBSP)	Encourage existing faculty to continue efforts to achieve AQ status.	2017-2019
Increase the number of faculty who have developed project based international travel programs.	#2: Position Tabor as the leader in Business Performance Learning™	Identify faculty to partner with faculty who teach existing project based international courses.	2017-2019
Identify contingency plans for all courses	#1: Strengthen assessment and accreditation (HLC & ACBSP)	Develop and maintain a matrix of faculty who can backup the primary instructor for each course in case of short term absences.	2017-2018

HR Strategic Plans

MBA to achieve 70% of credit hours taught by AQ faculty	#1: Strengthen assessment and accreditation (HLC & ACBSP)	Broaden the search for AQ faculty	2017-2019
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TSB Analysis of Staffing Needs

HR Plan					
	Number of faculty (FT/ADJ)	Number of credit hours taught	Near Term Staffing Needs	Long Term Staffing Needs	Action
Accounting	2/4	42/18	Current staffing is adequate	The two full time faculty have individual areas with minimal overlap in two key areas: Taxation and Auditing.	No action; Adjunct pool needs to be kept up to date.
Economics	1/1	6/15	Current staffing is adequate. The majority of Economics classes are being taught by an adjunct, with the remainder by the Dean.	There seems to be an adequate pool of adjuncts. Economics is Dean's primary field.	No action; Adjunct pool needs to be kept up to date.
Entrepreneurship	2/7	16/25	The majority of the classes are taught by adjuncts which are PQ credentialed. A visiting AQ faculty taught most of the full time courses.	The Entrepreneurship program need to hire an AQ faculty member to meet the requirements of ACBSP. The PQ credentialed ET courses drives the need for hiring AQ faculty in other programs to be essential.	Need to hire an AQ credentialed faculty member during the 2017-2018 year. Seek out other AQ faculty to teach the ET courses. Refresh adjunct pool.
Digital Media Marketing	1/3	18/9	Both faculty are part time in the DMM area. One is the Director of CIE and teaches IB courses. The other is teaching management, MBA and business core classes.	The long term DMM staffing is maybe sustainable in the long term. Attention to focusing faculty on DMM core courses rather than the use of adjuncts.	Review the effectiveness of the adjuncts teaching the core DMM course Possible refocusing of full time faculty to these courses. Review adjunct pool.

TSB Analysis of Staffing Needs

Finance	1/2	24/5	Currently a visiting professor is the only full time faculty. The demand for the Finance professor is both undergraduate and graduate courses	There is a consideration of reinstating the Finance major.	Hire a full time tenure track faculty member with AQ credentials prior to 2018-2019.
Information Systems	2/1	59/3	All but one class is taught by FT faculty. Both full time faculty are in an overload status. When independent studies are considered there is a need for additional $\frac{3}{4}$ faculty.	To meet ACBSP requirements an AQ faculty member must be developed or hired. The current IS staffing is not sustainable using 2 faculty. There is a need for an additional faculty member.	Discuss AQ development with existing faculty. Hire a new AQ faculty member prior to 2018-2019.
International Business	3/0	11/0	The majority of the major is taught by faculty at the partner university. Currently the program demands are being meet by full time faculty.	The project based international travel courses are taught by 2 senior faculty.	Need to identify other faculty to develop project based international travel programs during 2017-18.
Management	2.5/5	30/21	Management core is taught primarily by full time faculty except for MG 340. Four of the seven (65%) courses in the Management core is taught by one senior faculty.	A contingency plan for new faculty to teach the Management core. High probability of one senior faculty leaving within 1 – 2 years.	A faculty search needs to be conducted during the 2017-2018 academic year. Specific skills include logistics, project management and process improvement. Must be AQ credentialed to meet ACBSP AQ requirement.

TSB Analysis of Staffing Needs

			Management faculty teach at least one course in the Tabor business core.		
MBA			<p>The majority of MBA courses are taught by adjuncts.</p> <p>The director of the MBA program teaches a significant number of credit hours. Currently the MBA program does not meet the AQ requirement (70% vs 60%)</p>	There is a high probability for the need of a new MBA Director within the next 2-4 years.	<p>Develop a transition plan for the MBA director and the courses he teaches.</p> <p>Identify the areas of vulnerability.</p> <p>Develop a plan to meet the AQ requirements.</p>
Business Core	8/5	58/16	<p>Current business core course requirements are being met.</p> <p>Only specialized courses are being taught by adjuncts.</p> <p>Fall 17 has a higher number of adjuncts due to a full time faculty being on sabbatical.</p>	<p>BU 100 is taught by 3 senior faculty.</p> <p>Potential for turnover in this course in next 1-3 years.</p> <p>Transition plan is needed to introduce new faculty to this course.</p>	<p>Develop transition plan for BU 100 during 2017-2018.</p> <p>Identify an alternative adjunct for BU 260.</p>
Overall			A review of faculty capabilities to teach classes beyond their current class has been completed.	This contingency plan needs to be updated annually.	Each faculty member will identify a backup person to teach each of their classes.

TSB Analysis of Staffing Needs

			<p>Specific courses have been identified that are sensitive to faculty change.</p> <p>A contingency plan needs to be developed for each course in the event that a faculty member is not available to teach their assigned classes.</p>		<p>The faculty member will share their syllabi and outline of the class.</p> <p>This plan will be developed prior to the beginning of the Fall 2017 semester.</p> <p>Tabor needs to pursue the hiring full time tenure track faculty for:</p> <ul style="list-style-type: none"> - Finance - IS - Management - Entrepreneurship

Tabor School of Business

QUALITY SYSTEM Operational Procedure	PROCEDURE NUMBER: OP-02
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TITLE Hiring Adjunct	

1. **Purpose: Description of the actions and documentation required to hire an adjunct.**
2. **Responsibilities and Procedures**
 - 2.1. **Identification of need for Adjunct**
 - 2.1.2. **The need for an adjunct will be determined by the Director of Undergraduate experience and the related Divisional Chair.**
 - 2.1.3. **It is the responsibility of the related Divisional Chair to find a qualified adjunct.**
 - 2.2. **New Adjunct**
 - 2.2.1. **Job Description**
 - 2.2.1.1. **Review existing job description found in Google Docs**
 - 2.2.1.2. **If no existing job description, develop a job description**
 - 2.2.1.2.1. **Work with course owner and faculty within the discipline to develop job description**
 - 2.2.1.2.2. **Approved by Divisional Chair**
 - 2.2.2. **Identification of potential adjuncts**
 - 2.2.2.1. **Review resumes on Google docs**
 - 2.2.2.2. **Place ads in local paper**
 - 2.2.2.3. **Contact local professional organizations**
 - 2.2.2.4. **Inquire with Center for Entrepreneurship and other faculty**
 - 2.2.2.5. **Cold call companies which have desired skills**
 - 2.2.3. **Selection of the new adjunct**
 - 2.2.3.1. **The Divisional Chair and the course owner will review the pool of potential candidates and develop a prioritized list of candidates.**
 - 2.2.3.2. **The Divisional Chair or course owner will contact the list of potential candidates and arrange a meeting.**

Prepared by: Larry Stapleton

Approval: Najiba Benabess

Tabor School of Business

QUALITY SYSTEM Operational Procedure	PROCEDURE NUMBER: OP-02
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	Review Date:
TITLE Hiring Adjunct	

- 2.2.3.2.1. A current resume will be requested, prior to the meeting.
- 2.2.3.3. The Divisional Chair and the course owner will make a finalized prioritized list of preferred candidates.
 - 2.2.3.3.1. The Divisional Chair will review the impact of each candidates credentials on the TSB Strategic HR plan and ACBSP requirement for AQ and PQ percentages.
 - 2.2.3.3.2. The Divisional Chair will obtain the Dean's Approval for a preferred candidate which is not in compliance with the Strategic HR plan or has a negative impact on the ACBSP requirement for AQ and PQ percentages.
- 2.2.3.4. The Divisional Chair or course owner will contact the preferred candidate.
 - 2.2.3.4.1. Ask about availability
 - 2.2.3.4.2. Ask for original copies of all university transcripts be sent to the Administrative Assistant for the Provost.
- 2.2.3.5. If the candidate agrees to the course and associated topics, then the Divisional Director or course owner will communicate the name and associated course to the Administrative Assistant for the Dean – Tabor School of Business and the Director of Undergraduate Experience.
- 2.2.3.6. The Administrative Assistant for the Dean – Tabor School of Business will provide the name and related information to the Dean for approval.
- 2.2.4. Upon Dean's approval, the Director of Undergraduate Experience will communicate the name and relevant course and time to the Registrar Office. The Registrar will update the course listings.
- 2.2.5. Upon Dean's approval, the Administrative Assistant for the Tabor Dean will communicate a need for an adjunct contract to the Administrative Assistant for the Provost.

Prepared by: Larry Stapleton

Approval: Najiba Benabess

Tabor School of Business

QUALITY SYSTEM Operational Procedure	PROCEDURE NUMBER: OP-02
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TITLE Hiring Adjunct	

2.2.6. The Administrative Assistant for the Provost will create and send a contract to the adjunct at the address given on the resume.

2.3. Established Adjunct

2.2.3. The Divisional Chair or course owner will contact the preferred candidate.

2.2.3.1. Ask about availability

2.2.3.2. If the candidate agrees to the course and associated topic, then the Divisional Director or course owner will communicate the name and associated course to the Administrative Assistant for the Dean – Tabor School of Business and the Director of Undergraduate Experience.

2.2.3.3. The Administrative Assistant for the Dean – Tabor School of Business will provide the name and related information to the Dean for approval.

2.2.4. Upon Dean’s approval, the Director of Undergraduate Experience will communicate the name and relevant course and time to the Registrar Office. The Registrar will update the course listings.

2.2.5. Upon Dean’s approval, the Administrative Assistant for the Tabor Dean will communicate a need for an adjunct contract to the Administrative Assistant for the Provost.

2.2.6. The Administrative Assistant for the Provost will create and send a contract to the adjunct at the address given on the resume

3. Work Instructions:

Prepared by: Larry Stapleton

Approval: Najiba Benabess

Tabor School of Business

QUALITY SYSTEM Operational Procedure	PROCEDURE NUMBER: OP-03
	PAGE: 1 of 2
	REVISION: DATE: 8/9/2016
	Review Date:
TITLE Adjunct Evaluation	

- 1. Purpose: Description of the actions and documentation utilized in the evaluation of adjunct faculty for the Tabor School of Business.**
- 2. Responsibilities and Procedures**
 - 2.1. Identification of adjunct faculty to be evaluated for each term.**
 - 2.1.1. At the beginning of each semester the Administrative Assistant to the Dean will prepare a list of all adjunct faculty.**
 - 2.1.1.1. The list will contain the adjunct name, email, phone number, course taught, course day, time and room number.**
 - 2.1.1.2. The list will be emailed to the Dean, to the Departmental Chairs and Directors during the 2nd week of the term.**
 - 2.2. Arranging visit to evaluate each adjunct**
 - 2.2.1. The Dean, Directors and Chairs will communicate with the adjunct and identify one or more dates upon which the adjunct faculty will be observed.**
 - 2.2.2. Observation times should be representative of the adjunct faculty pedagogy for the course.**
 - 2.3. Contents of written response**
 - 2.3.1. The written response should cover the following:**
 - 2.3.1.1. Date of observation**
 - 2.3.1.2. Name of the adjunct**
 - 2.3.1.3. Course title and identifier**
 - 2.3.1.4. Semester**
 - 2.3.1.5. Topic covered during the observation**
 - 2.3.1.6. Comments on pedagogy**
 - 2.3.1.7. Comments on student participation**
 - 2.3.1.8. Any opportunities for improvement**
 - 2.3.1.9. Signature of observer**
 - 2.3.1.10. Date of written response**
 - 2.4. Feedback to adjunct faculty regarding student comments**
 - 2.4.1. Student comments regarding the adjunct faculty will be communicated via email or individual meeting as deemed appropriate.**

Prepared by: Larry Stapleton	Approval: Najiba Benabess
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Tabor School of Business

QUALITY SYSTEM Operational Procedure	PROCEDURE NUMBER: OP-03
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TITLE Adjunct Evaluation	

2.5. Communication of Adjunct Faculty Evaluation Process

2.5.1. Each new adjunct faculty are required to attend a Adjunct Workshop where a copy of the Adjunct Faculty Handbook is discussed.

2.5.2. The Adjunction Evaluation process is contained in the handbook.

2.6. End of semester review

2.6.1. The Dean, Director and/or Chair will discuss the adjunct faculty experience and provide added feedback if necessary.

2.6.2. This discussion can be face-to-face or via phone.

2.6.3. The Dean, Director or Chair will document the major points of the discussion.

2.7. Storage of faculty evaluations

2.7.1. The written adjunct evaluation will be maintained in a folder by the Administrative Assistant to the Dean.

2. Work Instructions:

Prepared by: Larry Stapleton	Approval: Najiba Benabess
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MILLIKIN
UNIVERSITY®

ADJUNCT FACULTY HANDBOOK

WELCOME

We are pleased to welcome you to Millikin University. As an adjunct member of our outstanding faculty, you play an important role in the fulfillment of our mission. We are pleased that you have joined us, and hope and expect that you will become an invested member of our mission.

This handbook has been prepared to help orient you as you begin to plan your teaching. It should serve as a reference for questions that develop along the way. Most questions of policy and procedure that you might have are addressed. Also many important campus resources are introduced. Further information may be found on the Millikin Web page (<http://www.millikin.edu>) which will give you access to the current Academic Catalog, the student handbook, and announcement of upcoming campus activities.

We welcome you and hope that your connection with Millikin University will be rewarding for you and your students.

Sincerely,

Jeffery P. Aper, Ph.D.
Provost

Randy Brooks
Dean
College of
Arts & Sciences

Susan Kruml
Dean
Tabor School
of Business

Laura Ledford
Dean
College of
Fine Arts

Deborah Slayton
Dean
College of
Professional Studies

Check-Off List for New Hires

WHAT TO DO FIRST

_____ Visit Human Resources (Shilling Hall, room 209) to complete all paperwork
Office Hours 8:00 – 5:00 p.m., M-F

Human Resources will help in obtaining:

- Millikin University I.D.
- Computer password / set up training schedule for email and Moodle
- Parking permit
PACE faculty who teach after 5 p.m. do not need a parking permit.

_____ Visit with your chair / dean

- Receive your office assignment along with office telephone number
- Instructions on how to obtain office keys

PACE: Many PACE faculty do not have offices or keys. Always contact the PACE Office if you have any questions about classroom assignments.

COURSE/TEACHING INFORMATION

_____ Your course syllabi (electronically) are due by September 15 (fall) or February 15 (spring). Check with your department assistant for specific directions.

PACE: Your syllabus must first be approved by the department chair and once approved, the chair may forward to PACE Office or ask the instructor to do so directly. Your course syllabus should be sent via email 3 weeks before the start of your course. Each instructor is responsible for posting his/her documents online via Moodle.

_____ Post your office hours outside your door and notify the departmental academic assistant of your hours.

PACE: Post office hours and/or appointment times in syllabus.

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Mission

To Deliver on the Promise of Education at Millikin, we prepare students for

- professional success,
- democratic citizenship in a global environment, and
- a personal life of meaning and value.

Accreditation

Millikin University has been accredited since 1914 by what is now the Higher Learning Commission of the North Central Association of Colleges and Schools. The most recent re-affirmation of that accreditation was in 2007. For further information regarding this accreditation, contact North Central Association of Colleges and Schools at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, phone (312) 263-0456.

Specialized Accreditation: In addition to being accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, various programs hold discipline-specific accreditation.

The business programs in **The Tabor School of Business** are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The School of Nursing, in the College of Professional Studies, is accredited by the Commission on Collegiate Nursing Education. The Millikin University and Decatur Memorial Hospital Nurse Anesthesia Program holds COA (Council on Accreditation of Nurse Anesthesia Educational Programs) accreditation.

The School of Education, in the College of Professional Studies, is accredited by the Illinois State Board of Education and the National Council for the Accreditation of Teacher Education (NCATE).

The School of Music, in the College of Fine Arts, is accredited by the National Association of Schools of Music.

The Chemistry program, in the College of Arts and Sciences, Department of Chemistry is accredited by the American Chemistry Society.

The Athletic Training major, in the College of Professional Studies, Department of Exercise Science and Sport is accredited by the Commission on Accreditations of Athletic Training Education.

Millikin University Student Learning Goals

All university-wide learning goals directly support the Millikin University Mission, commonly referred to as “the three prepares”:

(1) Millikin students will prepare for professional success; (2) Millikin students will prepare for democratic citizenship in a global environment; and (3) Millikin students will prepare to discover and develop a personal life of meaning and value.

Prepare One: Millikin students will prepare for professional success.

1. Students will learn to assess, read deliberately, critically evaluate, reflect on, integrate, and use appropriate resources for research and practical application.
2. Students will utilize qualitative and quantitative reasoning and the scientific method as tools in decision making and creative problem solving.

3. Students will develop effective and appropriate oral communication skills for diverse public contexts.
4. Students will write effectively for a variety of audiences, particularly in order to contribute to existing and emerging knowledge within a professional community.
5. Students will develop comprehensive understanding of essential knowledge, principles, methods, and professional expectations in their chosen major in order to connect theory and practice within a professional environment.

Prepare Two: Millikin students will prepare for democratic citizenship in a global environment.

1. Students will develop an understanding of the interrelatedness of cultures and structures in the United States and the democratic processes that enable and encourage active citizenship in communities.
2. Students will develop an understanding of societies beyond the United States.
3. Students will develop an understanding of an issue of global importance and its associated ethical and social justice issues, and reflect on responsibilities of citizenship in a global community.
4. Students will demonstrate an understanding of diversity and the value of utilizing different perspectives when addressing organizational and societal issues and problems.
5. Students will reflect on how their own individual contributions as citizens help shape and change communities.

Prepare Three: Millikin students will prepare for a personal life of meaning and value.

1. Students will develop an understanding of themselves and the ability to reflect on and express their thoughts and feelings responsibly.
2. Students will develop skills to build satisfying relationships, and to work collaboratively and creatively with diverse others to manage personal, community, and professional problems.
3. Students will use ethical reasoning to analyze issues that impact their personal lives as well as their local, national, and global communities.
4. Students will appreciate the intellectual and aesthetic contributions that the visual, dramatic, and/or performing arts make to their ability to understand themselves and others and to their capacity to enjoy their own and others' creative processes and products.
5. Students will use reflection to engage and examine issues that impact their personal lives as well as their local, national, and global communities in order to actively demonstrate their learning.

The Millikin Program of Student Learning (MPSL)

Expect to be challenged. Expect to be changed. At Millikin we challenge students to exceed their expectations and meet ours. We challenge students to be changed in order to meet the demands of the world with knowledge, skills, and values acquired through Millikin's Program of Student Learning.

The distinctive Millikin Program of Student Learning (MPSL) is designed to challenge minds from the student's very first week on campus and to transform lives throughout the education experience as students gain knowledge and expertise culminating in capstone courses in the majors that emphasize practical near-professional performances in their areas of expertise. The MPSL celebrates the potential of every student who comes to be challenged and transformed.

The strategy of the Millikin Program of Student Learning is to provide each student with appropriate challenges and necessary support in essential transitions for academic success in the first year of study, to continued development in advanced studies for breadth of knowledge and skills both within and beyond the major for several years, concluding with empowering academic mentoring into productive professional life as students prepare for the transition following their undergraduate studies.

The four components of the Millikin Program of Student Learning (MPSL) include: (1) the first year experience, (2) the sequential university studies requirements, (3) the non-sequential university studies requirements, and

(4) an intensive major area of study in pursuit of student growth and professional success. All students are required to complete a minimum of 124 credits to graduate, including at least 39 credits at the 300 level or above.

The Millikin University First-Year Experience (Traditional Program)

Millikin University begins delivering on the promise of education from the moment that first-year students arrive on campus. Beginning with summer Orientation & Registration, first-year students start the transition to collegiate life through advising with faculty and through conversations with peer leaders relating to academic and social adjustment. At the beginning of the fall semester, students are placed in first-year learning communities consisting of 20 students. These learning communities help first-year students create connections to each other and to the Millikin community while providing structures for social and academic support. In addition to being mentored by an upper-class peer leader, each learning community completes two courses as a group during the fall semester (University Seminar and Critical Writing, Reading & Research I). Each learning community starts the fall semester by participating in "First Week," an extended welcome period in which students complete orientation activities and connect with faculty and staff before the upper-classmen arrive.

Millikin prepares first-year students for professional success, democratic citizenship in the global environment, and a personal life of meaning and value through challenging yet supportive curricular and co-curricular offerings. In the area of *professional success*, first-year students learn how to be critical thinkers and how to collect, evaluate and synthesize knowledge in courses like University Seminar and Critical Writing, Reading & Research. Outside the classroom, first-year students apply critical thinking skills and develop leadership abilities through student-run organizations, through interaction and participation in residential life, and through intercollegiate athletics. In the area of *democratic citizenship in the global environment*, first-year students complete a service learning project in University Seminar while learning to embrace diversity in the community through residential living and through intentional student development programming. Inside the classroom, first-year students prepare for *a personal life of meaning and value* by engaging faculty in discussion relating to ethics and integrity and by learning to become reflective thinkers in University Seminar and Critical Writing, Reading, and Research. Outside the classroom, first-year students learn interpersonal skills and personal responsibility in the residence halls, through intercollegiate athletics, in student-run organizations, and through campus support services.

In addition to ensuring the quality of curricular and co-curricular experiences within the general education, each academic major has deliberately created a course that introduces students to the major, engaging them within their chosen discipline during the first college year. Millikin is committed to providing a challenging yet supportive experience for new students, intentionally ensuring that full-time faculty are teaching and advising students during their first college year.

