



Annual Report – Accredited Member

Institution:	Grace College
Academic Business Unit:	School of Business
Academic Year:	2014-15

For Academic Year: 2014-15

General Information

Administrative Information

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

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

Name: Dr. Jeffrey K. Fawcett

Title: Dean of the School of Business

Highest Earned Degree: D.B.A. Email: fawcettj@grace.edu

Telephone (with country code if outside of the United States): 574.372.5100 x6090 Fax (with country code if outside of the United States): 574.372.5171

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

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: _____

Title: _____

Highest Earned Degree: _____ Email: _____

Telephone (with country code if outside of the United States): _____ Fax (with country code if outside of the United States): _____

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

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

Name: Dr. Roger Stichter

Title: Professor of Accounting

Highest Earned Degree: D.B.A. Email: stichtrl@grace.edu

Telephone (with country code if outside of the United States): 574.372.5100 x6092 Fax (with country code if outside of the United States): 574.372.5171

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

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2018 Year

2. When is your next reaffirmation of IACBE accreditation site visit? December 2015 Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

(Note: Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on "Academics"
 2. Click on "School of Business"
 3. Click on "IACBE Accreditation"
- etc.)

1. Click on "About Grace"

2. Click on "Accreditations, Affiliations & Authorizations"

3. Click on "School of Business - IACBE"

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

4. Provide the website path to the page containing your public disclosure of student learning assessment results:

(Note: Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on "Academics"
 2. Click on "School of Business"
 3. Click on "IACBE Accreditation"
- etc.)

1. Click on "Academics"

2. Click on "Undergraduate Mjors"

3. Click on "School of Business"

4. Click on "Public Disclosure of Student Learning"

5. Click on PDF link "Public Disclosure of Student Learning"

6. _____

7. _____

8. _____

9. _____

10. _____

5. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners’ Notes	Action Already Taken	Action Planned
We have no “notes” currently.		

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

Program	Enrollment 2013-14	Number of Degrees Conferred 2013-14
Accounting	56	18
Business Administration	25	13
Business Education	1	2
Entrepreneurial Management	3	0
Facility & Event Management	13	1
Finance	10	1
Financial Planning	1	1
General Business	44	2
Information Systems	14	5
International Business	8	0
Management of Information Systems	13	3
Marketing	46	14
Sport Business	3	0
Sport Management	29	8
Sport Marketing	9	1
Sport Business	3	0
Totals for All Programs Combined (In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	275	69

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

☒ No.

☐ Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)
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3. Did you terminate any IACBE-accredited business programs during the reporting year?

☐ No.

☒ Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan
Exercise Science	Now resides in the School of Arts & Science.
Business Administration	Combined with General Business.

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? **(Note:** You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

☒ No.

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

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

☐ No.

☒ Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

New Programs	Locations
Entrepreneurial Management	School of Business – Business Dept.
Sport Business	School of Business – Sport Management Dept.

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

___ No.

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

7. Did you establish any new locations/instructional sites during the reporting year?

X No.

___ Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

___ No.

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

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

 X Yes. If yes, proceed to item 2 below.

 No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

 X Yes. If yes, proceed to item 3 below.

 No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

 Yes. If yes, proceed to item 4 below.

 X No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

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

 The outcomes assessment plan that we have previously submitted is still current.

 Changes have been made and the revised plan is attached.

 X We have made changes and the revised plan will be sent to the IACBE by: August 2015

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

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

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

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes,” **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, or if the business unit’s current outcomes assessment plan does not include student learning assessment information for the majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance objectives are the measurable targets/criteria associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance objectives are the measurable targets/criteria associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objective might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

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

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.

Other Issues

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

We have been collecting data under the old system and that is what is included in this report. We will be collecting the data for the new format as we move forward and the next submission will have assessment detail by individual majors/programs.



Public Disclosure of Student Learning Form

Institution:	Grace College
Academic Business Unit:	School of Business
Academic Year:	2014-2015

Report of Student Learning and Achievement
(Name of your Academic Business Unit)
(Institution)

For Academic Year: 2014-15

Mission of the (Name of your Academic Business Unit)
Creating an experiential learning environment that inspires students to embrace biblically based ethical character, develop professional competence, and demonstrate active service where they live and work.

Student Learning Information for (Program 1)	
Intended Student Learning Outcomes for (Program 1) :	
1. <i>Academic competency in business disciplines</i>	
2. <i>Ability to articulate a biblically based view of business</i>	
3. <i>Professional competency demonstrated in chosen profession</i>	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Major Field Test</i>	<i>Student scores will exceed the National Mean level on this examination.</i>
2. <i>Business Simulation Game</i>	<i>50% of the teams will score above 100 when compared nationally in the BSG.</i>
3. <i>One Year Out Survey – Employment</i>	<i>90% will indicate that found degree congruent employment within 9 mos.</i>
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Senior Exit Survey</i>	<i>90% or greater will indicate agreement with having appropriate opportunities to improve their abilities in business while at Grace College.</i>
2a <i>One year out Alumni Survey</i>	<i>90% of graduates will indicate agreement with having been prepared</i>

	<i>academically for their chosen career.</i>	
2b <i>One year out Alumni Survey</i>	<i>90% of graduates will indicate an increase in spiritual maturity as a result of their time in the School of Business at Grace College.</i>	
3. <i>Senior Capstone Course Ethics Paper</i>	<i>90% of graduating students will receive satisfactory scores on a Worldview paper in BUS-4220 Biblical Basis of Business</i>	
Summary of Results from Direct Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. <i>The national mean score students was 150.3. Grace's mean score was 154 for Fall 2014 and 152 for Spring 2015. 15 out of 24 students scored above the mean with 4 individuals scoring above 99%.</i>	X	
2. <i>9 out of 18 teams scored above the National Average of 80% hitting the mark of 50% we desired.</i>	X	
3. <i>96% of graduates were working or attending graduate school within 9 mos of graduation</i>	X	
Summary of Results from Indirect Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. <i>75% of our graduating seniors indicated agreement with this statement (target was 90%)</i>		X
2a <i>81% of our graduates one year post graduation indicated agreement with this statement (target was 90%)</i>		X
2b <i>100% of our graduates agreed with this statement</i>	X	
3. <i>96.3% received an acceptable score in Fall 2014; 93.68% received an acceptable score in Spring 2015.</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>There are more opportunities available than our students are currently taking advantage. We need to do a better job at promoting the extra-curricular and co-curricular opportunities available for our students.</i>		
2. <i>We need to dig deeper into this area and find out exactly where the perceived deficiencies in their preparation lie. Adding open ended questions on the survey will assist us in tagging the exact issues that need to be addressed.</i>		