



**IACBE**

International Assembly for Collegiate Business Education

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**Annual Report**

**Institution:** DEFIANCE COLLEGE 2011

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

**IACBE Annual Report**  
**For Academic Year: 2010-2011**

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

**General Information**

Institution's Name:		Defiance College			
Institution's Address:		701 N. Clinton St			
City:	Defiance	State or Country:	Ohio	ZIP/Postal Code:	43512
Name of Submitter:		Dr. Buck Buchanan			
Title:	Chair, Business and Allied Health Division			Your Email:	wbuchanan@defiance.edu
Telephone (with country code if outside of the United States):	419-783-2356			Date Submitted:	10/5/11

**Membership Status and Accreditation Information**

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

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

B. If applicable, when is your next institutional accreditation site visit? \_\_\_\_\_ Year

If applicable, when is your next reaffirmation of IACBE accreditation site visit? 2012 Year

C. If you are an accredited member of the IACBE:

Provide the website address for the location of your public notification of accreditation by the IACBE: http://www.defiance.edu/pages/bus\_home.html

Provide the website address for the location of your public disclosure of student achievement information: http://www.defiance.edu/pages/bus\_majors\_BA.html

D. If you have received an accreditation letter from the IACBE Board of Commissioners with "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Add additional rows if necessary.)

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

**Outcomes Assessment**

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

<b>X</b>	Yes	
	No. If no, when will the plan be submitted to IACBE?	

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

<b>X</b>	The outcomes assessment plan we submitted is still current.	
	Changes have been made and the revised plan is attached.	
	We have made changes and the revised plan will be sent to the IACBE by:	

G. Complete the Program-Level Intended Outcomes Form in Exhibit A and include it with this annual report to the IACBE. An example of a completed form can be found in Exhibit B.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level.

Examples of both direct and indirect student learning outcome measures are shown in the example of a completed form in Exhibit B. You will need to insert your own direct and indirect student learning outcome measures when completing the form.

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

**Programmatic Information**

H. Identify any significant changes that have taken place in your business programs during the reporting period.

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

<b>X</b>	No
	Yes. If yes, please identify terminated programs.

2. Were changes made in any of your business majors, concentrations, or emphases?

<b>X</b>	No
	Yes. If yes, please identify the changes by adding an additional page to this document.

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

<b>X</b>	No (skip to item 1 below)
	Yes. If yes, please identify the new programs on a separate sheet; answer item H-4 below.

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

<b>X</b>	No
	Yes. If yes, please fax, mail, or attach a copy of the material you sent to your institutional accrediting body to obtain approval.

**Administrative Changes**

- I. In the table below, identify any administrative changes that directly affect your academic business unit, including changes in your academic business unit’s primary representative to the IACBE, your designated alternate to IACBE, your institution’s chief executive officer and chief academic officer, and the head of your academic business unit (if different from the primary representative to the IACBE). If the incumbent in any of these administrative positions has changed, include the new incumbent’s name, his or her title, telephone and fax numbers (with country code for institutions outside of the United States), and email address.

Position	Name	Title
Telephone	Fax	Email
Division Chair	Dr. Buck Buchanan	Chair, Business and Allied Health Division
419-783-2356	419-784-0426	<a href="mailto:wbuchanan@defiance.edu">wbuchanan@defiance.edu</a>
Provost/VPAA	Dr. Barbara Schirmer	Provost/VPAA
419-783-2586	419-784-0426	<a href="mailto:bschirmer@defiance.edu">bschirmer@defiance.edu</a>

**Other Issues**

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

The BAH Division lost three faculty members spring (2010) (Business Technology/Math position and general business position, and marketing position). Rehiring not accomplished on two positions, but the marketing position (ABD) was successfully completed. The loss of our math expertise and coverage of general business courses with the other two departures, coupled with myriad new initiatives by a new president of the College, and the preparation of the upcoming Higher Learning Commission visit has caused a major influx of overloads and larger use of adjuncts to cover business courses. Most faculty have overloads and administrative duties as assigned.