Sequential University Studies

All Millikin students take a sequence of university studies courses designed to provide a challenging development through the first three years of study at Millikin. Three learning threads are introduced and developed through the sequential requirements: (1) ethical reasoning, (2) reflection, and (3) intensive writing. The sequential courses—IN140, IN150, IN151, IN250, IN251 and IN350—form a common learning experience for undergraduate students at Millikin. The first year courses emphasize ethical reasoning and academic inquiry along with related skills necessary for academic success, including critical writing, reading, research, and communication. In the second year all Millikin students take IN250 United States Cultural Studies and IN251 United States Structural Studies. Taught by faculty from across the disciplines, all students engage in ethical reasoning related to the study of the diversity of cultures, institutions, and social structures in the United States. In the third year, we challenge all Millikin students to examine global issues through IN350, which is taught by faculty from across the disciplines. The sequential university studies requirements deliberately challenge students to prepare for academic success, to understand our own country's multicultural realities and to make connections to the international global society of the contemporary world.

Non-Sequential University Studies

The non-sequential university studies requirements may be taken by students any time throughout their undergraduate experience at Millikin. These requirements insure a breadth of learning from a variety of academic disciplines and approaches to inquiry, including (1) a quantitative reasoning course, (2) a fine arts course, (3) a natural science with a laboratory experience, (4) an oral communication studies course, and (5) international cultures and structure studies. Through course advising, students can select and shape the direction of these non-sequential university studies requirements to complement and supplement learning opportunities in their majors.

The Major

The Millikin Program of Student Learning has established guidelines for the structure of high-quality majors. At Millikin, each major is deliberately designed to offer students an intensive and collaborative learning experience customized to fit their needs in preparation for professional success. Millikin students begin with an introductory course in their major, as early as their first year, in which they learn about the curriculum and opportunities for study in the discipline. In their second year, students enter into a more concentrated inquiry of their major through critical analysis of primary texts and theories of the field. As the major progresses, faculty and students engage in collaborative efforts for academic inquiry and research, applying theory to practice in the field. Each major has developed a Senior Capstone course or experience that features high-quality intellectual inquiry and near-professional performances of the student. To best suit student needs and demands of the major, approaches to implementing the capstone include apprenticeship learning, portfolios, problem solving, and academic inquiry seminars.

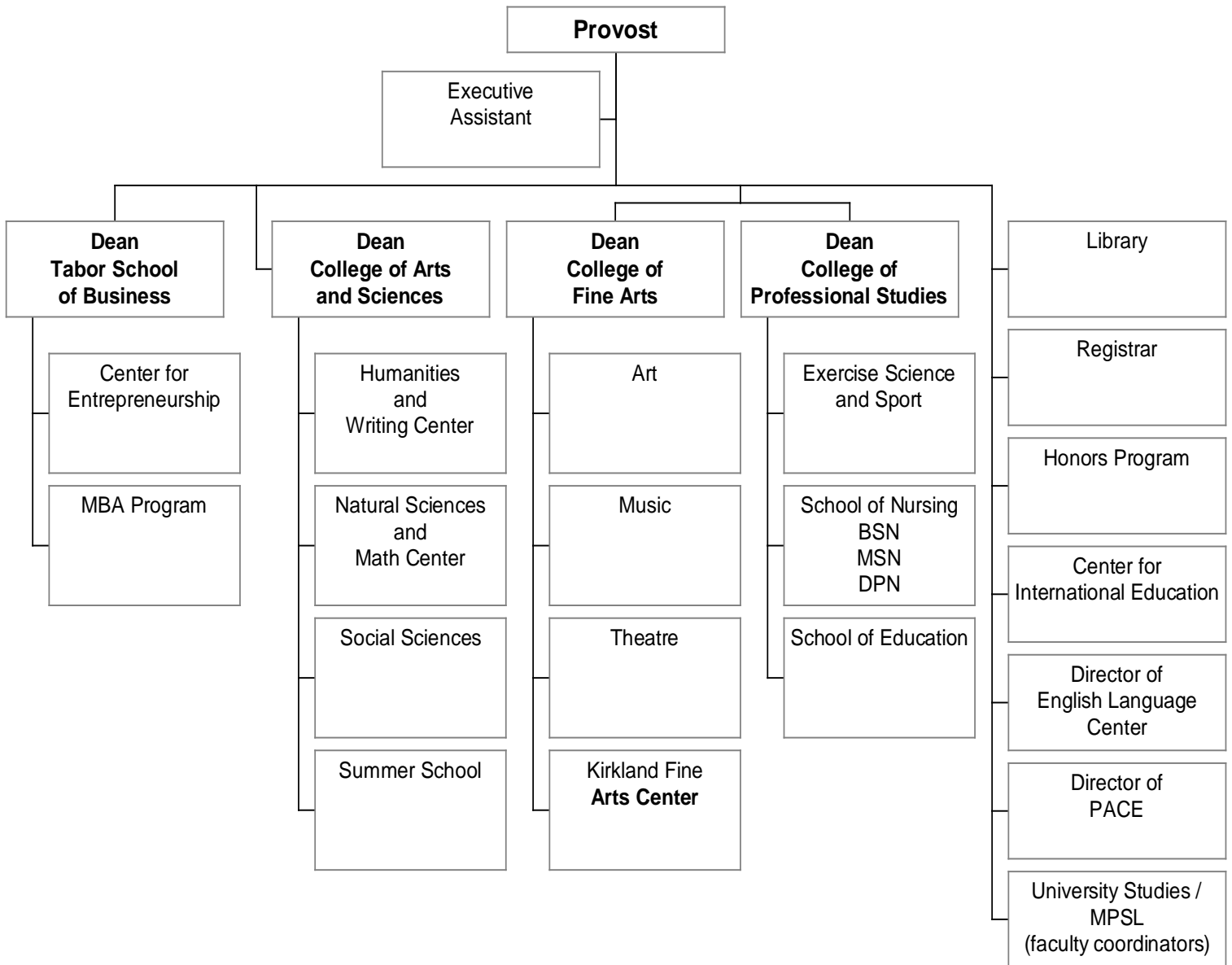
Immersion and Summer School Opportunities

The Millikin Program of Student Learning also provides students with opportunities for alternative approaches to courses and learning. Courses are offered in summer school sessions and as intensive short-term “immersion” studies in January, May and August. These alternative time-structures provide unique opportunities for travel courses, workshops, internships, and special undergraduate research efforts. Recent examples of travel courses include ecology field studies in Alaska, poetry studies in Chile, business studies in Paris, theatre studies in London, Shakespeare in London, photography in the Southwest, urban studies in Chicago, and teaching experiences in the Dominican Republic as well as in China. Recent on-campus workshops and courses include web design, digital photography, Midwest literature, business communication, and many more. These immersion and summer school offerings provide special opportunities not available through the regular semester term and help students catch up or get ahead in their studies as needed. A study abroad course may fulfill the general education requirement for an “international cultures & structures” course.

Professional Adult Comprehensive Education (PACE)

In order to provide a quality education that meets the needs of adult learners, Millikin offers accelerated evening courses for students in the Professional Adult Comprehensive Education (PACE) program. This program is designed for adults to earn a bachelor's degree or teacher certification in a manageable format. PACE students range in the age from 20 to 60 and come from a wide range of backgrounds and bring different levels of college credit with them to Millikin. What all PACE students have in common are responsibilities outside of the classroom that prevent them from primarily defining themselves as a student and a common desire to improve their lives through education. The life experience each student brings to the classroom creates a rich atmosphere for learning and applying the information to their own lives. Students can pursue majors in Accounting, Early Childhood Education, Elementary Education, Management, or Organizational Leadership. Both University Studies and major course requirements are offered in the PACE format, where students typically meet one evening per week from 6:00 – 10:00 pm with courses lasting 5, 8, or 10 weeks in length.

Organizational Chart



Course Information

Getting Started

Book Orders

In principle, Millikin University believes that all faculty should choose their own textbooks for the courses they teach consistent with University policy and course descriptions.

However, adjunct faculty are frequently hired long after choices are made and frequently teach one section of a multi-section courses. These conditions unfortunately limit adjunct faculty involvement in the text selection process. Whenever possible, adjunct faculty are invited to participate with their full-time colleagues and the Academic Chairs in text choice. In multi-section courses, texts are most typically selected by a committee of those faculty teaching the course. **For other courses, texts are selected and ordered by the faculty member with the approval of the Department Chair. Deadlines for ISBN numbers are October 1 for spring textbooks and March 1 for fall textbooks.**

A faculty member should not elect to omit the assigned text from his or her course syllabus without approval from the department chair. Students, particularly in multi-section courses, expect consistency of material and workload from course to course.

Any problems in supplying text and other materials are usually reported to the Dean's Office from the Bookstore.

Classroom Location & Usage

Classrooms are assigned through the Registrar's Office. If you have some particular requests concerning classroom features, discuss them with your department chair. He or she will consult with the Registrar's Office to determine available options. A final list of classroom locations is compiled several days prior to the beginning of each semester. Listings are sent through email to all faculty and administrative assistants.

Classroom Usage

In order to facilitate the creation of an orderly classroom learning environment, instructors should be familiar with the following procedures:

1. Furniture should not be removed from its assigned classroom.
2. As a professional courtesy to other instructors, faculty should leave the classroom in the same condition that it was before the class started by erasing the boards and leaving the chairs in the normal positions.
3. If using a technology classroom, turn off projection/computer equipment when leaving classroom.

Office Location and Office Hours

Your department chair will work with their Dean concerning your office space and make an assignment for you. You may contact your department chair or administrative assistant to learn of your office assignment. You will also be informed of your office phone number.

Adjunct faculty are expected to be available outside of class time to hold office hours for their students. Each faculty member will have one hour of office time for every three credits taught. You are asked to post your hours on both your syllabus and your office door. In addition, please share this information with your department administrative assistant. **PACE:** Office hours are by appointment.

Syllabus

Each instructor is required to prepare and distribute a syllabus for each course taught. **All syllabus must be approved by department chair and is due electronically in the Academic Dean's office by Fall - September 15 and Spring – February 15.** PACE deadlines are different, check with the PACE Office.

A syllabus should include:

1. the College name (Arts & Sciences, College of Fine Arts, College of Professional Studies, Tabor School of Business or PACE Program), name of course, credit hours, prerequisite(s), instructor, text(s), classroom and office hours;
2. academic dishonesty policy, accommodations for disability, (see addendum A)
3. central objectives of the course;
4. expectations and requirements for course;
5. course calendar (session-by-session, if possible); dates project(s) are due, reviews, holidays, and tests;
6. your policies on grading, attendance, make-up exams, late assignments,
7. your plans for evaluations and texting students; and where and when you can be reached by the student;
8. Of particular significance are the processes by which students are to be evaluated and how feedback is provided throughout the course.

The syllabus is your contract with your students; please try to make your syllabus as clear and complete as possible. (See Addendum B or C for a sample syllabus)

Moodle

Moodle is the course management software used across the campus. For instructions on how to use Moodle, contact the Educational Technologist located in the library.

Millikin students are very accustomed to using Moodle. It is an excellent medium to communicate with them between classes and for submission of written work.

Final Exams

All faculty are required to meet their class during final exam week on the days and during the time specified by the Registrar's Office. The final exam dates are determined by the Registrar Office.

PACE: Final exams are determined by ending of the course.

Final Grades

All final grades are due 7 days after the final exam. **PACE:** Final grades are due 7 days after the final project. Grades must be submitted electronically via MU Online. Once grades are posted, the Registrar's Office rolls the grades to the student's record. Once this process is complete, students may view their grades through MU Online.

Instructional Policies and Procedures

Teaching Tips

Here are some guidelines you might wish to consider as you plan your course:

- Give multiple and varied assessments. These provide more regular and reliable information about student progress for both you and your students and help you find potential problems earlier in the semester;

- Provide clear and timely notice of exams and due dates (as well as any changes made to earlier established dates);
- Provide clear guidelines about your expectations. You shouldn't assume they will be understood without saying;
- Think through your own opinions about missed exams, make-ups, and late assignments (you might also discuss these issues with your departmental colleagues), and then decide upon a policy you can implement clearly, consistently, and even-handedly with your class;
- Remain fair in your grading. Students are sensitive to issues of fairness, so be sure to check with your chair about any departmental grading scale.

Other questions you might have about University policy concerning rescheduling exams, final exams, and so forth should be directed to your department chair.

Confidentiality of Student Information (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides that personally identifiable information from a student's educational record cannot be released without the written consent of the student. An exception under the Act is specific information that the University has designated as "directory information." However, the student also has the right to refuse to let the university release directory information. For complete information regarding FERPA and Millikin's policies regarding student records, go to <http://www.millikin.edu/handbook/policies.asp>. We have created a quick (15 minute) FERPA Tutorial and Quiz designed to give interactive working knowledge of FERPA with routine examples that employees experience at Millikin. This website may be found on the Registrar and Human Resource home page, identified as FERPA Training or at the attached link: <http://www.millikin.edu/humanresources/ferpa> .

Important Campus Resources

Important to note these are not always available when non-traditional students need them, so do not require their use without confirmation of availability.

There are various resources on campus which provide valuable support to the academic program. Several resources which may be of the most help to you or your students are listed below. Your department chair can also advise you about other resources not listed here.

Math Center (420-6666)

Brittney Gillespie, Coordinator
Staley Library, room 13

The Math Center is an informal space where students can ask for help about their math skills with professional and peer tutors who are willing to listen, share, and respond.

Writing Center (424-6353)

Judi Crowe, Director
Staley Library, room 203

The Millikin Writing Center is an informal and comfortable space where writers can talk about their writing concerns with professional and peer tutors who are willing to listen, share, and respond.

Students who use the Writing Center on a regular basis tend to develop a heightened awareness of their process, discover a variety of strategies for working through papers, and thus develop stronger pieces of writing.

Office of Student Success (362-6424)

Carrie Pierson, Director
Staley Library, room 14

The Office of Student Success supports the mission of Millikin University to deliver on the promise of education through a host of programs and services:

Programs

- Exploratory Studies Program for Undecided Students
- Millikin Edge Program
- Millikin Excel Program
- Strategies for Academic Success Program
- Academic Alert System

Services

- Academic counseling and advising support
- Peer tutoring services
- Accommodations for students with special learning needs
- Campus resource referral

Staley Library (217-424-6214)

Cindy Fuller, Director
www.millikin.edu/staley

A brief summary of library resources and services is below; more complete information is available on our web site, or we're happy to talk with you at the library or on the phone!

Physical resources: Borrowing privileges are available to Millikin students, faculty, administration, staff, alumni, trustees, and the family of faculty and trustees. These privileges include loans of Millikin's circulating materials and interlibrary loan services. The faculty loan period for books is 16 weeks; for loan periods on other items, see: <http://www.millikin.edu/staley/services/circulation/Pages/default.aspx>

Online resources: Library databases are available from on or off-campus. You can access the databases either through the library web page (see the "Find Articles..." link), or through myMILLIKIN, which has a link in the right-hand column to Staley Library Databases. Off-campus access via the library web page will prompt for your Millikin network login. The library subscribes to a wide variety of subject-based databases;; for the full list, see: <http://www.millikin.edu/staley/databases/Pages/default.aspx>

Reserves: If you are interested in taking advantage of Reserves for your class(es), there are two options: *Print reserves* are housed at the library's circulation desk and organized by professor name and course number, and circulate for short periods of time as designated by the faculty member. *Electronic reserves* are made available online through the Moodle course management system. Please consider e-

reserves if your course has a large number of students that live off campus. **For more info, see:** <http://www.millikin.edu/staley/services/reserves/Pages/default.aspx>

Reference Services: We offer in-person research assistance, as well as email, phone, and Instant Message, for both you and your students. Please see the library home page for the IM and "contact info" links. <http://www.millikin.edu/staley>

Library Instruction: In addition to working with CWRR and University Seminar classes, library faculty can help you help your students in a variety of ways for other courses. Some examples:

- *customize a library instruction session to meet the needs of a specific assignment,
- *provide a session about evaluating information resources,
- *act as a sounding board for developing research based course assignments and activities,
- *develop a research guide that your students could access through Moodle or the web,
- *become an "embedded librarian" for your Moodle course to provide help to your students.

Your library subject liaison would be happy to meet with you regarding library instruction needs for your classes. For contact info, see: <http://www.millikin.edu/staley/faculty/Pages/default.aspx>

Educational Technology: The Educational Technology Librarian develops and facilitates technology and pedagogy workshops, meets with faculty one-on-one for technology consultations, including the use of Moodle in courses, and provides support for creating and maintaining virtual learning resources, and keeps an eye on emerging technologies. For further info and FAQ, see: <http://www.millikin.edu/staley/edtech/Pages/default.aspx>

Media Services (424-6238)

Rita Wempen

Media, Phone and TV Services Support Hours*

8 AM - 5 PM Monday through Friday

Occasional Evenings and Weekends as student help is available

*Media/Phone/TV (Telecom) support will not be available after 5 PM during spring break, fall break, winter break, and summer break. Voice mail is checked first thing every morning so feel free to leave a message for attention the next day. In case of immediate emergency, please call Security at 217.464.8888 and they will contact the appropriate person to assist you.

Reservation of Meeting Rooms

Room reservations for meetings on campus must be done through the Campus Scheduling Office at the University Information Center in RTUC. The campus utilizes R25 scheduling software to manage all campus facilities and spaces. An electronic request through R25 must be submitted in order to receive confirmation of an event. The Campus Scheduler can be reached at 424.6206 or cscheduler@mail.millikin.edu. Set-up arrangements should be made at the time of scheduling. All food-service arrangements must be made with the catering manager after facility use has been arranged and confirmed. All audio/visual requests should be directed to Media Services at 424.6238.

Duplicating Services (424-6325)

Your document must be delivered to the center ready to copy or print. Documents may be delivered as hard copy or electronically. When sending files electronically, please save the document as a pdf to insure nothing changes in the transfer of the file. If you are submitting a test, let the staff know and they will lock it up until the faculty member picks it up.

Please submit files through a work order using the Duplicating email address
duplicating@millikin.edu

Files stored on CDs, USB drives, or external hard drives will not be accepted for printing.
Duplicating center personnel will not design or set up your documents. Orders will be filled
within 24 hours

Wellness Center (424-6360)

The Wellness Center is open to all Millikin University students and employees. The Wellness Center hours are Monday through Friday, 8 a.m. to 5 p.m. Appointments will be scheduled from 8:30 a.m. to 4:30 p.m. Call the Millikin Wellness Center at 217-424-6360 to schedule an appointment. A full-time nurse practitioner will be on site 8 a.m. to 5 p.m., Monday through Friday.

The Wellness Center and the medical services offered through the DMH Medical Group are available to Millikin University employees (excluding spouses and dependents). The employee's medical insurance will be billed for all services rendered.

Counseling Services (424-6360)

It is not uncommon for students to experience distress from time to time. The college years are one of the most challenging transition periods in life. Adjusting to campus life, increased academic demands, relationship problems, and other personal issues can feel overwhelming at times. Confidential personal counseling services are available throughout the academic year to assist students in overcoming their difficulties in order to succeed at Millikin and improve the quality of their lives. Our counselors take a wellness approach that emphasizes personal responsibility, prevention, intervention, and a concern for the student. It is our goal to assist students in improving their abilities to make informed decisions that positively affect their mental, physical, and spiritual health.

General Issues

Class Rosters

Rosters are available electronically through MUOnline. Instructors are to send students who are attending class but whose names are not appearing on the roster to Registrar's Office for verification of enrollment. **No student should be allowed to remain in class without verification. If you have names of students on your roster but are not attending class, check with the Registrar's Office about enrollment.**

At midterm, the faculty will receive a roster that requires the instructor to give grades on freshmen, transfer students and students on academic probation. These grades are turned into the Registrar's Office within one week. **PACE:** Due to shortness of classes, there are no midterm rosters.

Final grades are posted online within seven days after final exam is given.

If you have students whose names appear on the roster but who are not attending class, should be reported to the Office of Student Success (362-6424).

Attendance Policy

Traditional

As responsible persons, Millikin students are expected to attend all regularly scheduled classes and laboratories. However, students are responsible for material covered in class, whether or not they are present.

Absences due to illness of the student, serious illness or death in the immediate family, or religious holidays, or extenuating circumstances generally carry no penalty. Students are expected to notify their instructors in advance about anticipated absences and to make appropriate arrangements to make up work. In case of illness, students are expected to report to the University Health Service.

Students participating in athletics, with performing groups, or otherwise representing the University will sometimes have events scheduled in conflict with their classes. Students should notify their instructors well in advance of these dates. Individual faculty may have different policies about attendance and makeup privileges for students absent on University business, and students should determine this in advance of their anticipated absences.

At the beginning of each semester, faculty should inform students about their policies on attendance, makeup privileges, and acceptance of assignments after established deadlines. This written policy is usually contained in the course syllabus distributed on the first day of classes. It is the student's responsibility to understand and abide by these policies.

Faculty will take note of excessive absences and report them to the Office of Student Development and the Office of the Registrar.

PACE

Any absence will likely have a negative impact on the student's participation and grade in the course. **Note: Instructors are to report all student absences to the PACE Office using the Academic Alert System (see section E, Grading), as well reminding him/her of the policy mentioned within the academic alert.** Students who miss more than 25% of the scheduled contact hours of a PACE course will be instructed to withdraw from the course or may be assigned a failing grade of F for the course. It is the student's responsibility to contact the PACE office and complete official withdrawal procedures. A student that withdraws from the course will receive the grade of W on their transcript. If a student fails to officially withdraw after being instructed, the student will receive a grade of F on their transcript.

Examples:

25% of a 10 week course (3 credit hours) with 40 scheduled contact hours is 10 hours.

25% of an 8 week course (3 credit hours) with 32 scheduled contact hours is 8 hours.

25% of a 7 week course (3 credit hours) with 28 scheduled contact hours is 7 hours.

25% of a 5 week course (3 credit hours) with 20 scheduled contact hours is 5 hours.

25% of a 4 week course (2 credit hours) with 16 scheduled contact hours is 4 hours.

Missing any portion of a class meeting (arriving late, leaving early or taking excessive breaks) will contribute to absences. **Thus, all time missed should be recorded and reported.** Student should be aware that withdrawing from a course will affect the student's credit hours for the semester and may likely affect financial aid eligibility and/or financial aid awards.

