

MBA Assessment
Submitted August 2017
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Goals

Millikin University's Master of Business Administration degree is a unified curriculum rather than a core and collection of elective courses. This focused and integrated style of program is designed to develop critical thinking skills and prepare men and women for positions of leadership in today's complex business world. The curriculum is intentional with the objective of developing a business leader with broad generalist skills, a person who can analyze a business situation from different perspectives and then exercise the judgment required to create a solution.

We expect MBA candidates to work hard and gain an integrated knowledge of business disciplines. MBA candidates will;

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; that is, MBA candidates should be able to see the integration of business disciplines and knowledge and be able to diagnosis and prescribe;
5. demonstrate the ability to communicate facts and ideas in written and verbal formats using professional presentation skills; and
6. be able to work in a team environment and demonstrate planning and organizing skills.

To accomplish stated goals, the MBA program

1. delivers an extensive course on globalization and takes students abroad to study at a well respected graduate business school;
2. delivers a thoughtful and self-reflecting course on ethics;
3. has a deliberate curriculum designed to move each cohort of students through core business disciplines;
4. uses cases extensively to develop, demonstrate and test analytical and reasoning skills;
5. requires class presentations, oral exams and capstone presentations in corporate reports and business plans; and
6. organizes students in teams that are reformed with different members after each 10-week unit.

A successful graduate, of whom we have had many, leaves the program with a deeper understanding of business matters, sensitivity to their role as a leader, and greater skills and confidence to advance their careers or business. Many of our graduates move on rapidly to higher levels of organizational responsibility in domestic and international assignments.

Snapshot of the Program

The Executive MBA has been in place since 2000. In August 2016 a second cohort, the Fast Track MBA, was added. The curriculum for the Executive and Fast Track cohorts are essentially the same. The Fast Track cohort is a full-time program delivered in a 12 month calendar, August to August, while the Executive program is delivered in 18 months from January through May of the following year. The following Snapshot captures the core courses in both cohorts.

Unit MB 501 Review & Development

The program starts with business simulation model to develop business knowledge. Students are organized in teams and compete against teams across the US. Once a round of simulation is completed each team receives business reports including the financial statement of the firm. From this point students are taught the basics of financial statements, accounting concepts, marketing and production.

Unit 1: Setting a Strong Foundation for Leadership

Setting a solid foundation for managing and leading requires a strong set of values and an understanding of the diversity of cultures and business practices around the world. This unit focuses on understanding the ethical frameworks through which we see the world and on understanding the fundamental forces at play in the global economy.

MB 510. Personal Values & Business Ethics

A fundamental building block of leadership is a strong code of ethics based on values. A leader's decisions require consistent judgments and a duty to follow the law of the land. This course examines the legal environment of business, the changing social context of business responsibility and the values and ethics of leaders.

MB 520. Globalization & US Business

The global context of business in an increasingly open market with diverse cultures and systems necessitates an understanding of how international markets and their cultures operate. You are challenged to expand your understanding of business to its international dimensions.

Unit 2: Understanding Market & Financial Information

Business leaders must understand, monitor and use market and financial information to stay in tune with customer needs and company financial health. As an introduction to business thinking, students are directed first to customers to understand how they drive the direction of business decisions. Firms that fail to stay connected to customers, to continuously seek their advice or to adjust rapidly to their needs and wants will eventually falter. As well, a lack of good financial information or good financial understanding can doom managers and leaders to bad business decisions. This Unit develops the basic language and information of business.

MB 530. Marketing Analysis & Management

Marketing information and strategies are evolving rapidly. The explosion of information being exchanged on the Internet and the real-time connection with suppliers and customers is leading to new methods of marketing products and services. New competitive advantages are emerging in the use of marketing tools and techniques. This course covers essential marketing topics of distribution, place, profit, price, and promotion and expands the investigation into web resources and e-commerce.

MB 540. Accounting

This course is an introduction to the theory and practice of accounting and financial reporting. Emphasis is on analyzing, summarizing, reporting, and interpreting financial statements as a foundation for good business decision and in preparation for forthcoming finance courses.

MB 545. Practicum: Effective Personal Development

Managing yourself is a pre-requisite to managing others. This practicum focuses on a manager's need to set goals, organize and plan activities, and manage commitments effectively.

Unit 3: Developing Financial and Management Judgment

The Unit begins the transition into using financial information and knowledge for good financial decision making by developing the methods and rules of financial analysis. But organizations do not run on money alone. Managers may use numbers, but they can execute only through people and this Unit goes to the practice of managing to get things done.

