

Overview

Institution Name

Millikin University

Address

Year Accredited

Not Set

Year Reaffirmed

Not Set

Years Covered by this Report

Not Set - Not Set

Date Submitted

01/13/2020

Completed By

Phone

Email

ACBSP Champion

ACBSP Co-Champion

I - Institutional Information

1. Provide the link to your business program web page below. A link to Student Achievement must be on that/those page(s).

Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding a minimum of two (not all) of the following business student achievement measures:

- Attrition
- Retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Directions: [Website links submitted to document the implementation of this requirement must be on the business landing page](#), clearly identified, and lead directly to information regarding business student achievement. [Provide the link to your business program web page below. A link to Student Achievement must be on that/those page\(s\).](#)

2. Please provide the following information in the text box below:

Champion Name:

Title:

Email address:

Phone Number:

Self-Study

Status: Completed | **Due Date:** 9/15/2019

Assigned To

Najiba Benabess

Institution Summary

Champion Name: Dr. Najiba Benabess

Title: Dean of the Tabor School of Business

Email Address: nbenabess@millikin.edu

Phone number: 217-424-6285

Sources

There are no sources.

II - Status Report on Conditions and Notes

1. Status Report on Conditions and Notes: Copy and Paste any notes or conditions into your reply section and then provide information towards meeting the Criteria to remove notes or conditions.

If there are any notes and/or conditions placed on your business programs, you will need to report your progress towards removal here. Please copy and paste the wording for the note or condition into the institutional response box or reference the standard and criterion for the note, i.e., Standard 4, Criterion 4.1.

You will only need to complete the tables that are relevant to the note or condition you are addressing. If the note or condition resulted from the self-study accreditation decision, you will use the self-study table. If the note or condition was placed after completing a Quality Assurance Report (QAR) you will need to use the quality assurance report tables.

IMPORTANT: YOU DO NOT NEED TO COMPLETE ALL OF THE TABLES PROVIDED IN THE EVIDENCE FILE! PROVIDE ONLY THE TABLES THAT ARE RELEVANT TO THE NOTES AND CONDITIONS.

If you are unsure of the notes or conditions, please check the board correspondence found in the evidence file tab.

Self-Study

Status: Completed | Due Date: 9/15/2019

Assigned To

Najiba Benabess

Institution Summary

1. Note on Standard 4:

TSB has demonstrated progress on its undergraduate program assessment, but the MBA program has not demonstrated analysis of results for stated program goals. A summary of ETS MFT summary outcomes are the only measures identified with no action plan from the data.

The Commission looks forward to Millikin complying with this Note in two years in the next QA report.

During 2017-2018 academic year, the Tabor School of Business MBA program examined its mission to verify that it is aligned with the Millikin University mission. This increased congruence is seen in [table 1](#) in the evidence file.

Additionally, a small task force has reviewed and updated the [MBA program goals](#) to ensure the MBA program goals accurately reflected the proposed changes in the MBA mission and demonstrated their articulation with the five curricular content areas, which permeate the MBA curricula. These five content areas include:

- a. Skills.
- b. Communications.
- c. Data Acquisition & Analysis.
- d. Implementation, Performance and Evaluation.
- e. Ethics.

The sharpening of these MBA program goals to communicate their articulation with the five curricular content areas is evidenced in [table 2](#) in the evidence file. This table also demonstrates the relationship between FY19 MBA program goals adopted by the Tabor faculty at the August 2018 Tabor School of Business Retreat with both the FY18 MBA program goals and the FY19 MBA mission.

In the academic year 2017-2018, the task force examined and revised the Tabor School of Business MBA Student Goals (FY18) to present to the Tabor School of Business faculty. The FY19 Student Learning & Performance Outcomes ensure those outcomes are congruent and reflect the proposed FY19 changes in the MBA mission while being clearly informed by the five content areas of the MBA curricula. We reviewed the MBA program assessment and [table 3](#) shows the MBA Student Learning and Performance Outcome and their appropriate methods of assessment. Rubrics for each of the five MBA learning goals ([Ethics](#), [Global Awareness](#), [Verbal Communication](#) and [Written Communication, Analytical and problem solving](#) skill) were also developed and will be used for assessing learning goals starting of academic year 2019-2020.

In addition, since 2015, MBA students- both the Executive and Fast-Track- take the ETS Major Field Test in Business upon the completion of the Bootcamp to measure whether students have the basic Business knowledge to start the MBA program. Students also take the ETS Field Test in MBA at the end of the program to measure our score average with the national average in each of the Business areas: Accounting, Finance, Management, Marketing and Strategic Integration. [ETS \(Pre-test and Post-test\) results](#) are collected from 2015 to 2018.

The analysis of the assessment data:

The [MBA ETS Scores average](#) were collected from 2015-2019 and compared with the national averages. For the Executive MBA cohorts, the Millikin average scores for the ETS test just prior to starting the MBA program were higher than the national average from 2015 to 2017, and lower in 2018 and 2019. The ETS score averages for Millikin students after the completion of the MBA program are higher in the following years of 2015, 2017, and 2018 but lower in 2016 and in 2019. For the Fact Track MBA cohorts, the data show that all Millikin average scores are lower than the national average for the entry tests and the exist tests.

The students profile at the Executive MBA program has changed throughout the years. Today, the Executive MBA program attracts a very diverse population of students such as: a veteran who is interested in entering the civil labor market, a self employed, someone between jobs and entrepreneurs looking to learn about how to launch a business. Moreover, the Fast-Track MBA attracts recent graduates from the College of Fine Arts and other non-Business majors. In order to improve these assessment scores, it is apparent that a revised curriculum for both the Bootcamp and the MBA program is a must to accommodate the needs of our diverse students background. and that is why we invited peer reviewers to conduct a thorough review of our MBA program.