The instructor has the ability to set additional requirements for a course. The instructor must not modify the minimum PACE program policies. The acceptance of makeup work, missing or late assignments is at the discretion of the instructor. The instructor's willingness to accept makeup, late, or missing work will have an effect only on the student's recorded grade in the regularly scheduled course. **Acceptance of makeup, late, or missing work will NOT allow the student to complete the course beyond scheduled course dates.**

Excused Absences

Absences are excused at the discretion of the faculty member. Examples of excused absences would be hospitalization and family emergencies.

Canceling Class

Students are entitled to expect that all classes will meet on schedule for the prescribed length of time. They have a right to expect consistency of instruction. Class schedules should be interrupted as little as possible either by class cancellations or substitute instructors. In addition, the instructor should assume ownership of his/her class in that any absences or deviations from the printed schedule should be primarily handled by the instructor and communicated appropriately to the students, Department Chair, and Academic Dean.

Obviously, both instructors and students may miss classes on occasion because of illness or other unplanned circumstances. Under all circumstances, students should receive the hours of quality instruction to which they are entitled, and class cancellations should be rare.

The appropriate Academic Dean, Academic Chair, and Registrar's Office should be notified when any faculty absence, change of class schedule, class cancellation, or substitution is anticipated.

Grading

Mid-Semester and Final Grade Reports (Mid-semester grades do not apply to PACE Students.)

You will be asked to submit a grade for each of your freshman or transfer students at mid-semester. You will receive a printed roster through campus mail. Your end of the semester grades can be submitted electronically through the Banner system. It is crucial that you submit your grade reports by the deadline indicated from the Registrar.

Grading System

A grading system provides a convenient way in which an assessment can be made of relative achievement. The faculty at Millikin has established the following letter grades:

Grade	Definition	Quality Points
A	Outstanding	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Passing	1.0

D-		0.7
F	Failure	0.0
XF	Failure due to Academic Dishonesty	0.0

Grade Definition

P	Pass (no quality points)
W	Withdrawal (no penalty) awarded only during first ten (10) weeks of the semester
I	Incomplete
NG	No grade reported

Incomplete Grades

The transcript may also carry the designation I (Incomplete). This designation is made in consultation between the student and the instructor. (Ex: because of illness or other factors beyond the student's control). Incompletes must be removed within the first eight weeks of the next semester following receipt of the grade, otherwise it automatically becomes an F. Requests for an extension of this deadline because of illness or other reason beyond the student's control, must be approved by the instructor prior to the end of the eight-week period. The Instructor must notify the Registrar's Office of any extensions granted prior to the end of the 8th week.

Grade Changes

Faculty have control over grades issued by them for their courses. Faculty can make grade changes or update Incomplete grades to final grades by contacting the Registrar's Office. An email is acceptable stating the student's name, course, CRN and previous grade along with the new grade. Once grades are rolled to a student's record, only the Registrar's Office can update the grade. Grade changes will not appear on grade rosters in Banner once grades are rolled. Only the student's grade history is updated and will appear on their transcript.

Grade Grievances & Grade Appeals

Any student who believes that he or she has received an unfair final grade or final evaluation should do the following:

Confer with the instructor to resolve the disagreement. If justifiable question remains in the student's mind, he or she may confer with the chair of the faculty's department. The chair may investigate the matter, mediate between the student and the instructor, or take other reasonable action. If there is no resolution after meeting with the chair, the student may present the case to the Dean of the school in which the course is offered. The Dean may consult with the departmental chair and the faculty member and decide whether or not to begin an investigation of the faculty's grading practices. There are no further appeals beyond the Dean.

The faculty member reserves final judgment on all matters pertaining to student grading unless the administration is proceeding against the faculty member pursuant to Dismissal for Cause (Section 2.4.7) or Action Short of Dismissal (Section 2.4.8). If a faculty member has left the university and is unwilling or unable to respond to a request for a grade change, the Chair or the Dean may change the grade.

**Students have until the end of the following semester to challenge a grade.
Grades cannot be appealed beyond the end of that semester.**

Academic Alert System

The Academic Alert System is a systematic way of notifying all stakeholders (student, instructor and advisor) when a student is experiencing academic difficulties. Instructors concerned about a student's performance may submit an academic alert via the My Millikin web portal. Both the student and his or her advisor receive an email notification that an alert has been submitted, and details of the alert can be viewed by accessing the MU Online function of the My Millikin web portal. Through the Academic Alert System, instructors and advisors prompt students to take corrective action to improve their academic performance.

Academic alerts may be submitted for poor class attendance, low quiz or test scores, insufficient performance on a class assignment, or "other". Faculty can also submit a "Recommended Course of Action" for resolving the issues. Once a faculty member submits an academic alert through MU Online, an email is automatically sent to the student and to his or her academic advisor.

Instructors: Submitting an Academic Alert

1. Log onto the My Millikin web portal.
2. Select "MU Online" on the employee or faculty tab (should be visible on front page).
3. Click on Faculty Services.
4. Click on Academic Alert System.
5. Select the current term and the course and click "Submit".
6. Your course roster appears. Click "add" next to a student's name to submit an academic alert.

Advisors: Viewing an Academic Alert

1. Log onto the My Millikin web portal.
2. Select "MU Online" on the employee or faculty tab (should be visible on front page).
3. Click on Faculty Services.
4. Click on Advising Menu.
5. Click on "View Advisee List".
6. Select the current term and click "View Advisee List".
7. Your advisee list appears. Click "alert" next to a student's name to view the details of the alert.

Guidelines for Using the Academic Alert System

- **Utilize the Academic Alert System early in the semester, particularly for class attendance.** Individual academic units (and individual instructors within those units) should use the Academic Alert System according to their unique learning objectives. However, faculty should make every attempt to utilize the Academic Alert System as early in the semester as possible. Submitting an academic alert at the first sign of difficulty allows students and advisors more time for corrective action (seeking help during office hours, tutoring, dropping the course, etc.) than submitting an alert at a point where options have become limited. Students who "start behind" by missing a substantial amount of class early in the term are more likely to "stay behind" for the duration of the semester. In addition, excessive absence is an indicator of more serious problems that are likely affecting the student's performance in other classes. The sooner that students and advisors are alerted to these problems, the more time for corrective action.
- **Communicate with your students about your use of the Academic Alert System.** Many students become confused upon receiving an academic alert, particularly students who have never received an alert or have never heard of the Academic Alert System. Clearly articulate the purpose of the academic alert system and remind students of those who are notified when an alert has been submitted

(instructor, advisor and student). Assure students that alerts are not a part of any permanent record and exist only to help them be successful.

- **Use the "Other" text box to clarify the reason for your alert**. Use the text box to specify or clarify the reason for submitting the academic alert.
- **Utilize the 'Suggested Resolution' text box to prompt students to take corrective action**. Suggestions such as "see me during office hours" or "please visit the Writing Center before submitting next writing assignment" provide students with specific action plans for improvement.

Suggested Usage of Academic Alert System by Week

PACE: Should be used immediately on missed class or assignment late and/or F.

Week	Academic Alert Usage
Weeks 1-2	<ul style="list-style-type: none"> • Communicate how you will use Academic Alert System with all students. • Submit alerts for students whose names appear on course rosters and who are not attending. • NOTE: Students are adding/dropping courses during this period.
Weeks 3-5	<ul style="list-style-type: none"> • Submit alerts for students who have missed more than one class period. • Submit alerts for students who are under-performing on early tests/quizzes/assignments. • Within academic alerts, suggest corrective action (office hours, tutoring, speak with advisor, etc.). • Suggest that students speak with their academic advisors or with staff in the Student Success office about tutoring, study tips, etc.
Weeks 6-8	<ul style="list-style-type: none"> • Submit alerts for students who continue to miss multiple class periods. • Submit alerts for students who continue to perform poorly. • Within alert, suggest corrective action (office hours, tutoring, speak with advisor, etc.). • Report students who should consider dropping the course prior to the 10th week. • Suggest that students speak with their academic advisors or with staff in the Student Success office about tutoring, study tips, etc.
Weeks 9-13	<ul style="list-style-type: none"> • Submit alerts for students who continue to miss multiple class periods. • Submit alerts for students who continue to perform poorly. • Within alert, suggest corrective action (office hours, tutoring, speak with advisor, etc.). • Suggest that students speak with their academic advisors or with staff in the Student Success office about tutoring, study tips, etc. • NOTE: Dropping courses after 10th week will result in grade of F except under special circumstances.
Weeks 14-16	<ul style="list-style-type: none"> • Submit alerts with suggestions for improvement in final exam/project. • NOTE: Dropping courses after the 10th week will result in grade of F except under special circumstances.

Student Accolade System

Similar in design to the Academic Alert System, the Accolade System allows *any Millikin employee* the opportunity to recognize *any currently enrolled student* for a job well done. Utilizing MU Online, Millikin faculty and staff can personalize an email accolade and share it with a student as well as his or her academic advisor and academic dean. In addition, faculty or staff members submitting an Accolade have the option of sharing it with the Office of Marketing and Media Relations, who– with the permission of the student - may circulate the good news to a wider campus audience. By sending an email Accolade, faculty and staff members can convey to our students – particularly our first-year students - that their contributions to the Millikin community are valued.

Whether highlighting a grand display of excellence or noting a “small win”, the possibilities of the Accolade System are limitless but could include:

- recognizing outstanding academic achievement.
- honoring displays of leadership inside or outside of the classroom.
- applauding creative or athletic performance.
- acknowledging improvement in students who may have struggled in the past.
- noting strong work habits and work performance among student employees.
- celebrating a job well done by a student organization.

Recognizing a student with an Accolade is easy:

- 1) Log onto the My Millikin web portal (found under ‘Quick Links’ at www.millikin.edu or under the ‘Faculty & Staff’ section).
- 2) Click either the ‘Faculty’ or the ‘Employee’ tab at top of the page.
- 3) Click ‘MU Online’.
- 4) Under either ‘Employee Services’ or ‘Faculty & Advisor Services’ and then click ‘Student Accolade.’
- 5) Search for the student either by entering his or her ID number or by first and last name.
- 6) Type the details of the Accolade into the text box. Don’t forget to check the ‘Marketing Worthy’ box at the top of the form if you believe that the Office of Marketing and Media Relations should know about this student’s accomplishment.
- 7) Click ‘Add Accolade’. An email will automatically be sent to the student as well as to his or her advisor and academic dean.

Adjunct Faculty Information

Faculty Evaluation

Faculty evaluation is conducted online. During the last two weeks of the semester including finals week, evaluation of faculty is opened to students. Students’ evaluation of the learning process provides vital information to the ongoing assessment and improvement of the academic program. It also provides valuable feedback to the individual professor concerning his or her own professional development. Once you turn in your grades, you will be able to access a summary of the quantitative analysis for your course as well as written comments provided by students. This information is accessed through “myMillikin”. Your department chair will also be given this information. You are welcome and encouraged to review these evaluations with your chair. See addendum B for copy of evaluation form.

Benefits

BENEFIT	WHEN YOU ARE ELIGIBLE	WHAT YOU RECEIVE
Supplemental Retirement Annuity	Immediately	Participation in the TIAA-CREF tax-deferred retirement account - contributions can be made up to the dollar limits set by the Internal Revenue Service
Employee Assistance Program (EAP)	Immediately	Confidential, professional counseling services to help employees and their dependents resolve personal issues which may effect their health, personal well-being, and/or job performance
Kirkland Fine Arts Center discounts	Immediately	Discounts on performances - contact KFAC for more information
Theatre/Dance production discounts	Immediately	Discounts on Theatre productions - contact KFAC for more information
School of Music discounts	Immediately	10% discount for employees and their immediate family when enrolling for instruction in the preparatory program of the School of Music
Use of Griswold facilities	Immediately	Use of gym, McIntosh pool, tennis courts, and all-weather track & field complex for employee and dependents
Athletic event passes	Immediately	Complimentary passes for employees to regular season Millikin athletic events
Decatur Indoor Sports Center (DISC) discounts	Immediately	50% off membership at the DISC for employee only
Use of Fitness Center at the DISC	Immediately	Free for employee only
Use of Staley Library	Immediately	Use of resources for employee and dependents
Check cashing in the Student Service Center	Immediately	Free check cashing for employees
Discounts on food purchases	Immediately	Discount on our non-franchise dining service areas

This is merely a brief summary of the benefits available to you. The actual terms of these benefit plans and programs are available in writing in Human Resources. Only the written Summary Plan Descriptions and Plan Documents (or if there are none, the insurance policies or other plan descriptions) contain the official benefit provisions.

For additional information, please contact Human Resources at 362-6416 or HR@millikin.edu.

Additional University Policies

Please familiarize yourself with all University policies by referring to the Faculty P & P and the Employee Handbook and Policy Guide on the University website. Below are specific policies we would like to bring to your attention.

Consensual Sexual Activities with Students

Given the fundamentally asymmetrical nature of the faculty-student relationship, voluntary consent by the student in an amorous relationship is suspect. In addition to the possible sexual exploitation of the student involved, other students, staff, and faculty may be affected by such relationships. Therefore, consensual sexual and amorous relationships will be considered unethical and are prohibited between a student and any member of the faculty or administrative staff who teaches, supervises, evaluates, or otherwise is in a position to exercise power or authority over the student. Efforts by members of the faculty or administration staff to initiate these relationships are also prohibited. Millikin University expressly prohibits all forms of sexual misconduct.

Dismissal for Cause

Dismissal for cause is a severance action by which Millikin University terminates its contract with a faculty member for adequate cause, regardless of status or rank, and may occur at any time, with or without prior warning. Any teaching contract is subject to an action under this subsection. Adequate cause for dismissal must be directly and substantially related to the fitness of a faculty member to continue in his or her professional capacity as a teacher and shall be determined in accordance with the procedures outlined below. Dismissal will not be used to restrain a faculty member's academic freedom or other rights as a citizen.

Dismissal proceedings may be instituted on any one of the following grounds, but are not limited to these examples:

1. Professional incompetence;
2. A pattern of failure to perform job-related assignments or other reported neglect of academic duties despite oral and written warnings;
3. Knowing or reckless violation of professional ethical standards;
4. Knowing or reckless violation of the rights and freedom of students or employees of the University, including discrimination or harassment policies.
5. Conviction of a crime directly related to the faculty member's fitness to practice his or her profession;
6. Dishonesty, including, but not limited to, plagiarism, forgery, falsification of credentials or experience, or the misappropriation or misapplication of funds;
7. Failure to follow the written standards of the institution in respect to standards, policies, directives and guidelines within this *Policies and Procedures: Faculty* manual and all other reasonable written and published standards after oral and written warnings;
8. Sexual misconduct.

Inclement Weather / Emergency Closing Policy

Millikin University is a residential community and, as such, is a unique employer. Activities related to teaching and research (which include library and computer services), facilities support, housing, dining services, safety and security must continue as necessary on a seven-day schedule. Because these services must be maintained, the University is always open. However, unusual conditions such as extreme weather, power outages and equipment failures may make it impractical to operate the workplace. Certain conditions affect the safety and wellbeing of employees and may be reason to close the University, delay the opening, cause early closure or remain open for a limited range of services. In all cases when there are emergencies, employees must use their best judgment to determine their own safety when traveling to and from work.

Notification: Official University notification regarding changes to University work hours will be determined by the President and announced on Millikin's e-mail as well as the local media sources including:

- WAND TV
- WSOY – 1340 AM
- WJMU – 89.5 FM

Delayed Arrival Condition – When there is a weather emergency, the University may announce a delayed arrival time and employees should arrive by that designated time. **Employees should notify their offices within a reasonable amount of time if they are unable to report to work by the official delayed arrive time.**

Early Dismissal Condition – If weather conditions develop during the day which create hazardous travel conditions, the University may authorize an early dismissal. Official notification will be made through the University e-mail system and local media when appropriate.

When there is an official delay or closing, full-time, non-exempt employees will be granted administrative pay for the time lost because of the official closing.

When there is no official delay or closing, non-exempt hourly employees who do not report to work or who report to work late or leave early due to inclement weather have various options to make up time missed, including:

- Vacation or personal time (full-time employees)
- Leave without pay
- Make up the time within the workweek, with supervisor's approval

Employees who are already scheduled off work due to sick leave, vacation, personal or leave of absence without pay will be charged accordingly (i.e. the entire day will be charged to vacation, etc.).

Emergency or Equipment Failure – Some emergencies or equipment failure may result in assigning alternative duties to employees. Such duties should be as consistent as possible under the circumstances with current job descriptions. In the event that an employee's work site at the University is not usable due to inclement weather and an alternative work space is unavailable, an employee should be excused with pay.

In the event of extraordinary weather conditions, reasonable tardiness should be excused and employees will not be issued corrective action for attendance unless such absences are repetitive and impact work effectiveness.

Weather Cancellations (PACE)

Class cancellations and/or institutional closings are only pertinent to the specific classes and/or schools involved. For example, if classes at Millikin University are canceled students at Lincoln Land Community College and Parkland College are expected to meet unless those particular campuses and/or courses are canceled. Further, if classes are canceled at either two off site locations only, Millikin faculty and students are expected to attend classes at Millikin.

Drug and Alcohol Abuse

Policy Statement

Millikin University complies with the Federal Drug-Free Workplace Act of 1988 (the "Drug-Free Workplace Act") and the Drug-Free Schools and Communities Act Amendments of 1989 (the "Drug-Free Schools Act" (collectively, the Acts").

Millikin University strictly prohibits the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance on University premises, in vehicles provided by Millikin, at any work site or location at which University duties are being performed by Millikin faculty, staff and administrators, or as part of any other Millikin activities. Common examples of controlled substances, as defined by law, are cocaine, marijuana, and heroin among many others.

Consistent with federal, state and local laws individuals employed by the University who violate any portion of the above rule will be disciplined according to the severity of the violation. Such disciplinary action may include requiring satisfactory participation in a substance abuse treatment, counseling or education program as a condition of reinstatement or continued employment, suspension, termination of employment, and/or referral for prosecution.

Any employee convicted under a criminal drug statute must report that conviction to his/her immediate supervisor within five days of the conviction. The supervisor must immediately report the conviction to the Human Resources Director. Failure to report such conviction will result in disciplinary action up to and including termination.

The Drug-Free Workplace Act makes strict compliance with this policy statement a condition of employment on all federal grants and contracts. Within ten (10) days of learning of a drug conviction resulting from workplace activities of any individual engaged in work under grants or contracts funded by a federal agency, Millikin must notify the relevant funding agency that a violation of this policy statement has occurred.

Employees using prescription drugs according to a physician's instructions or using over-the-counter drugs for medicinal purposes where such drugs may impair their physical, mental, emotional or other faculties, must notify their Vice President, Dean, Director, Department Chair or supervisor.

All information relating to drug and/or alcohol screens is to be kept strictly confidential. The information will be kept in each employee's medical file, which will be maintained separately from employee's personnel file. These medical files will be kept locked and secured, and access will be limited to individuals specifically authorized by law, regulation and policy to view them in the course of their official duties. Under no circumstances should the results of drug and/or alcohol screen be discussed with individuals that do not have a work-related need to know.

Drug Abuse and Treatment Program

The University believes that the decision to seek diagnosis and accept treatment for any suspected illness is the responsibility of the employee. The decision to seek treatment will not be detrimental to job security. Supervisors and managers are not professionally qualified to diagnose alcoholism, drug addiction or any other illness. Any referrals by them are to be based strictly on unsatisfactory job performance or job related misconduct.

The University believes that confidential handling of the diagnosis and treatment of alcoholism and other drug addiction or emotional illness is essential.

Millikin has contracted with St. Mary's hospital (1900 E. Lake Shore Drive, Decatur Illinois) to offer an Employee Assistance Program (EAP) providing initial drug and alcohol counseling. EAP is offered as an addition to the University benefit program and is offered at no cost to the employee or the employee's family members. Counseling services are available to all full-time and part-time personnel including adjunct faculty, spouses and dependent children.

Appointments at EAP can be made by calling 464-2339 in Decatur or 1-800-879-7005.

Brochures further explaining the EAP program are available in Human Resources.

Smoking Policy

Tobacco use includes but is not limited to use of cigarettes, cigars, pipes and smokeless tobacco. Millikin University is a non-smoking, non-tobacco use facility. The use of tobacco products will be allowed only outside of campus buildings. The Administration will designate areas outside buildings where the use of tobacco products will be allowed. This policy relates to all work areas at all times, including before and after normal working hours.

Employees smoking in any non-smoking area may be subject to appropriate disciplinary action, up to and including termination.

ADDENDUM A

Academic Honesty Policy Statement

Last updated August 13, 2009.

(include these four paragraphs in all syllabi)

Academic Honesty Policy

All students are expected to uphold professional standards for academic honesty and integrity in their research, writing, and related performances. Academic honesty is the standard we expect from all students.

Read the Student Handbook for further details about offenses involving academic integrity at:

<http://www.millikin.edu/handbook/>. Staley Library also hosts a web site on Preventing Plagiarism, which includes the complete university policy. It is located at:

<http://www.millikin.edu/staley/services/instruction/Pages/plagiarism-faculty.aspx>. Visit and carefully read the Preventing Plagiarism web site.

The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses. They will make the determination as to whether the student violated the Academic Integrity Policy. Should the faculty member determine that the violation was intentional and egregious, he or she will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

This letter will be destroyed when the student graduates from the University unless a second breach of integrity occurs, or unless the first instance is of sufficient magnitude to result in failure of the course, with an attendant XF grade recorded in the transcript. If an XF is assigned for the course, the faculty letter of explanation becomes a permanent part of the student's record. If a second violation occurs subsequent to the first breach of integrity, the Dean of Student Development will begin disciplinary and judicial processes of the University, as outlined in the Student Handbook.

If a student receives an XF for a course due to academic dishonesty, this remains as a permanent grade and cannot be removed from the transcript. However, students may repeat the course for credit toward graduation. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University. If you have difficulty with any assignment in this course, please see me rather than consider academic dishonesty.

Disability Accommodation Policy Statement

(include this paragraph in all syllabi)

Disability Accommodation Policy

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Office of Student Success at Millikin University, currently located in Staley Library 014.