550. Introduction to Finance

Financial decisions are at the heart of the long-term growth of a firm. This course builds on financial accounting to cover issues of financial decision making, capital financing, the significance of financial ratios, financial markets and the use of financial tools to advance the profitability of an enterprise.

560. Management

The role of managers in planning and directing activity through other people is a primary focus of management inquiry. But manager also have many responsibilities other than these high pay-off organizing activities. This course looks at the day-to-day challenges of managers and their skills in handling various management situations.

565. Practicum: Team Development

In the course of your career, the skills and attitudes you develop lead to positions of greater authority. Moving to supervisory and management roles is aided by an appreciation of how teams operate, how they can be encouraged or stifled and the rules for enhancing their performance and your performance as a manager and leader.

Unit 4: Leading in an Organization

Peter Drucker describes the majority of today's labor force as knowledge workers. Expanding levels of education, training, and income create a labor force much different from our industrial past. The

emphasis on participation, balanced lives, and personal fulfillment elevates the role of leadership in organizations. Leading people is a central theme of this unit. In addition, leaders set the financial direction and strategy of an organization on which good personal leadership can be built. This Unit builds on previous financial inquiry to examine strategic financial management as a complement to personal leadership.

570. Leading Organizations

Leading organizations is a people-centered activity highly influenced by the ethical values of leaders. Managers get the work of the business done through people by setting goals and executing action plans; leaders help motivate people by setting the compass of a business, by creating a vision, setting values, and building bridges to the community, to ideas about the future and to internal stakeholders. This course examines leadership management and its ethical and valued-based foundation.

580. Cases in Strategic Financial Management

This course uses case studies to develop a deeper understanding of the complex issues involved in strategic financial issues confronting corporate management. This course integrates strategy, marketing, economics, accounting and finance. An integrated credit analysis and valuation model in Excel will provide the foundation for the course.

585: Delegation and Motivation

Delegation is necessary in building a team. Training, development and feedback are part of the delegation process. This practicum focuses on the stages of delegation and situational leadership.

Unit 5: Business Decisions

Do you know a good business decision when you see one? While the principles of good decision-making are integral to the course throughout the MBA program, at this stage of development we step back from the individual areas of the business to examine how policies, strategies and decisions affect business performance. A more comprehensive view of business decisions, from the view of leaders, is the focus.

590. Business Policy & Simulations

This is a capstone course for the MBA program. One objective of the course is to provide integration of all functional courses which have been taught during the MBA program. To accomplish this objective we use and integrated management simulation. A second objective of the course is to develop an understanding of how firms gain and sustain competitive advantage. This is done primarily through case study analysis.

600. Business Plans

As MBA students, participants have essentially set a personal goal of improving their business skills and acumen. This final project is designed to add one more integrating experience to business knowledge. By designing a business plan, each team of associates will bring together the elements of finance, marketing, management, leadership and ethics into a well thought-out plan.

605. Practicum: Management & Leadership Values

Values are a self-fulfilling process. Studies indicate that the most successful managers believe that people are capable and willing to work hard. This practicum explores the issue of motivation and values.

610. International Immersion

The International Immersion is a one-week intensive experience at a leading foreign graduate school in Europe or Asia. Students will take one-full week or about 40 hours of instruction in issues of international business designed to raise the understanding of business practices outside the US. This on-location experience will:

- Expose students directly to the culture, business practices, and leadership attitudes outside the United States
- Help prepare students for overseas assignments with their company
- Exposes students to the thinking and beliefs of internationally known professors and international business executives.

Another way of looking at the sequence is to see it as two tracks of inquiry and skill building as shown in the following table. Track A, the left hand side, focuses on numbers, metrics, and decision making providing students with a solid understanding of the financial circumstances and decisions of an enterprise.

Track B, the right hand side, focuses on values, cultures, people and planning complementing the instruction in numbers with an understanding of how to work with and through people. Together these tracks meld the knowledge of numbers and people to create a purposeful and rounded view of the skills and roles of executives in a business enterprise.

		Track A		Track B
	501	Review & Development Session		
Unit 1	520	Globalization & US Business	510	Personal Values & Business Ethics
Unit 2	530	Accounting	540	Marketing Analysis & Management
			545	Personal Development Practicum
Unit 3	550	Introduction to Finance	560	Management
			565	Team Development Practicum
Unit 4	570	Cases in Strategic Financial Management	580	Leading Organizations
			585	Delegation & Motivation Practicum
Unit 5	590	Business Policy & Simulations	600	Business Plans
			605	Management & Leadership Values Practicum
			610	International Immersion

Learning Story

The MBA program is designed to be both flexible and personal. Class sizes remain selectively small in a typical range of 20 to 24 students. The MBA classroom, designed to provide a professional learning environment, has conference tables to accommodate the team structure of the program. The technology is state of the art with teleconferencing capabilities and lectures can be video recorded for latter access and review by students.