In Spring 2011, we lost our accounting Ph.D. faculty and this position is still in an open hire status. We are continuing the search, but we currently have only one accounting (MBA/CPA) as a full-time faculty member. We are covering classes with qualified adjuncts.

Review of our BMFT results have resulted in revamping our math curriculum in an effort to improve outcome results. Monitoring closely. We continue to monitor this during 2011-2012. Other issues with BMFT are being discussed prior to taking action to ensure proper proactive approach is implemented.

The division is functioning *extremely well* under the stress, and will continue to do so.

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**Exhibit A: Program-Level Intended Outcomes Form**

<b>Student Learning Information for (Program 1)</b>	
Mission of the ( <i>Academic Business Unit</i> ):	<p>The mission of the Defiance College Bachelor of Arts Degree with majors in the Business Administration Division is to expand each student’s knowledge in the business disciplines (accounting, economics, finance, management, marketing, quantitative, communication, strategy, etc) and the liberal arts through education, scholarship, and service.</p> <p>The Mission will be accomplished by tracking graduation rates in the division and through coursework and service opportunities. Service and Leadership are part of curricular and co-curricular activities that are either optional or required i.e., athletics, McMaster School, Habitat for Humanity, Christian organizations, BASA, etc.</p>
Intended Student Learning Outcomes for ( <i>Program 1</i> ) :	
1.	Analyze and problem-solve within the system of business and broader realm synthesizing knowledge from the liberal arts and business curriculum.
2.	Understand business writing and research (APA) from scholarly journals and use the information in practice as it pertains to the major.
3.	Apply principles of learning to become a self-directed learner as a business professional.
4.	Understand and practice as an ethical business professional with respect to differences in culture, ethnicity, age, gender, marital status, etc. in personal and professional situations.
5.	Integrate technology into learning environment.
6.	Demonstrate and understand the principles of effective communication and be sensitive to the needs of others in organizational settings.
7.	Practice professionalism and apply leadership principles, acting autonomously and in serving others.
8.	Be prepared to assess and implement changes in organizations while acting as a professional business person.
9.	Engage in service learning in at least the community setting with opportunities for national and international service.

10. Become a path finder and grow beyond boundaries to discover, analyze and evaluate business situations.		
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:	
1. <i>Business Major Field Test Given by ETS</i>	80% of students score in the top 50%	
2. <i>Senior Capstone Project</i>	80% of students pass the project with a B or better score	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:	
1. First Destination Survey	90% of all Business graduates are employed within 1 yr of graduation	
2. Cooperative Education Evaluation	90% of students respond that Coop was a valued learning experience	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Business Major Field Test Given by ETS; 80% of students score in the top 50%</i>		X
2. <i>Senior Capstone Project; 80% of students pass the project with a B or better score</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>First Destination Survey; 90% of all Business graduates are employed within 1 yr of graduation</i>	X	
2. <i>Cooperative Education Evaluation; 90% of students respond that Coop was a valued learning experience</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>BMFT results in the QBA area trending below 45%; Instituted new rigor in QBA course and revamped curriculum in the course to better prepare students for required learning after graduation. Instituted Spring 2011. Results of BMFT will be monitored for further correction if needed.</i> 2. <i>Current round of BMFT scores (Spring 2011) very low across a few categories. Continue to monitor curriculum and student outcomes and making adjustments to improve upon this outcome goal. Looking at changing the goal of 80% BMFT scores above top 50%; We have yet to meet this goal in our history with IACBE. We have changed curriculum within targeted courses to improve our scoring but our highest percentage has yet to meet this goal.</i> 3. <i>Our Senior Capstone Project outcomes are being met. While our BMFT results are a little disheartening, our students continue to find jobs above our goals and also believe our coops are valuable learning experiences!</i>		