ADDENDUM B

TRADITIONAL PROGRAM SYLLABUS SAMPLE

Fall 2011 Millikin University

NAME OF COURSE

Course information: 3 credits; prerequisite: sophomore

Instructor: NAME Email address: ; Phone:

Course meetings: MWF 3-3:50 pm Classroom:

Office: Room Number & location; office hours: TR 8-11 am or by appointment

Required Textbook:

Learning Goals:

Course Description

Major Assignments and Projects

Course Grading Scales:

Disability Accommodation Policy

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Office of Student Success at Millikin University, currently located in Staley Library 014.

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violation was intentional and egregious, he or she will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

This letter will be destroyed when the student graduates from the University unless a second breach of integrity occurs, or unless the first instance is of sufficient magnitude to result in failure of the course, with an attendant XF grade recorded in the transcript. If an XF is assigned for the course, the faculty letter of explanation becomes a permanent part of the student's record. If a second violation occurs subsequent to the first breach of integrity, the Dean of Student Development will begin disciplinary and judicial processes of the University, as outlined in the Student Handbook.

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Academic Dishonesty will not be tolerated at Millikin University. The following apply specifically to academic misconduct in this course:

- Plagiarism: The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own. Appropriation includes the quoting or paraphrasing of another's work without giving credit.
- Collusion: Prohibited collaboration with another in preparing work.
- Fabrication/Falsification: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission by the same individual of substantial portions of the same work (including oral reports) for credit more than once in the same or another course without authorization.
- Complicity in academic misconduct: Helping another to commit an act of academic misconduct.

Turnitin.com may be useful to students in addressing any plagiarism concerns they may have. Millikin University students may learn more about how to properly cite sources and maintain the highest degree of academic integrity with the Turnitin online program. All Millikin University faculty may, at their discretion, use Turnitin (see: <http://www.turnitin.com/static/index.html>) in order to ensure that students are not having/exhibiting problems with plagiarism.

The University Writing Center

You can receive valuable help with your writing by visiting Millikin's Writing Center. The Writing Center is a free, one-on-one service that helps you develop global strategies for improving writing, reading, and critical thinking processes in a friendly, relaxed, and supportive environment. The Writing Center helps with all aspects of writing, from brainstorming for ideas to overcoming writer's block, to the final editing and proofreading strategies, as well as advice for drafting, expanding and organizing your writing. The Center also offers help with proper documentation style and plagiarism concerns. While you are required to visit the Writing Center for this course, do not limit yourself to those visits; the Writing Center is used by all students in need of help with writing assignments from any course. Remember to bring with you your assignment sheet and/or your draft for each of your writing projects. The Center is located on the second floor of the Library in Room 203. Although walk-ins are accepted, scheduled appointments have priority and are recommended. Call or email for an appointment at 424-6353 or wcenter@mail.millikin.edu.

Policy on Late Work

(add your policy about late work here)

Policy on Attendance

(add your policy on attendance here)

Expectations for Class Conducts and Classroom Behavior

Faculty members have the responsibility and the authority to maintain a productive educational environment in the classroom. It is the responsibility of the students to practice conduct conducive to learning by being prepared, prompt, attentive, and courteous in the classroom and by accepting policies set forth by the professor to maintain an academic decorum.

Acceptable classroom behavior is behavior that

- encourages critical inquiry and thought and promotes a shared community of learners;
- focuses attention on the tasks at hand and respect the instructor and peers;
- listens carefully to classroom discussions and presentations and adds relevant insight and responses

Behaviors that repeatedly interfere with the professor's ability to teach class or the ability of other students to benefit from the class include:

- use of cell phones, including phone calls, text messaging, and check on phone calls or messages;
- constant idle chit-chat with peers;
- idleness or napping;
- irrelevant use of computers;
- routine late arrival or early departure;
- inappropriate interruptions with annoying noises or irrelevant jokes or inappropriate language;
- use of threatening language and personal insults toward the professor or other students;
- other unidentified disruptive behaviors

This kind of behavior is inappropriate and will be subject to appropriate disciplinary measures.

When emailing your professor or posting on the Moodle, you are expected to

- show courtesy and respect to your professors;
- show clarity and seriousness in your message: compose a brief yet effective subject line that identifies the focus of your email (ex: Question on Assignment 1 or Absence on 9/31); the body of your email follows the format of a letter (ex: greet the professor as Dr....);
- Always identify who you are and what course you are taking with the professor;
- Avoid short hand instant-messenger style and inflammatory remarks.
- Avoid write in all lower case or upper case style.

Guidelines on In-Class Discussions

A college classroom is the place where you learn to be an active citizen through preparing for the class and participating in the class discussion and activities. In a college literature classroom where discussions (not lectures) are dominant, you are expected to prepare for the class readings and contribute to class discussions and other activities designed to engage the literary interpretation. Class participation in this course includes (but not limited to) the following:

- read the assigned reading materials;
- annotate and highlight/underline important information in the reading assignments;
- listen to the instructor and peer students when they talk;
- take notes of important information;
- take initiatives to answer questions from the instructor and peer students;

- ask questions that further class discussions;
- share personal stories/experiences or outside readings that inspire classroom discussions;
- respond responsibly to peers' drafts;
- actively participate in classroom activities;
- collaborate with others in group work or project; and
- participate in online posting and discussions

The instructor will grade your class participation based on the above elements. The instructor will take notes of your preparedness, attentiveness, talking, and participation and give you a letter grade for this part of the final grade.

Guidelines on Reading Assignments and Reading quizzes:

(add your guidelines here)

Guidelines on Extra Credits:

(add your guidelines here)

Course Day-to-Day Schedule
(This schedule is tentative and subject to change.)

Week/Day	In class	Reading assignment	Writing assignment
Week 1			
8/25			
8/27			
Week 2			
8/30			
9/1	Labor Day; no class		
9/3			
Week 3			
9/6			
9/8			
9/10			
Week 4			
9/13			
9/15			
9/17			
Week 5			
9/20			
9/22			
9/24			

Week 6			
9/27			
9/29			
10/1			
Week 7			
10/4			
10/6			
10/8			
Week 8			
10/11			
10/13			
10/17	Fall break	No class	
Week 9			
10/18			
10/20			
10/22			
Week 10			
10/25			
10/27			
10/29			
Week 11			
11/1			
11/3			
11/5			
Week 12			
11/8			
11/10			
11/12			
Week 13			
11/15			
11/17			
11/19			
Week 14	Thanksgiving no class		
Week 15			
11/29			
12/1			
12/3			
Week 16			
12/6			
12/8			
12/10			
Week 17			

ADDENDUM C

Sample PACE Syllabus

Course Title:

Course ID:

Dates:

Credit hours:

Professor:

Office:

Telephone:

Email:

Office Hours:

Required Text(s):

Course Description:

Course Objectives:

Course Organization: The content and amount of material required in this course cannot be reduced because of its accelerated format. Students must be prepared, thus, students should plan to spend an average of 10-20 hours of time on each course per week outside of scheduled classroom time.

Attendance Policy: According to the PACE attendance policy, students who miss more than 25% of scheduled classroom time will be instructed to withdraw from the course. Failure to officially withdraw from the course will result in a grade of F. Any portion of a missed class (coming in late, leaving early, or taking excessive breaks) may be counted toward total absences.

Specifics: *Only the length of your course needs to be listed.*

25% of a 10 week course (3 credit hours) with 40 scheduled contact hours is 10 hours.

25% of an 8 week course (3 credit hours) with 32 scheduled contact hours is 8 hours.

25% of a 7 week course (3 credit hours) with 28 scheduled contact hours is 7 hours.

25% of a 5-week course (3 credit hours) with 20 scheduled contact hours is 5 hours.

25% of a 4-week course (2 credit hours) with 16 scheduled contact hours is 4 hours.

Late Assignments:

Academic Integrity Standards: All students are expected to uphold professional standards for academic honesty and integrity in their research, writing, and related performances. Academic honesty is the standard we expect from all students. Academic dishonesty will not be tolerated in the PACE program or at Millikin University. The following apply specifically to academic misconduct in this course:

- **Plagiarism:** The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own. Appropriation includes the quoting or paraphrasing of another's work without giving credit.
- **Collusion:** Prohibited collaboration with another in preparing work.
- **Fabrication/Falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple Submissions:** The submission by the same individual of substantial portions of the same work (including oral reports) for credit more than once in the same or another course without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.

Email Communication: Students are responsible for checking their Millikin University e-mail for schedule changes, assignments, and/or other messages from the professor(s) or university representatives.

Grade Composition:

Grading System:

A	92% and above
A-	90%-91.9%
B+	88%-89.9%
B	82%-87.9%
B-	80%-81.9%
C+	78%-79.9%
C	72%-77.9%
C-	70%-71.9%
D+	68%-69.9%
D	60%-67.9%
F	less than 60%

Disability Accommodation Policy: Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Office of Student Success at Millikin University, currently located in Staley Library 014.

Course Schedule: The course schedule is merely a guide. The professor reserves the right to alter course content, class assignments, activities, and/or dates as deemed necessary.

Week 1 (August 01, 2011): [These dates are for example use only. Please make this schedule format your own. Modify at will.](#)

Assignments Due Tonight:

Week 2 (August 08, 2011):

Assignments Due Tonight:

Week 3 (August 15, 2011):

Assignments Due Tonight:

Week 4 (August 22, 2011):

Assignments Due Tonight:

Week 5 (August 29, 2011):

Assignments Due Tonight:

ADDENDUM D

Millikin University Evaluation of Instruction (Sample)

Thinking about this instructor and course, check the circle corresponding to how you feel about each statement.

Course Organization and Planning	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply
1. The instructor's expectations seemed reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor was prepared for each class period.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor organized the class material well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor used class time well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My grades measured my learning well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor demonstrated command of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply
7. The instructor was clear and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor summarized or emphasized important points well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor used good examples or illustrations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor used challenging questions or problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor had enthusiasm for this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor was accessible to the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Evaluation	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply
13. Overall, the instructor for this course was excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Overall, this course was excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Comments

16. Please indicate whether you want your comments to be sent to the instructor, or also to the chair of the instructor's department and to the Dean of the instructor's School or College.

1
Instructor Only

2
Instructor, Chair, and Dean

17. Your Name (Optional):

ADDENDUM E

CAMPUS LINGO AND ACRONYMS

AA -- Academic Affairs

After 5 Live – Art Receptions at Blue Connection/Decatur Area Arts Council, downtown

Arrival Court – Area between RTUC and Shilling Hall

AT – Academic Technology or Albert Taylor Theatre or Athletic Training

A & S – Arts & Sciences

AC – Area Coordinator

ADC – Alumni and Development Center

Banner – Millikin’s central information system

Big Blue – Millikin University Mascot

BO – Business Office

BOT – Board of Trustees

BA – Bachelor of Arts

BFA – Bachelor of Fine Arts

BM – Bachelor of Music

BS – Bachelor of Science

BSN – Bachelor of Science in Nursing

BSU – Black Student Union

BWA – Blackburn, Walker, and Aston Halls Residence Halls

CAF – Wornick Dining Hall located in Richards Treat University Center (RTUC)

CE – Center for Entrepreneurship

CIE – Center for International Education

CC – Career Center

CCIW – Collegiate Conference of Illinois and Wisconsin (our athletic conference)

COC – Council on Curriculum

COF – Council on Faculty

CWRR – aka.: CRITTER – Critical Reading, Writing and Research

CSAS – Council on Students and Academic Standards

DEC – Decaturian – The University student newspaper, published every two weeks

DISC – Decatur Indoor Sports Center at Millikin University

DSAC -- Dining Services Advisory Committee

EMT – Enrollment Management Team

EOM – Employee of the Month

FACTS – Facts Monthly Payment Plan

FERPA – Family Educational Rights and Privacy Act

FISHBOWL – Glass Walkway between BWA Halls

FMLA – Family Medical Leave Act

FW – First Week

GPA – Grade Point Average

Green Weenie – Common Name for Archrivals – Illinois Wesleyan University (Bloomington)

HR – Human Resources

IES – International Education of Students

IR – Institutional Research

JMS – James Millikin Scholar

KFAC – Kirkland Fine Arts Center

KH – Kaeuper Hall

LEP – Learning Enhancement Program – located in Staley Library

LSB – Lock, Stock and Barrel – common area for lunch, dinner and entertainment

LTSC -- Leighty-Tabor Science Center

MAC – Millikin Admission Corps (students who give campus tours on visit days)

MAC lab – Media Arts Center Lab

MarCom – Marketing and Communications Office

MASH – Millikin Alumni Students Hosts – Students selected to work with Alumni Office

MEA – Millikin East Apartments

Millibubble – A nickname for the area that encompasses campus

Mills Quad – lawn area south of the Mills Hall

MPSL – Millikin Program of Student Learning

Mr. B.B. – A gift bronze man statue in the center of campus

MSDS – Material Safety Data Sheets

MTL – Micro Teaching Lab (1353 W. Main)

MTX – Millitrax Recording Studio

MU -- Millikin University

MU ONLINE – Your personal porthole to your information with Banner on the Web

MUCC -- Millikin Underground Concert Committee

MUCIS – Millikin University Campus Information System

MUELLER QUAD – Lawn area between Kirkland & Shilling

MWA – Millikin West Apartments

MyMillikin – Web portal to all online services and information

NTR -- Net Tuition Revenue

O & R – Orientation and Registration

OMA – Office of Multicultural Affairs

OSH – Oakland Street Hall

P&P – Policies and Procedures - Faculty

PD – Pipe Dream black box theatre

PDR – President's Dining Room

PMC – Perkinson Music Center

RA – Resident Assistant

RHA – Residential Housing Association

RTUC – (R-tuck) Richards Treat University Center (also known as ReTreat)

SD – Student Development

SHC – Student Housing Council

SID – Sports Information Director

SL – Service Learning and Staley Library

SOE – School of Education

SON – School of Nursing

SSC – Student Service Center

SUB – Lower level of RTUC

SURF – Summer Undergraduate Research Fellowships

TIAA-CREF – Teacher’s Insurance and Annuity Association – College Retirement Equity Funds

TSB – Tabor School of Business

UCB – University Center Board (programming for campus)

UIC – University Information Center

ULC – Urban Life Center

Visit Day – Held throughout year by Admissions for high school juniors and seniors

W – Withdrawal from Class, no penalty. The option is available through the 10th week of class

Woods – Student Apartment Complex located on the corner of Wood and Oakland

WJMU – University radio station – 89.5 FM

Adjunct Faculty Development Workshop

August 20, 2016

9:00 a.m. – 12:00 p.m.

9:00 a.m.	Welcome	Dr. Najiba Benabess
9:30 a.m.	Introductions & "Thermometrics"	Julie Shields
10:00 a.m.	Inclusion & Resources	Kimmie Mungaray
10:30 a.m.	Unpacking Technical Resources for Faculty	RJ Podeschi
11:00 a.m.	Demographics Now & other tools	Julie Shields
11:30 a.m.	Closing & Lunch	Dr. Najiba Benabess

Quick Evaluation

I found these things most valuable from today:

I would change or add these things to the next professional development session:

1.

2.

3.

Table 6.1 Standard 6 – Organizational Performance Results

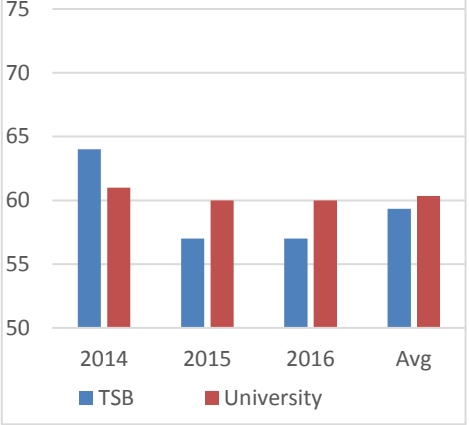
Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.																			
Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends															
Undergraduate 6- year graduation rate will be increased from 59% to 63% by 2017-18 and increasing by 2% until 2020.	Comparison of average graduation rate for years 2014-15, 2015-16 and 2016-2017 to the following years beginning with 2018-19.	The graduation rate for 2014-15 was 64% for TSB and 61 % for University; 2015-16 rate was 57% for TSB vs 60% for University; 2016-2017 was 57 % TSB and 60 for University. The average rate for TSB over the evaluation period was 59.3 vs 60% University	The Tabor graduate rate has dropped in the last two years both in comparison to the TSB 2014 academic year and the University rate over the same time period.	<p>a. Provide more academic support to the first-generation college students by offering more individualized tutoring sessions.</p> <p>b. Provide strong support system on campus to students such as counseling, financial aid, second advisors, coaches and office of student success.</p>	 <table border="1" data-bbox="1503 435 1969 857"> <caption>Graduation Rate Comparison</caption> <thead> <tr> <th>Year</th> <th>TSB (%)</th> <th>University (%)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>64</td> <td>61</td> </tr> <tr> <td>2015</td> <td>57</td> <td>60</td> </tr> <tr> <td>2016</td> <td>57</td> <td>60</td> </tr> <tr> <td>Avg</td> <td>59.3</td> <td>60</td> </tr> </tbody> </table>	Year	TSB (%)	University (%)	2014	64	61	2015	57	60	2016	57	60	Avg	59.3	60
Year	TSB (%)	University (%)																		
2014	64	61																		
2015	57	60																		
2016	57	60																		
Avg	59.3	60																		

Table 6.1 Standard 6 – Organizational Performance Results

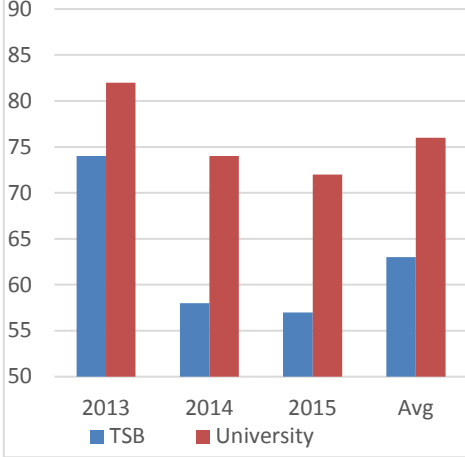
<p>Undergraduate retention rate will be increased from 56% to 75% by end of 2018-2019.</p>	<p>Comparison of average retention rate of Freshmen to Sophomores for years 2013-14, 2014-15, and 2015-16 to the following years beginning with 2018-19.</p>	<p>TSB retention of Sophomores is at 74% in 2013-14, 58% in 2014-15 and 57% in 2015-16. The University retention of Sophomores is 82% 2013-14, 73% in 2014-2015 and 72% in 2015-16.</p>	<p>The TSB retention rate dropped significantly in the last two academic years compared to previous years and compared to the overall University rate. The specific reason is under evaluation.</p>	<p>a. Invite prospective students to visit our campus before deciding to enroll.</p> <p>b. Get our freshman students involved in on-campus activities such as clubs, Greek life, volunteer opportunities that instill a sense of belonging.</p> <p>c. Effective communication with academic advisor about when and if a change in plan is needed regarding career goals and college major.</p> <p>d. Motivate students and especially freshmen to commit to succeed in college by explaining that college is not just</p>	 <table border="1"> <caption>Retention Rates for Sophomores</caption> <thead> <tr> <th>Year</th> <th>TSB</th> <th>University</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>74%</td> <td>82%</td> </tr> <tr> <td>2014</td> <td>58%</td> <td>73%</td> </tr> <tr> <td>2015</td> <td>57%</td> <td>72%</td> </tr> <tr> <td>Avg</td> <td>63%</td> <td>76%</td> </tr> </tbody> </table>	Year	TSB	University	2013	74%	82%	2014	58%	73%	2015	57%	72%	Avg	63%	76%
Year	TSB	University																		
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2015	57%	72%																		
Avg	63%	76%																		

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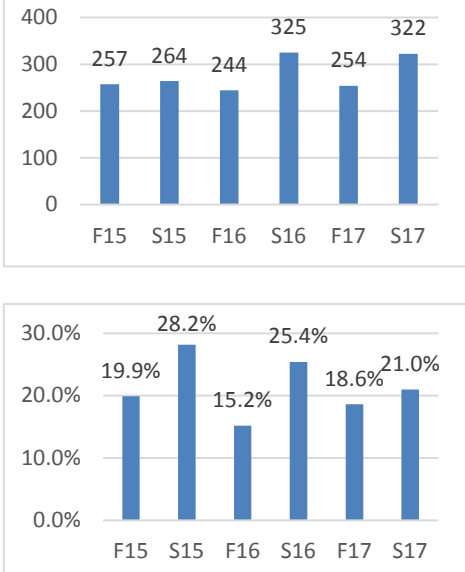
				<p>about getting a job after graduation, but is also about the experience of learning and growing through the interactions with professors and other students who are from different places and different types of communities.</p>																													
<p>TSB will increase the enrollment of non-business majors into business courses by 5% by the end of 2018-2019.</p>	<p>Comparison of non-business enrollment in business courses for 2016-2017 to the following years beginning with 2018-19</p>	<p>The data shows that the Spring semester had an average of 303.7 non-business students which equates to approximately 25% of all business course enrollment. The Fall average was 251.7 non-business student enrollment which equates to 17.9% of all</p>	<p>The higher enrollment in the Spring is the result of several dedicated classes offered to non-business students. The data shows an increase for 2017 in overall non-business student enrollment but the percentage relative to all business course enrollment over that time period showed a drop in the S17 term.</p>	<p>The action is to discuss with the other Deans and department chairs on how a business course provides an advantage to a non-business major. The focus will be on Entrepreneurship, Management and Information Systems business courses.</p>	 <p>The top chart shows enrollment numbers for non-business students in business courses. The bottom chart shows the percentage of all business course enrollment that is non-business.</p> <table border="1"> <caption>Enrollment Data</caption> <thead> <tr> <th>Term</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>F15</td> <td>257</td> </tr> <tr> <td>S15</td> <td>264</td> </tr> <tr> <td>F16</td> <td>244</td> </tr> <tr> <td>S16</td> <td>325</td> </tr> <tr> <td>F17</td> <td>254</td> </tr> <tr> <td>S17</td> <td>322</td> </tr> </tbody> </table> <table border="1"> <caption>Percentage of Business Course Enrollment</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>F15</td> <td>19.9%</td> </tr> <tr> <td>S15</td> <td>28.2%</td> </tr> <tr> <td>F16</td> <td>15.2%</td> </tr> <tr> <td>S16</td> <td>25.4%</td> </tr> <tr> <td>F17</td> <td>18.6%</td> </tr> <tr> <td>S17</td> <td>21.0%</td> </tr> </tbody> </table>	Term	Enrollment	F15	257	S15	264	F16	244	S16	325	F17	254	S17	322	Term	Percentage	F15	19.9%	S15	28.2%	F16	15.2%	S16	25.4%	F17	18.6%	S17	21.0%
Term	Enrollment																																
F15	257																																
S15	264																																
F16	244																																
S16	325																																
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Table 6.1 Standard 6 – Organizational Performance Results