Ideal candidates for this MBA program are highly motivated professionals who are in leadership positions, seek leadership positions in an organization, or aspire to lead their own organization. Both academic and professional successes are important criteria for selection into the program. Likewise, diversity of perspectives is essential for student learning in a team environment and an important component to a student's application.

The cohort structure of the curriculum is designed to maximize interaction of participants and integration of course material. The MBA classes develop a strong work ethic and cooperative learning styles. In general, the MBA is designed for managers and leaders and not technicians. Courses were selected that focus on the bigger picture of business, how systems fit together, how questions are formulated and how decisions are made. The curriculum starts with values and cultures and ends with leadership, management, strategy and planning. These bookends surround the basic business disciplines of marketing, accounting and finance.

Certainly the Millikin MBA graduate is schooled in finance, in marketing, in operations-in the traditional functional areas of business. But the answers to business dilemmas rarely lie in only one discipline. The successful solutions lie in the intersection of the disciplines or functions within business. The MBA teaches how to see those intersections, how to frame quantitative and qualitative questions, and how to articulate comprehensive answers to complex problems. To accomplish this goal faculty rely heavily on casework as a means of strengthening analytical and reasoning skills and in developing the integration of material and knowledge. Presentation of results strengthens professional presentation skills.

One unique aspect of the course design process has been that the MBA graduate faculty review each course providing advice and consent on the content and coordination of material. In addition, the faculty paired-up in each unit coordinates material, schedules and work as much as possible.

The faculty are seasoned practitioners with good reputations, as verified by the end of unit student evaluations. In addition, a three-week survey is administered in each course to seek input and guidance for the class on the appropriateness and direction of the course. This customer feedback allows for corrections and minimizes conflicts and disappointments.

The MBA program seeks to bring into our education process the experience, insights and lessons of outstanding business executives. Speakers are regularly integrated into courses.

Assessment

Goal 1: Understanding the Changing Global Business and Economic System

Assessment: Green

The expansion of international and global business is a hallmark of the modern market system. MBA students should understand the functioning of the global economic system from capital flows to resource constraints as a context for future business leadership. This course uses an extensive set of case studies, written exams and final oral examination to explore a student's understanding of global business realities. The assessment of the success of this goal is measured by a competency rubric completed by the instructor at the completion of the course. The assessment rubrics (attached) used mirror those applied in the Tabor School of Business undergraduate program to maintain consistency and ease of comparison over time.

Add metric

The assessment range for class performance is:

Green:	3.5 or greater
Yellow:	3.0 to 3.49
Red:	2.9 or less

Goal 2: Consider and Clarify the Ethical Responsibilities as a Business Leader

Assessment: Green

Consistent leadership requires a solid set of values. A lack of clarity in what one believe sin or is willing to stand leads to a relative set of values and a vacillation in decision making. This course is designed in part to get students thinking about what they believe in and how differences in value structures affect decision making. The assessment results follow.

Add metric

The assessment range for class performance is:

Green:	3.5 or greater
Yellow:	3.0 to 3.49
Red:	2.9 or less

Goal 3: Gain a Solid Understanding of Basic Business Disciplines

Goal 4: Demonstrate the Ability to Apply Business Theory and Concepts to Practical Business Situations;

Assessment: Green

These two goals relate to the understanding and use of business concepts, analysis and prescription. The use of case studies and analysis permeates MBA coursework. Students could not do well and score well without solid business understanding and the ability to diagnose and prescribe. Goals 3 and 4 are evaluated through standardized ETS business tests and by the grade performance of the class.

Testing for Disciplinary Knowledge and Understanding

Assessment: Green

The MBA program initiated nationally based testing of students with the class of 2004 (entering in January 2003). Two tests have been administered, both provided by the Educational Testing Service (ETS).

1. Students are tested at the completion of the MBA review session, a three-week curriculum presented in January of each year prior to the commencement of MBA coursework. This is a mandatory session for all MBA candidates. The ETS Major Field Test in Business, which is given to graduating college seniors, is administered.
2. Students are again tested at the completion of the MBA program using the ETS Major Field Test in MBA.

