MILLIKIN UNIVERSITY®
Master of Business Administration

The Master of Business Administration (MBA) in the Tabor School of Business holds national accreditation from an accrediting body approved by the Council for Higher Education Accreditation. Since its initial accreditation in 2005, the MBA program has held continuous accreditation from the Accreditation Council for Business Schools and Programs (ACBSP). The ACBSP has clear expectations related to both the "measurement and analysis of student learning and performance" and "systematic procedures to determine requirements and expectations of current and future students and stakeholders." The attainment of successful, national accreditation by ACBSP affirms the Master of Business Administration program's ongoing commitment to its assessment of students' learning and performance.

STUDENT LEARNING OUTCOMES

The Millikin MBA Program has outlined five Student Learning Outcomes (SLOs), or content areas, which permeate throughout the curriculum. From each outcome comes student learning and performance results, which can be measured and assessed in various courses throughout the curriculum. These include:

SLO 1: Global Awareness:
Demonstrate mastery of foundational business disciplines in order to apply sound business theory and concepts to diverse business matters in a global environment.

SLO 2: Communication:
Formulate and validate effective professional communication strategies which prioritize and integrate the best practices of central messaging, language application, and delivery in a variety of business situations.

SLO 3: Data Acquisition & Analysis:
Validate professional business planning and organizational skills in the principled acquisition of data and professional analyses.

SLO 4: Problem Solving:
Validate professional business planning and organizational skills by using integrative and adaptive approaches in the implementation, performance, and evaluative processes.

SLO 5: Ethics:
Embody the role of an ethical leader who constructs a principled and successful team environment which is conducive of and committed to the foundational interrelationships of people, profit, and planet.

REVIEW OF ASSESMENT CYCLE

Our learning outcomes assessment process is as follows:

- At the start of each MBA course, the Director of the MBA Program works with the corresponding faculty member to discuss the assessment process, assessment rubric, and identifies an artifact to assess at the conclusion of the course.
- Once the course is complete, the respective faculty member, or evaluator, completes the rubric and submits to the Director of the MBA Program.
- Conversations to identify trends and areas for improvement happen at the conclusion of each course, as well as in meetings with all MBA faculty.

The artifacts selected to assess within each learning outcome can be classified as:

- Internal Data: an assessment instrument that was developed within the business unit
- External Data: an assessment instrument that was developed outside the business unit
- Summative Data: an assessment conducted at the end of the student's education
- Formative Data: as assessment conducted during the student's education

Please refer to Standard 4- Figure 4.1 to see how each of our artifacts are labeled.

SUMMARY OF DATA SOURCE

Courses where Student Learning Outcomes will be assessed:

Global Awareness	MB520							
Communication	MB537	MB600	MG575					
Data Acquisition	MB530	MB535	MB540	MB560	MG570			
Problem Solving	MB536	MB538	MB550	MB570	MB580	MB587	MB590	MG567
Ethics	MB510							

Other assessment methods being implemented to improve our MBA Program include:

- An evaluation taken by students at the three-week mark of each course. Click here to view the template.
- A course evaluation taken by students at the conclusion of each course. Click here to view the template.
- An in-person/verbal "feedback" session with the Tabor School of Business Dean and MBA Program Director at the halfway mark of their program
- An exit survey taken by students at the conclusion of their program. Click here: https://millikin.edu/webform/mba-exit-survey to view the online template.

TARGET FOR SUCCESS

The benchmark for achieving success is that 80% of the students would achieve "proficient" or higher for each student learning outcome (scoring a 3 or 4 based on the rubrics).

For student learning outcomes where the benchmark is not met, a 5% increase in the students achieving "proficient" or higher from the prior year would be considered an improvement toward the target for success.

Please refer to Standard 4- Figure 4.2 to view data of our measurement process, our current results, and what our next steps are as it relates to each assessment goal.

ADDRESSING ACBSP'S NOTE ON STANDARD 4 FOR MILLIKIN'S MBA PROGRAM

The Note on Standard 4 stated:

"Maintain the Note on Standard 4: Millikin has an extensive plan in place for evaluating program outcomes for the MBA program. While this plan is in place, there is no data presented, other than ETS results, to demonstrate that the plan is being implemented for program outcomes and how the data is used to improve programs. The Commission looks forward to Millikin providing data to support its plan along with improvement plans in two years in the next QA report."

Assessment data on the five learning outcomes have been collected and charted for the last three years. Please refer to the following spreadsheets to see the raw data:

- SLO 1- Global Awareness
- SLO2 – Communication (Written) and (Oral)

- SLO3 – Data Acquisition and Analysis
- SLO4 – Problem Solving
- SLO5 – Ethics

Scores from the ETS Major Field Test in MBA have also been collected and charted for the last 4 years. Please refer to the results here.

Taking into consideration our targets for success, a few conclusions can be drawn from this data, outlined in Standard 4- Figure 4.3:

- Most artifacts being assessed within the five student learning outcomes achieved our target for success. However, we will continue monitoring after each unit.
- Student Learning Outcome #3, data acquisition and analysis, needs the most attention/action to take place for improvement. All six elements in the SLO had some form of inadequacies throughout each course and semester being evaluated and therefore, fell below our benchmark.
    - As a result, we plan on:
        - including a required *Business Analytics* course as part of our "core courses,"
        - providing online supplemental modules for students to partake in and have access to during the entirety of their program,
        - continuing to provide analytical bootcamp sessions prior to our program beginning, with extra attention given to these moving forward,
        - seeking out input from local employers, constituents, and alumni on gap areas to address,
        - getting all faculty who teach in this area in alignment with interpretation of the rubric to ensure expectations align, and
        - maintaining consistency with the faculty teaching in this area.
    - We then plan on re-assessing after the above is implemented.
- Student Learning Outcome #4, problem solving, is assessed the most in the MBA curriculum. Not only do we plan on evaluating whether we are over-assessing in this area, we need to continue dedicating attention to the elements within this SLO by:
    - getting all faculty who teach in this area in alignment with interpretation of the rubric to ensure expectations align, and
    - maintaining consistency with the faculty teaching in this area.
- Overall, we see consistent gaps with:
    - different faculty assessing across the curriculum; each faculty has his/her own standards and/or interpretation of the rubric,
    - different faculty assessing the same course over the three years due to turnover or replacements,
    - some faculty assess the students as individuals, and some assess students as part of a team,
    - the level of difficulty/intensity differs amongst each artifact within the same SLO,
    - the quality of students decreasing after we minimized the admission criteria, and
    - over-assessing in some SLO areas, which doesn't provide enough or equal data in other areas.
- Overall, we hope to close these gaps by:
    - establishing a standard all assessors can follow,
    - staying consistent with who is assessing the artifacts/courses,
    - re-evaluate admission requirements,
    - re-evaluating which courses to assess, and
    - consider using peer evaluators.