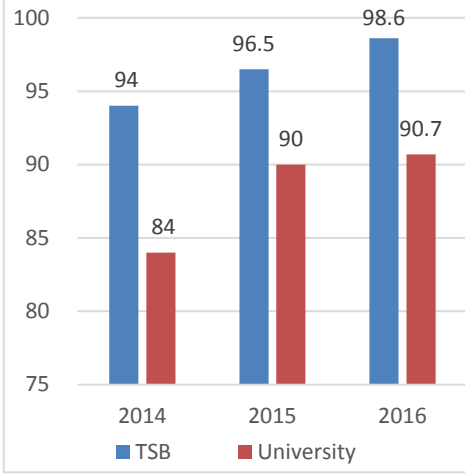
<p>TSB will increase the rate of recent graduates finding jobs within their field or going to graduate school to above 99%.</p>	<p>Comparison of average % of recent graduates who have found jobs in their field or gone to graduate school for years 2014-15, 2015-16 and 2016-2017 to the following years beginning with 2018-19.</p>	<p>business course enrollment. The data shows a trend of almost 100% of students finding a job in their field or their continuing education.</p>	<p>All but 4 graduates (Management (1), Marketing (3)) who responded to the survey had found employment in their fields or continued education. All 2016 graduates except Entrepreneurship (1) had 100% of alumni employed in full time jobs within their fields or continuing education. The percentage of recent graduates to find jobs or continue their education is on the rise and continues to be significantly higher than the University level.</p>	<ul style="list-style-type: none"> - Encourage students to seek jobs prior to the Spring semester. - Encourage students to attend job fairs. - Work with members of Dean’s Business Council to identify job openings. 	 <table border="1"> <caption>Job Finding Rates Comparison</caption> <thead> <tr> <th>Year</th> <th>TSB (%)</th> <th>University (%)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>94</td> <td>84</td> </tr> <tr> <td>2015</td> <td>96.5</td> <td>90</td> </tr> <tr> <td>2016</td> <td>98.6</td> <td>90.7</td> </tr> </tbody> </table>	Year	TSB (%)	University (%)	2014	94	84	2015	96.5	90	2016	98.6	90.7
Year	TSB (%)	University (%)															
2014	94	84															
2015	96.5	90															
2016	98.6	90.7															
<p>TSB will increase the enrollment of incoming freshmen by 18% for each year beginning with 2018-19 thru 2019-2020.</p>	<p>Comparison of average enrollment for years 2014-15, 2015-16 and 2016-2017 to the following years beginning with 2018-19.</p>	<p>The enrollment of incoming freshmen has been cyclical over the last 3 years.</p>	<p>The fluctuations in TSB enrollment is consistent with that of the overall Millikin University enrollment. TSB incoming freshmen remains around 11-12% of all incoming freshmen. Though the 2016 TB freshmen class was 14%.</p>	<p>TSB has hired a dedicated recruiter to promote the programs.</p>	 <table border="1"> <caption>TSB Enrollment Percentages</caption> <thead> <tr> <th>Year</th> <th>Enrollment (%)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>59</td> </tr> <tr> <td>2015</td> <td>48</td> </tr> <tr> <td>2016</td> <td>61</td> </tr> <tr> <td>AVG</td> <td>56</td> </tr> </tbody> </table>	Year	Enrollment (%)	2014	59	2015	48	2016	61	AVG	56		
Year	Enrollment (%)																
2014	59																
2015	48																
2016	61																
AVG	56																

Table 6.1 Standard 6 – Organizational Performance Results

<p>TSB will increase the number of Fast Track MBA students to 20 students beginning in 2018-19. TSB will increase the number of Executive MBA students to 24 students beginning in 2018-19.</p>	<p>Comparison of average enrollment for years 2015-16 and 2016-2017 to the following years beginning with 2018-19.</p>	<p>The fast track MBA has an average of 10 students over the first two years. The Executive MBA has an average of 19 over the last three years, with a high of 21 students and a low of 16 students.</p>	<p>The initial focus of the Fast Track MBA is to attract primarily recent Millikin alumni. The Executive MBA has remained relatively stable in its enrollment over the last 3 years.</p>	<p>i. Organize and offer Webinars to attract students from outside Decatur’s community.</p> <p>ii. Target students who are in the Accounting programs by offering them an MBA degree that includes Becker CPA exam review. These students will not only earn an MBA degree in one year but they will also be prepared and eligible to take the CPA exam.</p> <p>iii. Offer Graduate Assistantships</p> <p>iv. Partner with a third party (Pearson) to explore entering an online MBA market.</p>	<div data-bbox="1501 228 1965 505"> <table border="1"> <caption>Fast Track MBA Enrollment</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>11</td> </tr> <tr> <td>2016-17</td> <td>9</td> </tr> <tr> <td>AVG</td> <td>10</td> </tr> </tbody> </table> </div> <div data-bbox="1501 542 1965 927"> <table border="1"> <caption>Executive MBA Enrollment</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>20</td> </tr> <tr> <td>2015-16</td> <td>16</td> </tr> <tr> <td>2016-17</td> <td>21</td> </tr> <tr> <td>Avg</td> <td>19</td> </tr> </tbody> </table> </div>	Year	Enrollment	2015-16	11	2016-17	9	AVG	10	Year	Enrollment	2014-15	20	2015-16	16	2016-17	21	Avg	19
Year	Enrollment																						
2015-16	11																						
2016-17	9																						
AVG	10																						
Year	Enrollment																						
2014-15	20																						
2015-16	16																						
2016-17	21																						
Avg	19																						

Table 6.1 Standard 6 – Organizational Performance Results

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Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition				
1. Written Communication	This is a Tabor School level learning goal which looks to demonstrate written communication appropriate for business professionals.				
	Analysis of Results				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

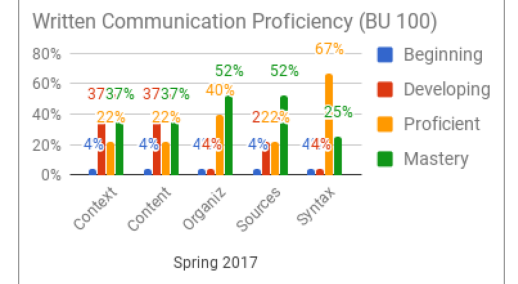
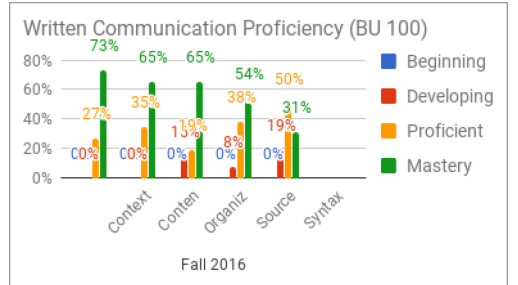
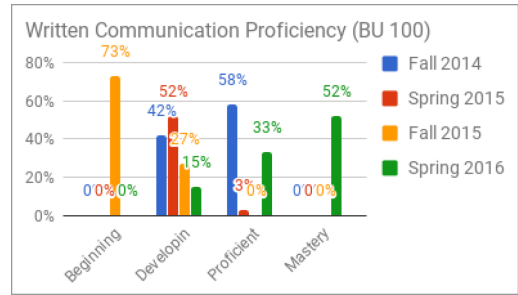
65% of students will be at proficient or mastery level at written communication

BU 100 Business Plan rubric - Direct, Formative, Internal

2014-15 and 2015-16 results indicate that students were primarily developing or proficient in Fall 2014 (42% Developing; 58% Proficient) and Spring 2015 (52% Developing; 3% Proficient. Data is incomplete for this term.). Fall 2015 data indicates students were primarily in the beginning stage (73% Beginning; 27% Developing). Spring 2016 data shows students as primarily achieving proficiency or mastery (15% Developing; 33% Proficient; 52% Mastery). Beginning Fall 2016 data was collected and reported using the sub-score areas present in the rubric. For both Fall 2016 (Context 27% Proficient; 73% Mastery. Content 35% Proficient; 65% Mastery. Organization 15% Developing; 19% Proficient; 65% Mastery. Sources 8% Developing; 38% Proficient; 54% Mastery. Syntax 19% Developing; 50% Proficient; 31% Mastery.) and Spring 2017 (Context 4% Beginning; 37% Developing; 22% Proficient; 37% Mastery. Content 4% Beginning; 37% Developing; 22% Proficient; 37% Mastery. Organization 4% Beginning; 4% Developing; 40% Proficient; 52% Mastery. Sources 4% Beginning; 22% Developing; 22% Proficient; 52% Mastery. Syntax 4% Beginning; 4% Developing; 67% Proficient; 25% Mastery.) students primarily achieved proficiency or mastery. The outcomes for Fall 2014, Spring 2015, and Fall 2015 did not reach the goal. The goal was achieved in Spring 2016, Fall 2016, and Spring 2017.

The three most recent semesters have seen students reaching or exceeding the goal. The Spring semesters show improved performance over Fall semesters. This is likely due to Spring term classes being composed primarily of transfer students who have more college experience than the typically first time college students who compose the vast majority of Fall term classes. The Fall 2015 data poses questions given the large percentage of students who only achieved competency at the Beginning level (73%). It may just be a one time aberration but certainly warrants a conversation with the faculty teaching this course.

The TSB faculty revised the collection and presentation of data for written communication beginning Fall 2016. Collecting and reporting the data with sub-scores provides higher quality information. This will allow TSB to identify specific areas of improvement and implement specific changes to improve competency demonstrated by the students. There appears to be positive progression in competency attainment however it will be important to track and analyze changes in faculty as well as the students (Tabor major versus non-major). Implement collection of data by student level and track by ID to inform the attainment and hopeful progression of competencies throughout the Tabor curriculum. TSB will also be able to parse between Tabor majors and other university majors.



85% of students will be at the proficient or mastery level of written communication

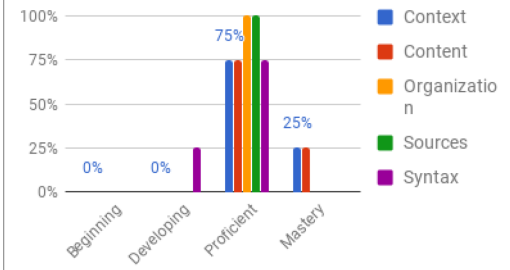
BU 450 Strategic Plan Rubric - Direct, Formative, Internal

This course was retooled as part of a revamped curriculum which was rolled out in Fall 2015. As a result we only have two years worth of data collected. Students achieved or surpassed the goal in both years with the exception of the Content sub-score for Fall 2016.

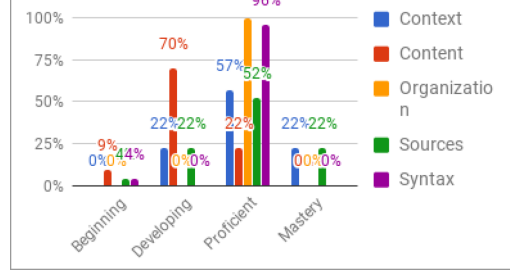
Students are meeting the goal but few are attaining mastery.

By implementing multiple drafts of student strategic plans each student group will receive feedback, which should assist students in the learning and competency obtainment process.

Written Communication (BU 450) - Fall 2015



Written Communication (BU 450) - Fall 2016



2. Learn how to develop and document business processes.

This learning goal is in support of the business management major. Students learn and apply techniques used to create efficiency and effectiveness in a business.

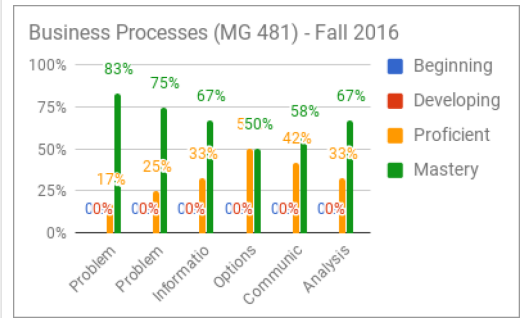
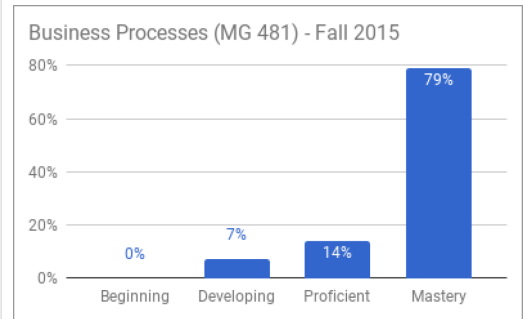
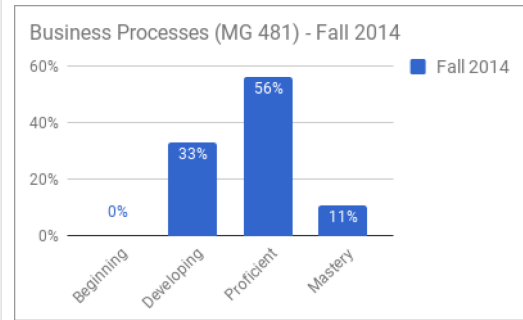
85% of students will attain a competency level of proficient or mastery in developong and documenting business processes.

MG 481 (Doing Business in the Dominican Republic) Final Project Rubric - Direct, Formative, Internal

The goal was not attained for Fall 2014. For both Fall 2015 and Fall 2016 the 85% goal was exceeded.

2014 data shows students having a wider range of competency obtainment. The data for 2015 showed on an aggregate level that students who participated in the MG 481 class learned how to develop and dcoument business processes. In 2016, TSB changed its metrics by collecting and reporting the data with sub-scores which provides higher quality information. This will provide insight as to whether students are acheiving competency on multiple aspects of this metric. This multilevel evaluation will aid in determining which specific changes need to be addressed to improve competency demonstrated by the students. There appears to be positive progression in competency attainment.

TSB is considering collection of data at the individual student level across multiple courses to measure the progression of competencies throughout the Tabor curriculum.



3. Performance Learning

This is a Tabor School level learning goal designed to apply business concepts to practical situations through such things as internships, projects, consulting, and competitions.

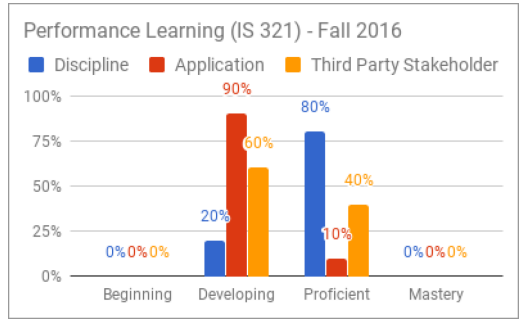
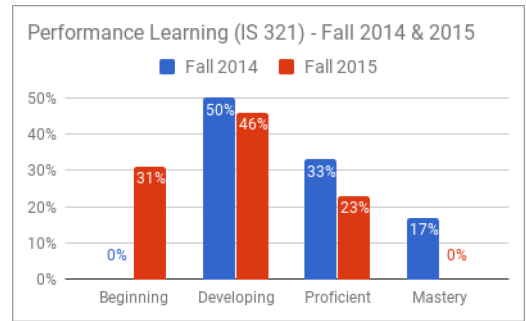
60% of students at proficient or mastery level across all metrics

IS 321 Client Project - Direct, Formative, Internal

For Fall 2014 50% of students obtained either proficient or mastery level. In Fall 2015 only 23% obtained the proficient level and none obtained mastery. In Fall 2016 the three sub-scores were reported and 80% were proficient in Discipline, 10% were proficient in Application, and 40% were proficient in Third Party Stakeholder. No one obtained mastery in any sub-score.

A challenge for IS 321 has been having experiences that meet the institution's definition of Performance Learning. Given the constraints of time in a semester and the typical developmental and educational level of the students in the course it is at best difficult to have a true performance learning experience.

Beginning in the 2017-18 academic year IS 470 will become the course where Performance Learning will be assessed for the Information Systems major.



4. Business Knowledge

This is a MBA goal for students to gain a solid understanding of basic business disciplines.

Exceed the national mean for the Business and MBA MFTs.

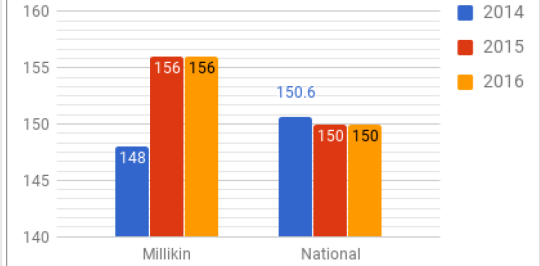
ETS Business and MBA Major Field Tests - Direct, Summative, External

The Millikin mean for the Business MFT outperformed the national mean in 2015 and 2016. The national mean was higher than the Millikin mean in 2014. The Millikin mean for the MBA MFT lagged the national mean in 2015. In 2014 and 2016 the Millikin mean exceeded the national mean. The national mean data reflects all test takers for a given test form used for multiple years. This results in minor, if any, fluctuation in the national mean.

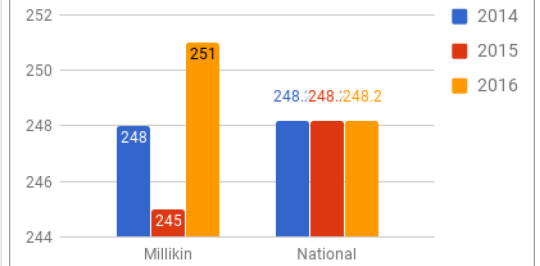
The ETS Major Field Tests provide external validation that the Millikin MBA is performing at or above other MBA programs.

The faculty will revisit whether this goal could be modified.

ETS Business Major Field Test (Mean)



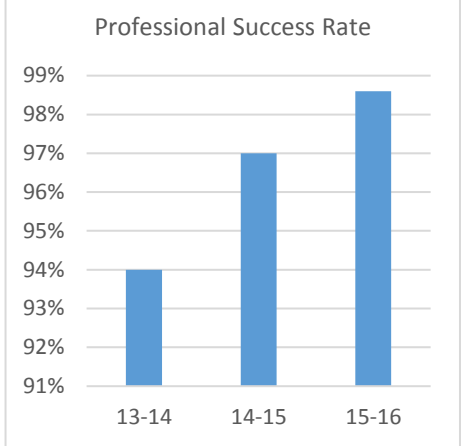
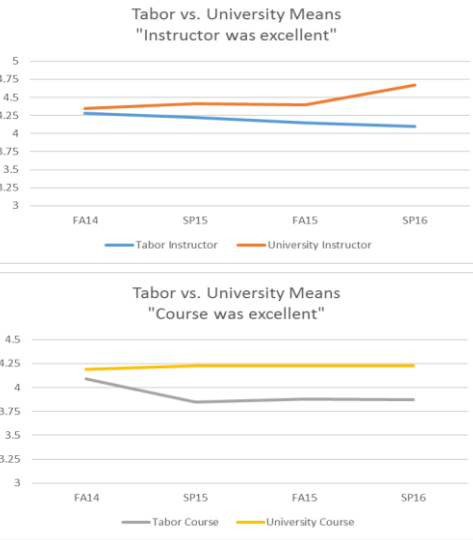
ETS MBA Major Field Test (Mean)



Standard #3 Student and Stakeholder Focus

Student and Stakeholder Focus Results **Student and Stakeholder focused results examine how well your organization satisfies students and stakeholders key needs and expectations**

Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement Made	Graphs/Tables												
<p>Internship site supervisors will give a mean satisfaction rating of 4.25 or higher on a 5.0 scale (85% or better) regarding 1. The intern demonstrated strong written communication skills. 2. The intern displayed a strong ability to work in teams. 3. The intern displayed analytical skills and business knowledge.</p>	<p>The ratings are based on results of the Internship Site Supervisor Evaluation. The evaluation is completed at the end of a for-credit internship and supervisors are asked to evaluate student interns on a variety of skills applicable to all disciplines.</p>	<p>2016 is the first year of data available for the new site survey instrument. 15 internships were completed in spring 2016 and 21 in summer 2016. Means for question 1 were 4.27 and 4.67, question 2, 4.53 and 4.71, and question 3, 4.53 and 4.57</p>	<p>Each of the indicators is above the benchmark for spring 2016 and summer 2016. However, qualitative comments from evaluations indicate more work is needed on written communication skills.</p>	<p>Future years of data collection and larger sample sizes will help determine if the benchmark is set at the appropriate level. Meetings have taken place with BU250 (Written Business Communication) faculty to focus more on timed writing assignments related to email responses in the workplace. 2017-2018 site supervisor evaluations will be analyzed for improvement in this area.</p>	<table border="1"> <caption>Mean Score of Intern</caption> <thead> <tr> <th>Category</th> <th>SP16</th> <th>SU16</th> </tr> </thead> <tbody> <tr> <td>Written Comm.</td> <td>4.27</td> <td>4.67</td> </tr> <tr> <td>Teamwork</td> <td>4.53</td> <td>4.71</td> </tr> <tr> <td>Business Skills</td> <td>4.53</td> <td>4.57</td> </tr> </tbody> </table>	Category	SP16	SU16	Written Comm.	4.27	4.67	Teamwork	4.53	4.71	Business Skills	4.53	4.57
Category	SP16	SU16															
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<p>Tabor graduate Career Outcomes Rate will be at or above 95%. This includes students within 6 months of graduation earning full-time employment or pursuing additional education.</p>	<p>The Career Center compiles a Graduate Destination Report of alumni within six months of graduation. Graduate information is obtained from a variety of sources (self-reported, family members, faculty, staff, and social media).</p>	<p>Professional success rates for the previous three years 2013-2014, 2014-2015, and 2015-2016 are 94%, 97%, and 98.5%, respectively.</p>	<p>The professional success rate has increased over the past three years. Professional success following graduating is being used as a proxy for student satisfaction as employment or continuing education is a return on their college investment.</p>	<p>In order to maintain professional success rating at or above 95% requires connection to employers and graduate schools in addition to providing career readiness opportunities such as resume support and mock interviews.</p>	 <table border="1"> <caption>Professional Success Rate</caption> <thead> <tr> <th>Year</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>94%</td> </tr> <tr> <td>14-15</td> <td>97%</td> </tr> <tr> <td>15-16</td> <td>98.5%</td> </tr> </tbody> </table>	Year	Success Rate	13-14	94%	14-15	97%	15-16	98.5%																						
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<p>Questions regarding student satisfaction are measured by the following two questions from course evaluation surveys: 1. The instructor for this course was excellent, and 2. This course was excellent. Satisfaction is measured by the overall mean for Tabor at or above the University average.</p>	<p>Students, optionally, complete a survey during the last two weeks of a course asking questions about instructor preparedness, command of subject matter, and overall satisfaction with the course.</p>	<p>Results for fall 2014 through spring 2016 indicate the mean for "the instructor was excellent" and "this course was excellent" were consistently below the University means.</p>	<p>Results indicate a downward trend in instructor ratings (although above the benchmark) and a steady trend of slightly below the 4.0 benchmark for the course rating.</p>	<p>Participation rates in course surveys have averaged between 30% and 40%, historically. Before drawing conclusions, efforts are being taken university-wide in 2017-2018 to increase participation rates to obtain a larger, and potentially more normalized, distribution of data.</p>	 <table border="1"> <caption>Tabor vs. University Means "Instructor was excellent"</caption> <thead> <tr> <th>Term</th> <th>Tabor Instructor</th> <th>University Instructor</th> </tr> </thead> <tbody> <tr> <td>FA14</td> <td>~4.2</td> <td>~4.3</td> </tr> <tr> <td>SP15</td> <td>~4.1</td> <td>~4.4</td> </tr> <tr> <td>FA15</td> <td>~4.0</td> <td>~4.3</td> </tr> <tr> <td>SP16</td> <td>~3.9</td> <td>~4.6</td> </tr> </tbody> </table> <table border="1"> <caption>Tabor vs. University Means "Course was excellent"</caption> <thead> <tr> <th>Term</th> <th>Tabor Course</th> <th>University Course</th> </tr> </thead> <tbody> <tr> <td>FA14</td> <td>~4.1</td> <td>~4.2</td> </tr> <tr> <td>SP15</td> <td>~3.8</td> <td>~4.2</td> </tr> <tr> <td>FA15</td> <td>~3.8</td> <td>~4.2</td> </tr> <tr> <td>SP16</td> <td>~3.8</td> <td>~4.2</td> </tr> </tbody> </table>	Term	Tabor Instructor	University Instructor	FA14	~4.2	~4.3	SP15	~4.1	~4.4	FA15	~4.0	~4.3	SP16	~3.9	~4.6	Term	Tabor Course	University Course	FA14	~4.1	~4.2	SP15	~3.8	~4.2	FA15	~3.8	~4.2	SP16	~3.8	~4.2
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Millikin University | Tabor School of Business
Internship Survey Results
Spring 2016 – Summer 2016

Following the completion of an internship earned for credit, site supervisors are asked to evaluate student interns on the following criteria on a scale from Strongly Disagree (1) to Strongly Agree (5).

	Spring 2016 Mean (n=15)	Summer 2016 Mean (n=21)
The intern displayed analytical skills and business knowledge.	4.53	4.57
The intern demonstrated effective critical thinking/problem solving skills.	4.67	4.76
The intern demonstrated strong written communication (professional, effective and clear) skills.	4.27	4.62
The intern demonstrated strong oral communication (professional, effective and clear) skills.	4.40	4.57
The intern effectively collaborated with colleagues.	4.53	4.81
The intern displayed a strong ability to work in teams	4.53	4.71
The intern managed conflict in a constructive manner.	4.13	4.43
The intern displayed initiative.	4.73	4.86
The intern exhibited professionalism.	4.73	4.76
The intern's work ethic was strong.	4.67	4.90
The intern showed a strong ability to adapt to change/demonstrated flexibility.	4.53	4.86
The intern was punctual and dependable in attendance.	4.53	4.81
The intern dressed appropriately for the workplace.	4.60	4.81
Would you rehire the intern?	4.40	4.86

Summary of open-ended comments when site supervisor was asked "What skills to you believe the intern needs to further develop?"

Spring 2016	
*Sum of comment count may be greater than sample size as multiple suggestions can be included per response.	Count
Need more "on-the-job" experience	3
Take initiative, go above expectations	1
Additional project management experience	1
Increased confidence	1
Writing skills	2
Work attendance	1
Oral communication skills	2
Team communication skills	1
Summer 2016	
*Sum of comment count may be greater than sample size as multiple suggestions can be included per response.	Count
Need more "on-the-job" experience	2
Take initiative, go above expectations	2
Combine skills rather than compartmentalize	1
Increased confidence	2
Additional self-study, technical training	2
Oral communication skills	3
Reading skills	1
Listening skills	1

Millikin University | Tabor School of Business
Internship Survey Results
Spring 2016 – Summer 2016

Summary of open-ended comments when site supervisor was asked “What could the Tabor School of Business do to better prepare future interns?”

Spring 2016	
*Sum of comment count may be greater than sample size as multiple suggestions can be included per response.	Count
Set realistic expectations for after graduation. Still much to learn.	1
Build people/interpersonal skills	1
Host a brunch/lunch for internship sites	1
Have interns share learning goals with internship site supervisors	1
Continue to prepare students the way you are	3
Summer 2016	
*Sum of comment count may be greater than sample size as multiple suggestions can be included per response.	Count
How to dress appropriately for the work environment	1
Encourage students to participate in leadership programs	1
Continue to have students work in teams	1
Continue to prepare students the way you are	7
Help students understand the value of “going beyond” what’s expected	1
Continue to integrate real-world problems and hands-on opportunities in the classroom.	3
Encourage students to pursue MBA and/or CPA	1
Provide housing assistance for out-of-state interns	1

2013-2014 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Overview

The Annual Success Report, now called the Graduate First Destination Report, has undergone some changes this year. In order to align with new national standards and protocols as set forth by the National Association of Colleges & Employers (NACE), we have expanded our survey to collect more specific data on career and educational outcomes of our most recent graduates.

This report will allow us to better tell the story of our graduates' success, a critical factor as public focus on the value and perceived ROI of a college education continues to increase. Additionally, by utilizing the NACE standards and protocols, we will be able to make more accurate graduate outcome comparisons with other colleges and universities.

Items of Note:

- New categories this year include: *Still Seeking Continuing Education*, whether employment is *Full-time or Part-time*, and the *Type of Employment (freelance, postgraduate fellowship/internship, service programs (VISTA, etc...), temporary/contract work, entrepreneurial endeavor, military, all other part-time employment, all other full-time employment)*. Note that **Still Seeking Continuing Education** numbers are not counted in the comprehensive success rate. This has an impact, as those graduates would otherwise have reported statuses that do count in the overall numbers.
- **For 2013-2014 the "Comprehensive Success Rate" is 96%. This includes a combination of graduates who are "Professionally Employed" (67%), "Continuing Education" (17%) and "Underemployed" (13%).**
- **Percentages throughout report may not add up due to rounding.**
- The "Professional Success Rate" is 84%. This includes a combination of graduates who are "Professionally Employed" and "Continuing Education".
- Statistics are based on degrees and/or majors earned, not on graduates. 482 degrees and/or majors were earned. 40 students earned either double majors or double degrees. Graduate information was obtained from a variety of sources (graduates, family members, faculty, staff, Alumni Office, Facebook, LinkedIn) for 418 degrees and/or majors, which is an **87% knowledge rate** of degrees and/or majors earned for 2013-2014. 2 majors/degrees reported not currently seeking employment and are not included in the overall tabulation of percentages. Numbers are tabulated on 416 majors/degrees. To align with NACE standards, we not only gathered data on Summer 2013/December 2013/May 2014 but Summer 2014 as well.
- Professional Employment is down 1% from last year, Continuing Education is down 2% from last year, Underemployment is up 1% from last year, and Still Seeking Employment is the same as last year. Professional Success is down 3% from last year and the overall Comprehensive Success Rate is down 3% from last year.
- 24 disciplines reported a 100% Professional Success Rate. 37 disciplines reported a 100% Comprehensive Success Rate.

2013-2014 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Summary by College/School

Graduate Status

College/School	Professionally Employed	Continuing Education	Professional Success	Under-Employed	Still Seeking Continuing Education	Still Seeking Employment	Comprehensive Success
Arts & Sciences	54% (87)	24% (39)	78%	17% (27)	4% (7)	<1% (1)	95%
Fine Arts	70% (75)	10% (10)	79%	15% (16)	3% (3)	3% (3)	94%
Professional Studies	79% (56)	13% (9)	92%	6% (4)	1% (1)	1% (1)	97%
Tabor	78% (60)	16% (12)	94%	6% (5)			100%
TOTALS	67% (278)	17% (70)	84%	13% (52)	3% (11)	1% (5)	96% (400)

Type of Employment

College/School	Employed Freelance	Postgraduate Internship or Fellowship	Service Program (e.g., VISTA)	Temporary/ Contract Work	Entrepreneurial Endeavor	Military	All Other Part-Time Employment	All Other Full-Time Employment
Arts & Sciences (117)	2% (2)	7% (8)	3% (4)	6% (7)	1% (1)	1% (1)	9% (10)	72% (84)
Fine Arts (90)	9% (8)	3% (3)		20% (18)	1% (1)		17% (15)	50% (45)
Professional Studies (60)				2% (1)			2% (1)	97% (58)
Tabor (65)				6% (4)	4% (2)		6% (4)	87% (55)
TOTALS (332)	3% (10)	3% (11)	1% (4)	10% (30)	1% (4)	<1% (1)	10% (30)	73% (242)

2014-2015 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Graduate Status Summary as per NACE Standards (National Association of Colleges and Employers)

College/School	Employed Full-time	Employed Part-Time	Continuing Education	Seeking Continuing Education	Seeking Employment	Career Outcomes Rate
Arts & Sciences (130)	59.2% (77)	5.4% (7)	32.3% (42)	2.3% (3)	.8% (1)	96.9%
Fine Arts (97)	60.8% (59)	19.6% (19)	19.6% (19)			100%
Professional Studies (75)	90.6% (68)	5.3% (4)	4% (3)			100%
Tabor (59)	86.4 % (51)	1.7% (1)	10.1% (6)		1.7% (1)	98.3%
ALL MILLIKIN (361)	70.6% (255)	8.6% (31)	19.4% (70)	.8% (3)	.6% (2)	98.6%

Summary:

- For 2014-2015 the "Career Outcomes Rate" is 98.6%. This includes a combination of graduates who are "Employed Full-Time" (70.6%), "Continuing Education" (19.4%) and "Employed Part-Time" (8.6%).
- 435 degrees and/or majors were earned. 37 students earned either double majors or double degrees. Graduate information was obtained from a variety of sources (graduates, family members, faculty, staff, Alumni Office, Facebook, LinkedIn) for 361 degrees and/or majors, which is an **83% knowledge rate** of degrees and/or majors earned for 2014-2015.
- 33 of 37 disciplines reported a 100% Career Outcomes Rate.

2014-2015 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Employment Status Summary

College/School	Employed Freelance	Postgraduate Internship or Fellowship	Service Program (e.g., VISTA)	Temporary/ Contract Work	Entrepreneurial Endeavor	Military	All Other Employment
Arts & Sciences	2.4% (2)		2.4% (2)	7.2% (6)		1.2% (1)	86.7% (72)
Fine Arts	11.5% (9)	3.8% (3)		6.4% (5)	11.5% (9)		66.7% (52)
Professional Studies		1.4% (1)		1.4% (1)	1.4% (1)		95.8% (69)
Tabor				1.9% (1)	5.7% (3)	1.9% (1)	90.5% (48)
ALL MILLIKIN	3.8% (11)	1.4% (4)	.7% (2)	4.5% (13)	4.5% (13)	.7% (2)	84.3% (241)

Continuing Education Summary

Respondents who reported continuing their education (full or part-time) are pursuing education as listed below. Please note that these numbers may not match the Continuing Education category in the Graduate Status Summary on the previous page, as some graduates are both working and continuing their education and are counted in the appropriate employment status category.

N	Type of program/degree	N	Type of program/degree
23	Academic Master's (MA, MS, M. Ed)	3	Physical Therapy (DPT)
2	Certification	24	Professional Master's (MBA, MSW, MFA, MSN, MHA, MPH)
1	Chiropractic	1	Second Bachelor's Degree
10	Doctoral Degree	2	Veterinary Medicine
1	Law Degree (JD)		
8	Master of Music		
1	Master of Occupational Therapy		Total = 76 (68 full-time, 8 part-time)

2014-2015 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

College of Arts & Sciences

Major	Employed Full-time	Employed Part-Time	Continuing Education	Seeking Continuing Education	Seeking Employment	Career Outcomes Rate
Biology	54.1% (13)		37.5% (9)	8.3% (2)		91.6%
Chemistry	60% (6)		40% (4)			100%
Communication	82.1% (23)	3.6% (1)	14.3% (4)			100%
English Education	66.7% (2)	33.3% (1)				100%
English Literature	50% (1)		50% (1)			100%
English Writing	70% (7)	10% (1)	20% (2)			100%
History	100% (3)					100%
Human Services	40% (4)		50% (5)		10% (1)	90%
Mathematics			100% (1)			100%
Philosophy	20% (1)	20% (1)	60% (3)			100%
Physics			100% (1)			100%
Political Science	50% (3)	16.7% (1)	16.7% (1)	16.7% (1)		83.3%
Psychology	55.6% (5)		44.4% (4)			100%
Sociology	60% (6)	20% (2)	20% (2)			100%
Spanish	37.5% (3)		62.5% (5)			100%
TOTALS	59.2% (77)	5.4% (7)	32.3% (42)	2.3% (3)	.8% (1)	96.9%

2014-2015 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

College of Fine Arts

Major	Employed Full-time	Employed Part-Time	Continuing Education	Seeking Continuing Education	Seeking Employment	Career Outcomes Rate
Art: BA	46.2% (6)	30.8% (4)	23.1% (3)			100%
Art: BFA (Specialist K-12)	100% (1)					100%
Art: Studio	100% (3)					100%
Art: Therapy	33.3% (1)		66.7% (2)			100%
Music: BA	14.3% (1)	28.6% (2)	57.1% (4)			100%
Music Business	60% (9)	33.3% (5)	6.7% (1)			100%
Music: Commercial	50% (5)	30% (3)	20% (2)			100%
Music Ed: Instrumental	66.7% (4)	16.7% (1)	16.7 (1)			100%
Music Ed: Vocal	100% (7)					100%
Music Performance: Instrumental	33.3% (1)		66.7% (2)			100%
Music Performance: Vocal	33.3 (1)		66.7% (2)			100%
Theatre : BA	62.5% (5)	37.5% (3)				100%
Theatre : BFA	77.7% (7)	11.1% (1)	11.1% (1)			100%
Theatre: Musical	88.9% (8)		11.1% (1)			100%
TOTALS	60.8% (59)	19.6% (19)	19.6% (19)			100%

2014-2015 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

College of Professional Studies

Major	Employed Full-time	Employed Part-Time	Continuing Education	Seeking Continuing Education	Seeking Employment	Career Outcomes Rate
Athletic Training	25% (1)	25% (1)	50% (2)			100%
Early Childhood Education	100% (3)					100%
Elementary Education	100% (7)					100%
Physical Education K-12	80% (4)	20% (1)				100%
Fitness & Sport/ Health, Fitness & Recreation	100% (5)					100%
Nursing	97.5% (39)	2.5% (1)				100%
Sport Management	81.8% (9)	9.1% (1)	9.1% (1)			100%
TOTALS	90.6% (68)	5.3% (4)	4% (3)			100%

2014-2015 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Tabor School of Business

Major	Employed Full-time	Employed Part-Time	Continuing Education	Seeking Continuing Education	Seeking Employment	Career Outcomes Rate
Accounting	83.3% (15)	5.6% (1)	11.1% (2)			100%
Finance	100% (5)					100%
Information Systems	90% (9)				10% (1)	90%
International Business			100% (1)			100%
Management	91.7% (11)		8.3% (1)			100%
Marketing	84.6% (11)		15.4% (2)			100%
TOTALS	86.4% (51)	1.7% (1)	10.1% (6)		1.7% (1)	98.3%

2014 – 2015 Graduate First Destination Report
MILLIKIN UNIVERSITY
Career Center

Additional Academic & Career-Related Information

Question 1 = Not at all to 5 = Very	N	1	2	3	4	5
Is your position related to your major?	194	9.8% (19)	3.1% (6)	5.7% (11)	6.7% (13)	74.7% (145)
Is your position related to your career interests?	142	8.5% (12)	5.6% (8)	8.5% (12)	16.2% (23)	61.2% (87)
Does this position require a bachelor's degree?	212	Yes 80.6% (171)	No 19.3% (41)			

Did you complete an internship? If so, how valuable was your internship experience in helping to prepare you for your career?	N	I did not complete an internship	Not at all valuable	Valuable	Very Valuable
Arts & Sciences	46	34.8% (16)	4.3% (2)	28.2% (13)	32.6% (15)
Fine Arts	34	41.2% (14)	5.9% (2)	23.5% (8)	29.4% (10)
Professional Studies	13	46.1% (6)	7.7% (1)	23.1% (3)	23.1% (3)
Tabor	25	12% (3)	8% (2)	32% (8)	48% (12)
TOTALS	118	33% (39)	6% (7)	26.3% (32)	33.9% (40)

Question 1 = Not at all to 5 = Very	N	1	2	3	4	5
In general, how well did your Millikin University degree prepare you to continue your education?	44			9.1% (4)	50% (22)	41% (18)
How competitive do you feel your Millikin University degree has made you in the workforce?	94	2.1% (2)	14.9% (14)	17% (16)	43.6% (41)	22.3% (21)
How satisfied are you with your current position?	96	1% (1)	10.4% (10)	9.4% (9)	32.3% (31)	46.9% (45)

Note: A Salary Report is not included in this first Destination Report due to very limited reporting of salary by graduates.

2014-2015 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Employer & Continuing Education Summary

Top Employers of 2014-2015 Graduates

Decatur Memorial Hospital (9)
Archer Daniels Midland Company (8)
State Farm Corporate (7)
Self-Employed (6)
St. John's Hospital (6)
Caterpillar, Inc. (5)
Decatur Public Schools (5)
Memorial Health System (4)
St. Mary's Hospital (4)

Universities/Colleges Accepting Multiple 2014-2015 Graduates

Millikin University MBA Program (10)
University of Illinois at Urbana-Champaign (4)
Aurora University MSW Program (3)
Illinois State University (3)
Adler School of Professional Psychology (2)
Logan University (2)
Southern Illinois University (2)
University of Notre Dame (2)
University of Minnesota (2)
Wichita State University (2)

2014-2015 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Employers Recruiting on Campus 2014-2015

(This includes employers attending career fairs and/or conducting on-campus interviews)

Aerotek	Kids Castle Learning Center
Akorn	Lee Enterprises
Amdocs	May, Cocagne & King, P.C.
American Marketing & Publishing	McGladrey LLP (now RSM)
AmeriCorps VISTA and Peace Corps	Memorial Health System
Archer Daniels Midland Company	Millikin University
Brown & Brown Insurance	Modern Woodman Fraternal Financial
BKD LLP	Northwestern Mutual, McClure Financial Group
BP – British Petroleum	Planned Parenthood of Illinois
Carle Foundation Hospital	Prudential Financial
Caterpillar Inc.	Rural King Farm & Home Store (Corporate Office)
CDW	Sikich LLP
Charleston Police Department	SIU School of Medicine
Citizens for Rauner, Inc.	Skeff Distributing
College Pro	St. John's Hospital, HSHS Affiliate
DaVita	St. Mary's Hospital
Decatur Memorial Hospital	Target
Decatur Public Schools	State Farm Corporate
Enterprise Rent-A-Car	Texas Comptroller of Public Accts (Chicago Audit)
Farmers Insurance	The Center for Youth and Family Solutions
Fiducial	The Limited
Heartland of Decatur/Manor Care	UIS- Office of Graduate Intern Programs
HSHS Medical Group	U.S. Army Recruiting Battalion, Indianapolis
Illinois Student Assistance Commission	Walgreens
Investment Planners, Inc.	West Point Financial Group

Big Blue Jobs 2014-2015

365 full-time positions were posted to the Big Blue Jobs system. All current students and alumni have access to this system.

2015-2016 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Graduate Status Summary

College/School	Employed Full-Time	Employed Part-Time	Continuing Education	Seeking Continuing Education	Seeking Employment	Career Outcomes Rate
Arts & Sciences (n=133)	54.1% (72)	9% (12)	35.3% (47)	.8% (1)	.8% (1)	98.5%
Fine Arts (n=75)	64% (48)	17.3% (13)	17.3% (13)		1.3% (1)	98.6%
Professional Studies (n=88)	89.8% (79)	5.7% (5)	4.4% (4)			100%
Tabor (n=71)	77.5% (55)	1.4% (1)	21.1% (15)			100%
ALL MILLIKIN (n=367)	69.2% (254)	8.4% (31)	21.5% (79)	.3% (1)	.5% (2)	99.2%

Summary:

- ❑ **For 2015-2016 the "Career Outcomes Rate" is 99.2%. This includes a combination of graduates who are "Employed Full-Time" (69.2%), "Continuing Education" (21.5%) and "Employed Part-Time" (8.4%).**
- ❑ 438 degrees and/or majors were earned. 33 students earned either double majors or double degrees. Graduate information was obtained from a variety of sources (graduates, family members, faculty, staff, Alumni Office, Facebook, LinkedIn) for 368 degrees and/or majors, which is an **84% Knowledge Rate** of degrees and/or majors earned for 2015-2016. One graduate was not seeking employment and is included in the Knowledge Rate, but not the overall tabulation (as per NACE guidelines). Numbers above are based on 367 degrees/majors.
- ❑ Data contained in this report is for December 2015 and May 2016 graduates.
- ❑ 43 of 46 disciplines reported a 100% Career Outcomes Rate.