Year	ETS Major Field Test in Business				Green >79%	Major Field Test in MBA				Green >79%
	Millikin	National *			Yellow > 67%	Millikin	National **			Yellow > 67%
	Median	Median	Std. Dev.	Percentile	Red < 67%	Median	Median	Std. Dev	Percentile	Red < 67%
2004	152.7					258.26				
2005	166.5					253.38	249	15.8	55%	Red
2006	168	152	14	95%	Green	256.25	249	15.8	70%	Yellow
2007	167.36	152	14	95%	Green	255.00	249	15.8	65%	Red
2008	164	152	14	95%	Green	257	249	15.8	75%	Yellow
2009	167	152	14	95%	Green	261	249	15.8	85%	Green
2010	168	152	14	95%	Green	256	249	15.8	75%	Yellow

* Based on results from August '06 to June '08, 564 institutions.

** Bases on results from February '05 to June '08, 199 institutions.

The Millikin MBA classes have consistently scored a standard deviation above the national median score in the Major Field Test in Business. This data supports the experiences and beliefs of the MBA faculty that the majority of incoming students are sufficiently versed in basic business

knowledge and that the MBA review session is effective in creating a base level of business knowledge for all students.

The MBA classes have consistently scored above the national median in the MBA Field Test.

Assessing Mastery of Course Content

Case presentation, written and oral exams, and projects in each course are used to evaluate performance and to gauge the extent of knowledge gained. All course final examinations have a portion devoted to a comprehensive coverage of content learning.

The MBA faculty expect solid graduate work from students and the grading culture of the program is clear among faculty and students. Hard work, a prerequisite in all courses, is not sufficient to earn a high grade. Grades are based on the mastery of course content as judged by each professor. While grades are not a formal assessment metric, they are monitored to track class performance.

Year	Undergraduate GPA	MBA GPA	
2003	3.40	3.53	Green
2004	3.23	3.7	Green
2005	3.00	3.5	Green
2006	3.40	3.5	Green
2007	3.27	3.60	Green
2008	3.20	3.50	Green
2009	3.36	3.54	Green
2010	3.12	3.55	Green

The MBA grade requirements are a C or higher in all courses and a minimum B- (2.7) average to graduate.

While it is our expectation that capable students working hard will do well enough to meet or exceed requirements, there are students who have struggled and graduated with average below 3.0. Nevertheless, overall we have found the classes to be dedicated and capable. We monitor the culture of the MBA program and the work ethic it engenders.

In addition to the overall course grade, assessment of the mastery of course content includes an extensive number of cases studies, presentations, oral exams and presentations specific to each course.

Goal 4: Demonstrate the Ability to Apply Business Theory and Concepts to Practical Business Situations;

Assessment:

Case studies are a common instructional tool in this and most MBA programs. An assessment of analytical competency, while applicable to across the curriculum, is administered in the accounting and finance courses where there are clear methodological methods applied to analyzing and evaluating the metrics and valuations of business enterprise.

Add rubric for Financial Accounting, Intro to Finance and cases in Finance

Goal 5: Demonstrate the Ability to Communicate in Written and Verbal Formats Using Professional Presentation Skills

Assessment:

Case studies, presentation and group projects force students throughout the MBA program to improve written and oral communication skills. The final business plan presentation forces and integration of business knowledge and provides a good view of presentation and communication skills at the end of the program.

In addition to the extensive use of cases throughout the curriculum, two capstone courses - Business Planning and Strategic Management – serve to assess the integration of knowledge and to demonstrate presentation skills. The Business Planning Course requires teams of students to develop a comprehensive, in depth business plan for some specific business event, such as starting a new business, developing a new product line, acquiring new assets, a merger, etc. These plans are presented to the MBA class, MBA Faculty and invited judges who assess the presentations for content and professional delivery. This assessment evaluates the extent of imbedded business knowledge deriving from coursework, presentation skills and professional demeanor. The Strategic Management course requires multiple strategic analyses of business cases and culminates in a major analytical final project. The assessments of these courses follows.

Add oral and written rubric assessment result for capstone courses

Goal 6: Work in a Team Environment and Demonstrate Planning and Organizing Skills

Assessment:

Students work in teams throughout the program. Boot Camp begins the process with a discussion of teamwork and the process of team development. The DISC profile is used to assess communication styles and roles on a team. Teams are reformed after each Unit (the delivery of courses in a contemporaneous period) of a semester.

Evaluation of team performance conducted in the Management class where students work on their management and working styles.

Add assessment rubric/metric

Assessing the Success of Delivery

Assessment:

Although not part of the program’s six goals, the success of instructors in the classroom does affect the performance of students and the achievement of goals in the classroom. It is our intention to provide a dynamic and effective classroom environment.

Each course is evaluated at its third week for student feedback on the workload, style and success of the instruction (survey attached). Faculty discuss these with the class. Adjustments can be made at this juncture.

In addition, classes and instructors are evaluated at the completion of each course using a standardized student evaluation instrument. The scale is:

5 – Strongly Agree; 4 – Agree; 3 – Undecided; 2 – Disagree; 1 – Strongly Disagree

The assessment scale chosen is:

Green: 4 or greater;
 Yellow: 3.5 to 4
 Red: less and 3.5

Update

The following table shows the evaluations beginning in the Academic Year 20xx.

Course Org	Communication	Overall Instructor	Overall Course	Ave. Instructor + Course
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AY 20xx (CYs 20xx-xx)

Ethics
 Globalization
 Accounting
 Finance I
 Marketing
 Finance II
 Leadership
 Management

Strategy
Planning
International

Overall AY							
2008	3.962	4.056	3.928	4.427	4.14	Green	

Generally, the student evaluation scores are acceptable. The areas to work on are Some of this owes to the need for more preparation in the basics of accounting. Efforts were made in 20xx to increase accounting instruction in the Review Session. We will consider adding additional requirements in accounting review in 20xx.
etc.

A Note on Faculty Development

Many factors distinguish graduate versus undergraduate work. There is a graduate expectation of much greater commitment, which manifests in taking the initiative to do the work, in engaging in the discovery process during class, and in completing work at a professional level. From the learning perspective, students have broader ranges of experience to draw upon and have greater conceptualization skills.

The MBA program draw upon academically and professionally qualified people. In order to ensure a consistent level of teaching quality new instructors are coached on the expectations of the graduate program, on adult learning styles, on grading and on delivery in the classroom. We also observe presentations to assess the fit with our program. Boot Camp provides an initial opportunity to work with MBA faculty to observe and coach. Three Week reviews provide an in-process opportunity to assess delivery and continue the coaching process.

The end of course student evaluations provide an after-the-fact evaluation of the class. At this point there is sufficient information to make a judgment about the fit with the MBA program. Hiring good talent in the beginning usually makes this coaching and development process a growth process to everyone's benefit. It is understood at the beginning of the relationship, however, that good performance is expected. If not, then we will go our separate ways. Fortunately, we have had only a few terminations.

Since the program is a cohort and the material is sequential, it is also important to coordinate content and goals through course sequences; notably accounting and finance, management and leadership, and marketing, strategy and business planning. The faculty in these courses come together to map out content to ensure a smooth progression and to avoid redundancies.

Improvement Plans

Student course assessments are evaluated by the MBA faculty (including the Director). The faculty makes judgments about areas for improvement. In addition, the MBA Director conducts an exit interview with each graduating class to solicit recommendations. As a result of the assessments and exit interviews we have made a number of major changes in the program and replaced faculty due to poor student evaluations.

Add exit survey

Course assessments and exit interviews will continue to provide feedback to faculty on a continuous basis and be used for continuous improvement in the MBA program.

Program Evolution Goals

The following summarizes some of the changes that have been made to improve the program.

Goals in the 2014 - 2015 cycle:

1. Develop a full-time 12-month MBA (Fast Track) program for recent graduates from diverse majors.
2. Begin work on creating multiple certifications in Fast Track program.

Goals in the 2016 cycle:

1. Start first cohort in Fast Track.
2. Recruit and develop faculty.
3. Expand the Boot Camp to accommodate non-business majors.
4. Develop working relationship with CAT. Develop process improvement curriculum and coach and train new adjunct, John Yotter, Master Black Belt.
5. Add career development coaching to Fast Track program.

Goals in the 2017 cycle:

1. Compress the MBA schedules into mostly 9-week periods to conform with University semester calendar.
2. Develop new assessment rubrics mirroring the newly developed Tabor School rubrics.
3. Expand the Fast Track Boot Camp coverage of Accounting, Marketing, and team development.
4. Expand career coaching.
5. Redesign Executive program to add a health administration track.
6. Add team development to Executive MBA boot camp.
7. Design and implement written exit survey for MBA programs.

Goals in the 2018 cycle:

1. Approve and initiate Health Administration track in Executive program.
2. Plan to expand the end of program review to strengthen preparation for ETS exit test.
3. Expand in the 2018 Fast Track Boot Camp two courses, one on subject areas and one on business simulation to integrate subject area knowledge.
4. Initiate the use of new assessment rubrics.
5. Work with Bicocca-Milano on a joint MBA program. Initiate in August if possible.