2015-2016 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Full-Time Employment Summary

College/School	Employed Freelance	Postgraduate Internship or Fellowship	Service Program (e.g., VISTA)	Temporary/ Contract Work	Entrepreneurial Endeavor	Military	All Other Full-Time Employment
Arts & Sciences (n=72)	1.4% (1)	5.5% (4)	2.8% (2)	4.2% (3)		1.4% (1)	84.7% (61)
Fine Arts (n=48)	8.3% (4)	4.2% (2)	4.2% (2)	8.3% (4)	6.3% (3)		68.8% (33)
Professional Studies (n=79)				6.3% (5)			93.7% (74)
Tabor (n=55)				3.6% (2)	7.3% (4)		89.1% (49)
ALL MILLIKIN (n=254)	2% (5)	2.3% (6)	1.6% (4)	5.5% (14)	2.8% (7)	.4% (1)	85.4% (217)

Part-Time Employment Summary

College/School	Employed Freelance	Postgraduate Internship or Fellowship	Service Program (e.g., VISTA)	Temporary/ Contract Work	Entrepreneurial Endeavor	Military	All Other Part-Time Employment
Arts & Sciences (n=12)							100% (12)
Fine Arts (n=13)	7.7% (1)			7.7% (1)	7.7% (1)		77% (10)
Professional Studies (n=5)							100% (5)
Tabor (n=1)							100% (1)
ALL MILLIKIN (n=31)	3.2% (1)			3.2% (1)	3.2% (1)		90% (28)

2015-2016 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Continuing Education Summary

83 degrees/majors, for whom we have data, are continuing their education (full or part-time) and are pursuing education as listed below. Please note that these numbers may not match the Continuing Education category on the Graduate Status Summary page, as some graduates are both working and continuing their education and are counted in the appropriate employment category. Also, double majors/degrees were counted for each major/degree earned. For instance, there are six listed for pursuing Medicine. This represents six majors, but only four graduates since two were double majors.

N	Type of program/degree	N	Type of program/degree
22	Academic Master's (MA, MS, M. Ed)	2	Master of Science in Nursing
2	Certification	5	Master of Social Work
1	Dental Hygiene	6	Medicine (MD, DO)
1	Dentistry	2	Physical Therapy (DPT)
5	Doctoral Degree	1	Occupational Therapy (OTD)
7	Law Degree (JD)	1	Optometry
18	Master of Business Administration	1	Second Bachelor's Degree
3	Master of Fine Arts	1	Veterinary Medicine
5	Master of Music		Total = 78 full-time, 5 part-time

2015-2016 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

College of Arts & Sciences

Major	Employed Full-Time	Employed Part-Time	Continuing Education	Seeking Continuing Education	Seeking Employment	Career Outcomes Rate
Biology	30.4% (7)	4.3% (1)	65.2% (15)			100%
Biology Education	100% (2)					100%
Chemistry	28.6% (2)		71.4% (5)			100%
Communication	86.4% (19)	9.1% (2)	4.5% (1)			100%
English Education	100% (1)					100%
English Literature	50% (1)	50% (1)				100%
English Writing	25% (1)	25% (1)	50% (2)			100%
History	50% (3)	16.7% (1)	33.2% (2)			100%
Human Services	57.9% (11)	5.3% (1)	31.6% (6)		5.3% (1)	94.7%
Interdepartmental	100% (1)					100%
Mathematics	66.7% (2)		33.3% (1)			100%
Philosophy	50% (3)	16.7% (1)	33.3% (2)			100%
Physics	66.7% (2)		33.3% (1)			100%
Political Science	42.9% (3)		57.1% (4)			100%
Psychology	55.6% (10)	11.1% (2)	27.8% (5)	5.6% (1)		94.4%
Social Science Education	100% (2)					100%
Sociology	50% (2)	25% (1)	25% (1)			100%
Spanish		33.3% (1)	66.7% (2)			100%
TOTALS	54.1% (72)	9% (12)	35.3% (47)	.8% (1)	.8% (1)	98.5%

2015-2016 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

College of Fine Arts

Major	Employed Full-Time	Employed Part-Time	Continuing Education	Seeking Continuing Education	Seeking Employment	Career Outcomes Rate
Art: BA	75% (3)		25% (1)			100%
Art: BFA (Specialist K-12)	100% (1)					100%
Art: Studio		50% (1)			50% (1)	50%
Art: Therapy			100% (1)			100%
Graphic Design/ Computer Art	50% (1)	50% (1)				100%
Music: BA	50% (2)	25% (1)	25% (1)			100%
Music Business	100% (6)					100%
Music: Commercial	36.4% (4)	9.1% (1)	54.6% (6)			100%
Music Ed: Instrumental	66.7% (2)	33.3% (1)				100%
Music Ed: Vocal	100% (5)					100%
Music Performance:		40% (2)	60% (3)			100%
Theatre : BA	75% (12)	25% (4)				100%
Theatre : BFA	100% (8)					100%
Theatre: Musical	57.1% (4)	28.6% (2)	14.3% (1)			100%
TOTALS	64% (48)	17.3% (13)	17.3% (13)		1.3% (1)	98.6%

2015-2016 Graduate First Destination Report
MILLIKIN UNIVERSITY
Career Center

College of Professional Studies

Major	Employed Full-Time	Employed Part-Time	Continuing Education	Seeking Continuing Education	Seeking Employment	Career Outcomes Rate
Athletic Training	76.9% (10)		23.1% (3)			100%
Early Childhood Education	100% (8)					100%
Elementary Education	100% (5)					100%
Physical Education K-12	75% (3)		25% (1)			100%
Fitness & Sport/ Health, Fitness & Recreation	77.8% (7)	22.2% (2)				100%
Nursing	97.6% (40)	2.4% (1)				100%
Sport Management	75% (6)	25% (2)				100%
TOTALS	89.8% (79)	5.7% (5)	4.4% (4)			100%

2015-2016 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Tabor School of Business

Major	Employed Full-Time	Employed Part-Time	Continuing Education	Seeking Continuing Education	Seeking Employment	Career Outcomes Rate
Accounting	100% (13)					100%
Entrepreneurship	66.7% (4)	16.7% (1)	16.7% (1)			100%
Information Systems	100% (14)					100%
International Business	100% (1)					100%
Management	51.9% (14)		48.1% (13)			100%
Marketing	87.5% (7)		12.5% (1)			100%
Marketing (Digital Media)	100% (2)					100%
TOTALS	77.5% (55)	1.4% (1)	21.1% (15)			100%

2015 – 2016 Graduate First Destination Report
MILLIKIN UNIVERSITY
Career Center

Additional Academic & Career-Related Information

Question	1 = Not at all to 5 = Very	N	1	2	3	4	5
Is your position related to your major?		171	9.4% (16)	5.3% (9)	9.4% (16)	9.4% (16)	66.7% (114)
Is your position related to your career interests?		118	9.3% (11)	6.8 (8)	15.3% (18)	19.5% (23)	49.1% (58)
Does this position require a bachelor's degree? Yes/No		148	Yes 79.1% (117)	No 20.9% (31)			

Did you participate in Performance Learning while at Millikin? If so, how valuable was your PL experience in helping to prepare you for your career?	N	I did not participate in Performance Learning	Not at all valuable	Valuable	Very Valuable
Arts & Sciences	45	22.2% (10)	6.7% (3)	15.5% (7)	55.6% (25)
Fine Arts	22	9% (2)		18.2% (4)	72.8% (16)
Professional Studies	27	48% (13)	3.7% (1)	22.2% (6)	26% (7)
Tabor	28			50% (14)	50% (14)
TOTALS	122	20.5% (25)	3.2% (25)	25.4% (31)	50.9% (62)

Question	1 = Not at all to 5 = Very	N	1	2	3	4	5
In general, how well did your Millikin University degree prepare you to continue your education?		53	1.9% (1)	1.9% (1)	9.4% (5)	41.5% (22)	45.3% (24)
How competitive do you feel your Millikin University degree has made you in the workforce?		109	8.2% (9)	4.6% (5)	20.2% (22)	25.7% (28)	41.3% (45)
How satisfied are you with your current position?		111	8.1% (9)	5.4% (6)	19.8% (22)	28.8% (32)	37.8% (42)

2015-2016 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Self-Reported Salary Data 2015- 2016

Salary data was obtained for **99** degrees/majors who are employed full-time.

College/ School	Under \$20,000	\$20,000 to \$24,999	\$25,000 to \$29,999	\$30,000 to \$34,999	\$35,000 to \$39,999	\$40,000 to \$44,999	\$45,000 to \$49,999	\$50,000 to \$54,999	\$55,000 to \$59,999	\$60,000 to \$64,999	\$65,000 to \$69,999
Arts & Sciences (28)	7.1% (2)	7.1% (2)	21.4% (6)	21.4% (6)	14.3% (4)	21.4%(6)	3.6% (1)		3.6% (1)		
Fine Arts (13)	30.8%(4)	23.1%(3)	7.6% (1)	15.4%(2)	7.6%(1)	15.4%(2)					
Professional Studies (25)	4% (1)	4% (1)	8% (2)	20% (5)	28% (7)	4% (1)	12% (3)	16% (4)	4% (1)		
Tabor (33)		6.1% (2)		3% (1)	15.2% (5)	9.1% (3)	9.1% (3)	24.2% (8)	9.1% (3)	15.2% (5)	9.1% (3)
Totals (99)	7.1% (7)	8.1% (8)	9.1% (9)	14.1%(14)	17.2% (17)	12.1% (12)	7.1% (7)	12.1% (12)	5% (5)	5% (5)	3% (3)

Note that percentages may not add up to 100% due to rounding.

Please keep in mind the following that salary is self-reported, other than one employer reporting starting salary for new hires.

2015-2016 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Employer & Continuing Education Summary

Top Employers of 2015-2016 Graduates

Archer Daniels Midland Company (12)
State Farm Corporate (12)
Memorial Medical Center (11)
St. Mary's Hospital (8)
St. John's Hospital (6)
Athletico Physical Therapy (6)
Self-Employed (5)

Universities/Colleges Accepting Multiple 2015-2016 Graduates

University of Illinois at Urbana-Champaign (11)
Millikin University MBA Program (4)
Southern Illinois University (4)
Illinois State University (2)
Adler School of Professional Psychology (2)
Indiana University (2)
Washington University (2)
Northern Illinois University (2)

2015-2016 Graduate First Destination Report

MILLIKIN UNIVERSITY

Career Center

Employers Recruiting on Campus 2015-2016

(This includes employers attending career fairs and/or conducting on-campus interviews)

Akorn Pharmaceuticals	Memorial Health System
Amdocs	Menards
Apex Systems Inc.	Momentum Staffing Group
Aramark Higher Education	Northwestern Mutual
Archer Daniels Midland	Office of Comptroller of the Currency
Becker Professional Education	Office of Residence Life
BKD	Peace Corps
Caterpillar	Planned Parenthood of Illinois
Children's Home Association	Sam's/Hockaday & Associates Insurance
College Pro	Sikich
County Market	Skeff Distributing
Department of Children and Family Services	Springfield Public Schools
Enterprise Rent-A-Car	St. Mary's Hospital
Fair Havens Christian Home	State Farm Insurance
Fastenal	Staley Credit Union
Girl Scouts of Central Illinois	Target
Hickory Point Bank	Tharaldson Hospitality Management
HSHS Medial Group	The Carle Foundation
HSHS St. John's Hospital	The Center for Youth & Family Solutions
Illinois Student Assistance Commission	The Cromwell Group
Illini Supply	TJ Maxx
Indian Oaks Academy	Town & Country Bank
IPI Wealth Management	University of Illinois Springfield – Office of Graduate Intern Programs
Kids Castle Learning Center	US Army Recruiting
McGladrey (now RSM)	West Point Financial Group

Big Blue Jobs 2015-2016

598 Full-time positions were posted to the Big Blue Jobs system. All current students and alumni have access to this system.

Career/Job Fairs and Graduate & Professional School Fair 2015-2016

The Career Center hosted four career/job fairs on campus for employers to recruit students and alumni for full-time/part-time jobs, and internship opportunities.

Part-Time Job Fair

Primarily focused on jobs on campus and local part-time opportunities.

Number of employers participating: 15

Student attendance: 104

Accounting & Information Systems Job Fair

This fair was held early in the Fall semester to accommodate the recruiting timeline needs of Accounting and IS employers.

Number of employers participating: 10

Student attendance: 49

Fall Job & Internship Fair

Typical Fall fair that included a wide range of employers.

Number of employers: 22

Student attendance: 75

Spring Job & Internship Fair

Typical Spring fair that included a wide range of employers.

Number of employers: 28

Student attendance: 119

Graduate & Professional School Fair

This is a part of the I-74 fairs that are scheduled across the state at small, private institutions in the Fall.

Number of schools/programs: 43

Student attendance: 40

2015-2016 Graduate First Destination Report

MILLIKIN UNIVERSITY
Career Center

Graduate Career Outcomes Comparisons 2013-2014 and 2014-2015

- This is our third year of reporting graduate career outcomes using categories that align with new national standards and protocols as set forth by the National Association of Colleges & Employers (NACE).
- These national standards allow us to make comparisons, such as in the tables below compare our career outcomes for the Classes of 2014 and 2015 against various demographics.
- We will again be reporting our outcomes to NACE and will receive comparative data for the Class of 2016 once the national report is compiled by NACE. This information will again be made available to the campus community.

Graduate Career Outcomes Class of 2014

DATA COLLECTED AND DISTRIBUTED BY THE
MILLIKIN UNIVERSITY CAREER CENTER

	Career Outcomes Rate
Nationally	80.3%
Regionally	90.1%
Millikin University	96%
Private Institutions	89.5%
Schools like Millikin	74.8%
Small Schools	89.3%

Graduate Career Outcomes Class of 2015

DATA COLLECTED AND DISTRIBUTED BY THE
MILLIKIN UNIVERSITY CAREER CENTER

	Career Outcomes Rate
Nationally	85.5%
Regionally	87.6%
Millikin University	98.6%
Private Institutions	91.4%
Small Schools	90.3%

**Tabor School of Business
Faculty Evaluations – Fall 2014**

Evaluations completed: 424
Total Enrollment: 1057
Completion Percentage: 40%

Course	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
	Organization and Planning	2524	1280	791	280	143	30	2	4.25	0.94

Description	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
The instructor's expectations seemed reasonable.	421	200	151	37	29	4		4.22	0.94	(4.13, 4.31)
The instructor was prepared for each class period.	421	239	124	35	19	4		4.37	0.88	(4.28, 4.45)
The instructor organized the class material well.	421	216	120	57	24	4		4.24	0.95	(4.14, 4.33)
The instructor used class time well.	421	218	127	49	21	6		4.26	0.95	(4.17, 4.35)
My grades measured my learning well.	421	157	141	75	37	11		3.94	1.07	(3.84, 4.04)
The instructor demonstrated command of the subject matter.	419	250	128	27	13	1	2	4.46	0.77	(4.39, 4.54)

Course	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
	Communication	2521	1406	801	211	87	16	5	4.39	0.83

Description	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
The instructor was clear and understandable.	421	207	149	38	24	3		4.27	0.90	(4.18, 4.35)
The instructor summarized or emphasized important points well.	421	214	151	45	10	1		4.35	0.78	(4.27, 4.42)
The instructor used good examples or illustrations.	419	222	133	43	19	2	2	4.32	0.87	(4.24, 4.41)
The instructor used challenging questions or problems.	418	225	143	32	17	1	3	4.37	0.81	(4.3, 4.45)
The instructor had enthusiasm for the course.	421	286	106	22	7			4.59	0.67	(4.53, 4.66)
The instructor was accessible to the students.	421	252	119	31	10	9		4.41	0.89	(4.33, 4.5)

Course	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
	Overall Evaluation	842	238	103	58			0	4.19	1.03

		426				17				
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Description	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
Overall, the instructor for this course was excellent.	421	227	124	37	26	7		4.28	0.97	(4.18, 4.37)
Overall, this course was excellent.	421	199	114	66	32	10		4.09	1.07	(3.99, 4.19)

Tabor School of Business
Spring 2015 Faculty Evaluation Summary

Total Evaluations Taken: 362
 Total Enrollment: 877
 Percentage: 41%

Course Organization and Planning	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
		2165	1005	755	232	132	41	7	4.18	0.98

Description	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
The instructor's expectations seemed reasonable.	362	153	151	35	19	4		4.19	0.89	(4.1, 4.28)
The instructor was prepared for each class period.	361	197	122	24	14	4	1	4.37	0.86	(4.28, 4.46)
The instructor organized the class material well.	360	163	129	37	23	8	2	4.16	0.99	(4.05, 4.26)
The instructor used class time well.	359	168	124	31	27	9	3	4.16	1.03	(4.05, 4.26)
My grades measured my learning well.	361	121	110	79	38	13	1	3.80	1.12	(3.68, 3.91)
The instructor demonstrated command of the subject matter.	362	203	119	26	11	3		4.40	0.82	(4.32, 4.49)

Communication	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
		2168	1109	735	191	102	31	4	4.29	0.91

Description	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
The instructor was clear and understandable.	362	156	129	40	28	9		4.09	1.03	(3.98, 4.2)
The instructor summarized or emphasized important points well.	361	170	117	40	28	6	1	4.16	1.01	(4.05, 4.26)
The instructor used good examples or illustrations.	362	173	129	36	19	5		4.23	0.93	(4.14, 4.33)
The instructor used challenging questions or problems.	360	195	126	26	9	4	2	4.39	0.82	(4.3, 4.47)
The instructor had enthusiasm for the course.	362	215	117	21	6	3		4.48	0.75	(4.4, 4.56)
The instructor was accessible to the students.	361	200	117	28	12	4	1	4.38	0.85	(4.29, 4.46)

Overall Evaluation	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
		724	316	232	88	61	27	0	4.03	1.11

Description	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
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		Agree			Disagree			Not Apply			
Overall, the instructor for this course was excellent.	362	182	116	34	22	8		4.22	0.99	(4.12, 4.32)	
Overall, this course was excellent.	362	134	116	54	39	19		3.85	1.18	(3.73, 3.97)	

Comments

Total
0

Please indicate who can view your comments.

2 Instructor, Chair, and Dean	192
1 Instructor Only	123

Tabor School of Business
Fall 2015 Faculty Evaluation Summary

Total Evaluations Taken: 412
 Total Enrollment: 1364
 Percentage: 30.2%

Course Organization and Planning

Description	5	4	3	2	1	N/A	Std			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Does Not Apply	Avg	Dev	95% CI	
Total	2471	1196	812	244	157	62	1	4.18	1.01	(4.14, 4.22)
Description	5	4	3	2	1	N/A	Std			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Does Not Apply	Avg	Dev	95% CI	
The instructor's expectations seemed reasonable.	411	188	143	44	25	11	4.15	1.01	(4.05, 4.25)	
The instructor was prepared for each class period.	412	222	141	30	15	4	4.36	0.84	(4.28, 4.45)	
The instructor organized the class material well.	412	202	121	45	33	11	4.14	1.07	(4.04, 4.24)	
The instructor used class time well.	412	195	137	35	35	10	4.15	1.05	(4.04, 4.25)	
My grades measured my learning well.	412	164	130	56	41	21	3.91	1.18	(3.8, 4.02)	
The instructor demonstrated command of the subject matter.	412	225	140	34	8	5	4.39	0.82	(4.31, 4.47)	

Communication

Description	5	4	3	2	1	N/A	Std			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Does Not Apply	Avg	Dev	95% CI	
Total	2465	1274	764	266	123	38	7	4.26	0.95	(4.23, 4.3)
Description	5	4	3	2	1	N/A	Std			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Does Not Apply	Avg	Dev	95% CI	
The instructor was clear and understandable.	412	194	118	57	34	9	4.10	1.06	(4, 4.2)	
The instructor summarized or emphasized important points well.	411	205	123	51	26	6	4.20	0.98	(4.11, 4.3)	
The instructor used good examples or illustrations.	411	200	133	49	23	6	4.21	0.96	(4.12, 4.3)	
The instructor used challenging questions or problems.	410	211	138	37	15	9	4.29	0.93	(4.2, 4.38)	
The instructor had enthusiasm for the course.	411	250	119	32	6	4	4.47	0.78	(4.4, 4.55)	
The instructor was accessible to the students.	410	214	133	40	19	4	4.30	0.90	(4.22, 4.39)	

Overall Evaluation

Description	5	4	3	2	1	N/A	Std			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Does Not Apply	Avg	Dev	95% CI	
Total	823	367	243	107	70	36	1	4.01	1.14	(3.94, 4.09)
Description	5	4	3	2	1	N/A	Std			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Does Not Apply	Avg	Dev	95% CI	
Overall, the instructor for this course was excellent.	411	197	129	45	29	11	4.15	1.04	(4.05, 4.25)	
Overall, this course was excellent.	412	170	114	62	41	25	3.88	1.22	(3.76, 4)	

Comments

Total	Avg	Std Dev	95% CI
0	4.33	0.47	(3.8, 4.87)

Spring 2016
Tabor Faculty Evaluation Summary

Evaluations Taken: 402
Enrolled: 1336
Percent completed: 30.1%

Course Organization and Planning								Avg	Std Dev	95% CI
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply				
	2407	1121	787	219	195	85	5	4.11	1.09	(4.06, 4.15)

Description	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
The instructor's expectations seemed reasonable.	402	183	143	33	30	13		4.13	1.05	(4.02, 4.23)
The instructor was prepared for each class period.	402	200	132	29	28	13		4.19	1.05	(4.09, 4.29)
The instructor organized the class material well.	401	185	125	31	42	18	1	4.04	1.17	(3.93, 4.15)
The instructor used class time well.	400	180	130	34	38	18	2	4.04	1.15	(3.93, 4.15)
My grades measured my learning well.	400	154	130	64	37	15	2	3.93	1.12	(3.82, 4.04)
The instructor demonstrated command of the subject matter.	402	219	127	28	20	8		4.32	0.94	(4.22, 4.41)

Communication								Avg	Std Dev	95% CI
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply				
	2409	1219	798	193	140	59	3	4.24	0.99	(4.2, 4.28)

Description	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
The instructor was clear and understandable.	402	182	132	33	44	11		4.07	1.10	(3.96, 4.18)
The instructor summarized or emphasized important points well.	402	188	139	33	31	11		4.15	1.04	(4.05, 4.25)
The instructor used good examples or illustrations.	401	203	131	34	23	10	1	4.23	1.00	(4.13, 4.33)
The instructor used challenging questions or problems.	401	206	132	38	18	7	1	4.28	0.93	(4.19, 4.37)
The instructor had enthusiasm for the course.	402	222	136	26	11	7		4.38	0.86	(4.3, 4.46)
The instructor was accessible to the students.	401	218	128	29	13	13	1	4.31	0.97	(4.21, 4.4)

Overall Evaluation								Avg	Std Dev	95% CI
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply				
	804	349	252	91	68	44	0	3.99	1.17	(3.91, 4.07)

Description	Total	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	N/A Does Not Apply	Avg	Std Dev	95% CI
Overall, the instructor for this course was excellent.	402	187	130	43	24	18		4.10	1.10	(4, 4.21)
Overall, this course was excellent.	402	162	122	48	44	26		3.87	1.24	(3.75, 3.99)

Agenda

What is TSAC?

- We are a committee that works directly under Dean Benabess to better engage the Tabor School of Business.
- Reformed last year
- Events: Tabor Picnic, Meet and Mingle, Alumni (Dean Benabess), and miscellaneous recruiting events (Becky might contact you to go to certain events)

Benefits:

- Work with the Dean
- Get to become more involved in working with faculty
- Looks great on a Resume
- Not a demanding position or organization, but for the events that you do put on, they need to be communicated well and professional
- New organization, so you can really make a name for the organization
- Rewarding creating the new event - talked about creating other events, like a senior week, LSB, having free breakfast in Tabor, a board to write favorite memories, dress like your professor day

Structure of the organization:

Because it's a fledgling organization, it was previously run by upper classmen, and two of them graduated, so the exec board is really small, but we want you guys to continue with it to be a little bigger with more support

President: Waylan

Vice President: Haley

Secretary: Hannah

Hannah will be moving into the President position

Opening Positions:

1. Vice President
2. Secretary
3. Treasurer
4. Alumni/Marketing Relations

New Members

1. Mikayla Krieger - (4) - Alumni/Marketing, if no, secretary
2. Harrison Meggos - ATO (1) Treasurer, no other position
3. Mike Covelli - (5) - Treasurer
4. Nate Frederick (3) - Vice President
5. Peyton Burton - (2) - Alumni/Marketing, if no, Secretary and Vice President
6. LaKeeya F. - no interest

Executive Board

President - Hannah Haak

Vice President- Nate

Secretary- Mikayla

Treasurer- Mike

Alumni/Marketing - Peyton

Council Members:

McKinley Paratore

LaKeeya

Harrison Megos

Formal Email: all nominees/council members

Formal Email: Becky and Dean Benabess

Tuesday at midnight:

Work as a team: but so that you can have some structure and dependability

EVENT:

Thursday 4-6 TABOR PICNIC

BUSINESS:

Tabor Picnic:

- It will be located in the bottom of Scovill
- Food will be Jimmy Johns subs, chips, and drinks. (40 people)
- We will be announcing the Tabor Awards, the Freshman Business Plan winners, and the new Tabor Advisory Board
- There will be a Photo booth

Behind the scenes:

- I am sending Becky an email with signs to place on the door in order to alert students about the event
- Becky will be making sure that awardees will be at the event

- I will be buying a dollar store table cloth for the tables
- Becky will be ordering the table for the food and getting speakers and microphone with music capabilities (Waylan)
- All receipts need to be kept!
- Becky sent duplicating (Waylan in charge of hanging that?)

TO DO:

1. Buy table Cloth
2. Send Becky Signs for the doors
3. Have Becky send out email
4. Ask Becky if she has certificates

DAY OF:

1. Member in charge of speakers - Waylan
2. Arrange Tabor - Hannah & Haley
3. Member in charge of food - Waylan
4. Photo area - Hannah
5. Member in charge of hosting event- writing a script - Waylan
6. Write interviews (Haley)
7. Designated Mingler- Hannah

DAY OF:

1. Food
2. Announce at 4:30
 - a. Tabor Awards
 - b. Announce Tabor exec and new members

MEETING WEDNESDAY: at 11:00 Tabor Conference Room

Social Media Post:

Tabor School of Business Presents:

ANNUAL TABOR PICNIC

ANNOUNCING WINNERS OF
TABOR AWARDS, FRESHMAN
BUSINESS PLAN, AND
INDUCTING NEW TABOR
ADVISORY MEMBERS



5.11.2017
ADM-SCOVILL
(GROUND FLOOR)

Free Food

Photo Booth

Music

“Come out and enjoy some good eats and music at the Annual Tabor Picnic this Thursday! The new Tabor Advisory Council will be announced along with the winners of Tabor awards and the freshman business plan. There will be a photo booth and music in the ground floor of ADM-Scovill from 4-6pm”.

Becky
217-855-2496

Program:

3:30 - set up

4 - start event (serve food)

4:30 - announce TAC board, Freshman Awards, and Tabor Awards

4-6 - spontaneous interviewers by Haley

5:30 - clean up

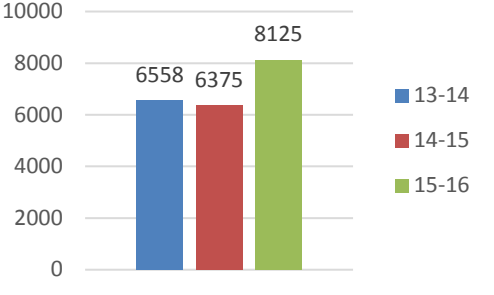
Assessment Procedures & Responsibilities

Created 2016-09-08

Last Revised 2017-02-15

Task / Activity	Responsible Party	Timeframe / Deadline	Review / Audit
Review / Update Matrix of Core Curriculum Learning Goals and Courses Where Assessed	Undergraduate Program Director	Annually / May 31 st	Annual Tabor Retreat
Review / Update Matrix of Majors Curriculum Learning Goals and Courses Where Assessed	Division Department Chair / Director of Entrepreneurship Program /MBA Director	Annually / May 31 st	Annual Tabor Retreat
Review / Update Rubrics of Core Curriculum Learning Goals	Tabor Assessment Committee	Annually / May 31 st	Annual Tabor Retreat
Review / Update Rubrics of Majors Curriculum Learning Goals	Division Department Chair / Director of Entrepreneurship Program /MBA Director	Annually / May 31 st	Annual Tabor Retreat
Review / Update Artifact Items of Core Curriculum Learning Goals	Each Faculty Member who teaches the course identified for assessment	At least Annually / May 31 st - Semester Update Option	Annual Tabor Retreat
Review / Update Artifact Items of Majors Curriculum Learning Goals	Each Faculty Member who teaches the identified course	At least Annually / May 31 st - Semester Update Option	Annual Tabor Retreat
Develop (relatively) Consistent Assessment Data Collection Templates with Instructions	Tabor Assessment Committee	2016-11-01	Tabor Assessment Committee
Present Assessment Process and Documents to Tabor Faculty for Ratification and Adoption	Full Tabor Faculty	2016-12-01	Full Tabor Faculty
Collect Semester (Term) Assessment Data	Each Tabor Faculty Member who taught a course identified for assessment in the current semester	Same Date that Final Grades are Due each Term	Division Department Chair / Director of Entrepreneurship Program / Director of MBA
Validate and Consolidate Collected Semester (Term) Assessment Data	Undergraduate Program Director / MBA Director	One Week after Final Grades are Due each Term	Dean of Tabor
Faculty Interpret Assessment Findings and Create Appropriate Response(s)	Full Tabor Faculty	Annual Faculty Retreat	Full Tabor Faculty
Validate that "... the Loop Has Been Closed!" including Summary of Prior Year Milestones	Tabor Assessment Committee	October 1 Each Year	Tabor Assessment Committee

Faculty and Staff Focus, Table 5.1

Performance Measure & Goal What are we measuring?	Metric How are we measuring?	Current Results What are the current results?	Analysis of Results What did we learn from the results?	Actions Taken or Improvement Made. What did we do and what is the next step?	Graphs or Tables								
<p>Recruit and hire faculty that possess the appropriate academic credentials to meet accreditation requirements for undergraduate programs, during the 2014-2015 and 2015– 2016 academic years.</p>	<p>Percentage of total undergraduate student credit hours in business program taught by AQ and PQ faculty in the business unit.</p>	<p>The Total Credit Hours for the 2014-2015 remained approximately the same as our study year (2013-2014).</p> <p>The percentage of credit hours taught by AQ faculty increased from 51% to 52%.</p> <p>The Total Credit Hours for the 2015-</p>	<p>There was an increase in total enrollment in Tabor classes. Non-business majors accounted for the increase in credit hours for 2015-2016.</p> <p>Non-business majors take primarily courses taught in the Tabor core. Core classes are taught primarily by full-time faculty which are AQ/PQ.</p> <p>The percentage of undergraduate credit hours taught by AQ</p>	<p>The increase in AQ/PQ credit hours can be credited to the emphasis on hiring adjunct faculty which meet the PQ criteria.</p> <p>The Tabor School of Business has identified in the Strategic HR plan areas where AQ faculty need to be emphasized.</p> <p>Our 2015 Re-Accreditation notes a misidentified AQ faculty member. That faculty member has completed the requirements for AQ</p>	<p style="text-align: center;">Credit hours - Undergraduate</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Credit hours - Undergraduate</caption> <thead> <tr> <th>Academic Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>6558</td> </tr> <tr> <td>14-15</td> <td>6375</td> </tr> <tr> <td>15-16</td> <td>8125</td> </tr> </tbody> </table>	Academic Year	Credit Hours	13-14	6558	14-15	6375	15-16	8125
Academic Year	Credit Hours												
13-14	6558												
14-15	6375												
15-16	8125												

Faculty and Staff Focus, Table 5.1

		<p>2016 increased by 24% compared to our study year (2013-2014).</p> <p>The percentage of credit hours taught by AQ/PQ increased from 94% to 99%.</p> <p>The percentage of credit hours taught by AQ faculty increased from 51% to 52%.</p>	<p>faculty remains approximately the same.</p> <p>These results continue to emphasize the need for the Tabor School of Business to seek and provide preference to AQ qualifications in all new hires.</p>	<p>in the 2015-2016 academic year.</p> <p>Our 2015 Re-Accreditation report noted that the International Business major did not have an AQ faculty. The IB major has at least one faculty satisfying the AQ credential. IN addition, the Marketing major has at least one faculty member who satisfy the AQ credential.</p>	<div style="text-align: center;"> <h3>AQ/PQ Percentage</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>AQ/PQ Percentage</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>94%</td> </tr> <tr> <td>14-15</td> <td>97%</td> </tr> <tr> <td>15-16</td> <td>99%</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <h3>AQ Percentage</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>AQ Percentage</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>51.4%</td> </tr> <tr> <td>14-15</td> <td>52.5%</td> </tr> <tr> <td>15-16</td> <td>51.5%</td> </tr> </tbody> </table> </div>	Year	AQ/PQ Percentage	13-14	94%	14-15	97%	15-16	99%	Year	AQ Percentage	13-14	51.4%	14-15	52.5%	15-16	51.5%
Year	AQ/PQ Percentage																				
13-14	94%																				
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Year	AQ Percentage																				
13-14	51.4%																				
14-15	52.5%																				
15-16	51.5%																				

Faculty and Staff Focus, Table 5.1

<p>Recruit and hire faculty that possess the appropriate academic credentials to meet accreditation requirements for graduate programs, during the 2014-2015 and 2015– 2016 academic years</p>	<p>Percentage of total graduate student credit hours in business program taught by AQ and PQ faculty in the business unit.</p>	<p>The Total Credit Hours for the 2014-2015 decreased by 29% compared to our study year (2013-2014).</p> <p>The percentage of credit hours taught by AQ/PQ remained constant at 100%. The percentage of credit hours taught by AQ faculty decreased from 75% to 61.3%.</p> <p>The Total Credit Hours for the 2015-2016 decreased by 4% compared to our study year (2013-2014) but an increase of</p>	<p>The reduction of credit hours between 2013 – 2014 and 2014-2015 is due to the Executive MBA moving from 2 classes (2013-2014) to 1 class (2014-2015)</p> <p>The change in the graduate credit hours taught by AQ faculty is due to the departure of a full time and an adjunct faculty member who taught MB 590 and MB 580 and replaced with PQ industry professionals.</p> <p>The increase in Total Credit Hours for 2015-2016 is the result of adding an accelerated MBA program designed for recent college graduates.</p>	<p>Action under review</p>	<div data-bbox="1451 203 1948 634"> <p>Credit hours - Graduate</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>1243</td> </tr> <tr> <td>14-15</td> <td>884</td> </tr> <tr> <td>15-16</td> <td>1188</td> </tr> </tbody> </table> </div> <div data-bbox="1451 711 1982 1105"> <p>AQ/PQ Percentage</p> <table border="1"> <thead> <tr> <th>Year</th> <th>AQ/PQ Percentage</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>100%</td> </tr> <tr> <td>14-15</td> <td>100%</td> </tr> <tr> <td>15-16</td> <td>100%</td> </tr> </tbody> </table> </div>	Year	Credit Hours	13-14	1243	14-15	884	15-16	1188	Year	AQ/PQ Percentage	13-14	100%	14-15	100%	15-16	100%
Year	Credit Hours																				
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Faculty and Staff Focus, Table 5.1

		<p>34.4% over 2014-2015.</p> <p>The percentage of credit hours taught by AQ/PQ remained at 100%.</p> <p>The percentage of credit hours taught by AQ faculty in 2015-2016 remained approximately the same as 2014-2015 61.3% vs 60.6%.</p>	<p>The addition of the accelerated MBA improved the AQ percentage by adding more credit hours for AQ taught classes. The elective courses for the accelerated MBA, being taught by PQ faculty counteracted the stated improvement.</p>		<p>AQ Percentage</p> <table border="1"> <thead> <tr> <th>Year</th> <th>AQ Percentage</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>71%</td> </tr> <tr> <td>14-15</td> <td>61%</td> </tr> <tr> <td>15-16</td> <td>60.6%</td> </tr> </tbody> </table>	Year	AQ Percentage	13-14	71%	14-15	61%	15-16	60.6%
Year	AQ Percentage												
13-14	71%												
14-15	61%												
15-16	60.6%												
<p>Evaluate and provide feedback to adjuncts. 60% during 2014-2015 and 80% during 2015-2016.</p>	<p>The percentage of adjunct faculty given evaluations.</p>	<p>The Graduate program continues to provide a verbal one on one evaluation with all adjunct faculty regarding their performance.</p>	<p>The inclusion of one on one evaluations has increased the communication between full time faculty and the adjuncts teaching the corresponding classes.</p>	<p>Since the evaluation year an effort has been made to reach out to the adjunct to discuss their questions and review student comments.</p> <p>A formal evaluation mechanism for evaluating undergraduate adjunct faculty has been developed and</p>	<p>AQ Percentage - Graduate</p> <table border="1"> <thead> <tr> <th>Year</th> <th>AQ Percentage</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>100%</td> </tr> <tr> <td>14-15</td> <td>100%</td> </tr> <tr> <td>15-16</td> <td>100%</td> </tr> </tbody> </table>	Year	AQ Percentage	13-14	100%	14-15	100%	15-16	100%
Year	AQ Percentage												
13-14	100%												
14-15	100%												
15-16	100%												

Faculty and Staff Focus, Table 5.1

		<p>The Undergraduate program has shown a significant improvement with providing verbal one on one evaluations with all adjunct.</p>		<p>implemented beginning with the 2016-2017 academic year.</p> <p>TSB has developed an orientation for adjuncts beginning of the Fall 2016 Semester. The orientation is to provide adjuncts each Fall semester. The orientation covers changes at Millikin, adjunct evaluation mechanism and address questions on teaching.</p> <p>The next step is to reach 100% adjunct evaluations using the formal evaluation for the 2017-2018 academic year.</p>	<div style="text-align: center;"> <h3>AQ Percentage - Undergraduate</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Academic Year</th> <th>AQ Percentage</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>20%</td> </tr> <tr> <td>14-15</td> <td>60%</td> </tr> <tr> <td>15-16</td> <td>90%</td> </tr> </tbody> </table> </div>	Academic Year	AQ Percentage	13-14	20%	14-15	60%	15-16	90%
Academic Year	AQ Percentage												
13-14	20%												
14-15	60%												
15-16	90%												

Table 5.2A Standard 5 – NEW FULL-TIME FACULTY QUALIFICATIONS

NAME	COURSES TAUGHT	LIST ALL EARNED DEGREES	OTHER SPECIFIC PROFESSIONAL QULAIIFICATIONS	ACBSP QUALIFICATIONS
Duesterhaus, Alan	MG 300 – People and Performance MK 208 – Personnel Selling MK 200 – Principles of Marketing BU 325 - Not for Profit Leadership & Governance BU 450 – Business Strategy MB 550 - Marketing Analysis & Management	AACSB Post-Doctoral Bridge Program - Specialization: Marketing and Management EDD – Higher Education Administration M.A. – Counseling Psychology B.A. - History		A.Q.
Mungruary, Kimmie	AC 210 – Principles of Accounting AC 230 – Introduction to Financial Statements AC 240 – Principles of Managerial Accounting AC 301 – Intermediate Accounting I AC 302 – Intermediate Accounting II BU 325 - Not for Profit Leadership & Governance IN 361 – LV Scholars IN 362 – LV Scholars	ABD – Leadership Studies (2018) M.A. – Accountancy M.A. – Pastoral Ministries B.S. - Accounting	CPA	P.Q.
Weber, Ed	IS 120 – Office Applications IS 130 – Spreadsheet Applications IS 221 – Programming Fundamentals IS 240 – Foundations of Information Systems IS 270 – Database Fundamentals IS 321 – Systems Analysis & Design IS 322 – Web Design Development & Programming	M.S. – Information Technology B.S. Psychology	Certificate of Proficiency in Data Processing. 10 Years in I.S. Consulting	P.Q.

Table 5.2B Standard 5 – NEW PART-TIME FACULTY QUALIFICATIONS

NAME	COURSES TAUGHT	LIST ALL EARNED DEGREES	OTHER SPECIFIC PROFESSIONAL QULAIIFICATIONS	ACBSP QUALIFICATIONS
Baker, Candace	BU 230- Business Communication	M.A. - Communication		PQ
Brilley, A.	IS 130 - Spreadsheets	MBA - Management		PQ
Bruton, A.	ET 340 – Foundations of Entrepreneurship	PhD - Management MA - Marketing		AQ
Duesterhaus – Mary	MG 300 – People and Performance MG 345 – Leading Organizational Change MB 580 – Management	EdD – Education		PQ
Fields, D	AC 230 – Financial Accounting	MBA – Management		PQ
Fields, R	BU 111 – Team Dynamics	MS – Psychology		PQ
Flight, R.	MB 550 – Marketing Analysis and Management	PhD – Marketing		AQ
George, Michael	BU 250 - Business Communication	PhD – English		AQ
Hinton, Jean	MB 570 – Leading & Changing Organizations	EdD - Education		PQ
Kim, J.	MK 200 – Principles of Marketing	MBA – Management		PQ
Lambert, Scott	Business Communication	PhD – Communications		AQ
Leman, A	ET 260 – Create Own and Lead	Masters in Public Administration		PQ
Manley, William	BU 330 – International Business	MBA – Management		PQ
Naqvi, Al	MB 590 – Strategic Management	MBA – Management		PQ
Phillips, J.	Accounting	MBA - Management		PQ
Smith, Diane	MG 340 – Human Resource Management	MBA - Management	Serves as the Human Resource Manager for a large local hospital	PQ
Theis, Sara	ET 380 - Entrepreneurship in the Arts	MBA – Management MFA		PQ
Traughber, Britten	ET 380 - Entrepreneurship in the Arts	Masters in Fine Arts		PQ

Table 5.2B Standard 5 – NEW PART-TIME FACULTY QUALIFICATIONS

Wickline, Ian	MG 275 – Project Management Practicum IS 240 – Foundations of Information Systems	MBA - Management		PQ
Yotter, John	MG 570 – Operations Management MG 567 – Process Improvement MG 575 – Project Management	MBA - Management	Six Sigma Black Belt	PQ

Table 5.3A – Scholarly and Professional Activities – New Full-Time Faculty

Scholarly and Professional Activities											
			Scholarly Activities				Professional Activities				
Faculty Member	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles/ Manuscripts / Books	Unpublished Articles/ Manuscripts / Books	Consulting	Related Service	Conferences / Workshops	Meetings	Memberships	Other
Duesterhaus, Alan	EdD										
2014-2015				B-1		A-1	2	1	4	1	
2015-2016			B-1	B-1	B-1	A-2; D-1	3	5	5	1	
Mungaray, Kimmie	MA	CPA									
2014-2015			C-1			2	1		3		
2015-2016			C-1			1	2	4	2		
Weber, Ed	MS										
2014-2015					D-1	D-3	2	3	3		
2015-2016			A-1;B-1; C-1		A-1;B-1; C-1	D-3	4	5	2	2	

Table 5.3A – Scholarly and Professional Activities – New Full-Time Faculty

2014-2015						D-1					
2015-2016						D-1					