External Peer Review:

In April 2019, the Tabor School of Business conducted an external peer review for the MBA Program in order to examine our curriculum, quality of our faculty, and students. We have submitted a document describing our program and providing guidance to our external peer reviewers on various challenges we are facing. [Discussions of MBA program for Peer Review Team](#) is attached in the Evidence File for your convenience. Also, attached is [the Peer Reviewers' response](#) summarized in the Millikin MBA External Peer Review Report 2019. The external peer review helped us direct our focus on identifying the criteria for the admission eligibility, the appropriate pricing and scholarships, and partnerships with local business and corporations.

Moving Forward and plan of action for improvement:

In May 2019, Dr. Liberatore, Director of the MBA Program, announced his retirement after 35 years of service to the university and to the Tabor School of Business. As a result, we reorganized our staff in the Tabor School of Business to achieve our mission and advance our programs as follows: the [Dean of the Tabor School of Business](#) is the acting director of the MBA program overseeing the MBA program, its curriculum and its faculty hiring. The former Internship Coordinator & MBA coordinator is now the [Assistant Director to the MBA Program & Extended graduate programs](#). The duties associated with the internship coordinator have been reassigned to another administrator within the business school. The job description of each of these positions is in the evidence file for your convenience.

In August 2019, we conducted a meeting with all MBA faculty members to share with them the dean's vision of the MBA program and [the expectations of MBA faculty](#), discuss opportunities and challenges that faculty are facing in the classroom, and to explore areas of improvement. The [agenda](#) and [the minutes](#) of this meeting are provided in the evidence file for your review. Some of the faculty's shared concerns were that our MBA students do not have a good background in Excel Spreadsheets, presentation and pitch skills. To address these issues, we now include these in the MBA Bootcamp to make sure that our students have the spreadsheet and presentation skills to be able

to successfully complete the MBA program. Also, MBA faculty suggested creating an advisory board for the Health Care Administration Track to stay in tune with the best practice in the health care industry; and developing a mentoring program for the entire MBA program to assist students with business plan projects and assess students' work. We plan to have more information about these initiatives in our next QA report.

2. Note on Criterion 5.6:

While TSB has developed a formal system of faculty evaluation, TSB did not demonstrate the collection or use of that data. The Commission looks forward to Millikin complying with this Note in two years in the next QA report.

A. Full-Time Faculty Evaluation Process:

Every full-time faculty at the Tabor School of Business is required to create a growth plan and every year, the faculty completes and submits [a self-evaluation](#) describing their annual performance in areas of teaching, advising, scholarship and service to the school, university and community; and their progress toward achieving their professional goals listed in their growth plan. The dean then reviews each faculty self-evaluation, their course evaluations and their peer reviewer's letters, when applicable, to compile a summary of their annual evaluation highlighting their strengths and addressing their areas for improvement. The [dean's evaluation](#) is sent to the faculty electronically prior to the one-on-one meeting to discuss further the evaluation. Once approved, both the faculty and the dean sign the evaluation. The collection of all signed evaluations are then sent to the provost's office for review. The dean and the provost discuss all faculty's evaluations and plan for their professional development, promotion, and merit pay.

B. Adjunct Faculty Evaluation Process:

Our adjuncts play an important role in our school. Many of them bring professional and practical experience into the classroom. At the beginning of each academic year, we organize a mandatory [orientation/workshop](#) to support our adjuncts teaching pedagogy, address their concerns and answer their questions. Samples of [the agenda](#) of this event for the past three years 2017-2019 are provided for your convenience. During this event, adjunct faculty members have the opportunity to meet with full-time faculty, learn about all available [resources](#) and [information](#) to support their teaching and understand the expectations of quality teaching in our school. The process of evaluating adjunct faculty is described to all adjunct faculty. Our lead instructor (full time faculty) for a particular course observes the adjunct's class and evaluate the adjunct's teaching performance and content expertise. The [adjunct evaluation](#) (sample is attached in the evidence file) is then shared with the adjunct within 48 hours. At the end of each term, students are also asked to evaluate each course. the dean then meets with the instructor to deliver the evaluation and discuss any issues that may arise. If adjunct faculty show quality teaching during four semesters, they receive a [salary raise](#). Otherwise, those with poor teaching evaluations and those who show no progress don't get rehired.

Thank you very much for you time reviewing our report and we look forward to receiving your response and your valuable feedback.

With appreciation and gratitude,

Najiba Benabess, Ph.D

Dean- Tabor School of Business

Sources

- Adjunct Faculty Evaluation Template 2019-2020
- Adjunct Faculty Handbook (2015-2016)
- Adjunct Info 081919
- Adjunct Pay Proposal - Final - 0817 (003)
- Adjunct Workshop - 8-14-17
- Adjunct Workshop - 8-15-18
- Adjunct Workshop Agenda 2019
- Agenda for the MBA Faculty Meeting
- Benabess-DeanEval2017
- Copy of ETS by subject area
- Copy of MBA ETS scores 2015-2019
- Dean Tabor School of Business -Revised job Description
- Discussion of MBA Program for Peer Review Team April 2019
- Ethics_Rubric_&_Scores 0131
- Global_Rubric_&_Scores Jan19
- LASTNAME-SelfEval-2017
- MBA Faculty Expectations
- MBA Oral Presentation Rubric
- MBA Program Revised Mission- Table 1
- MBA Written Communication Rubric
- MBA_Analytical_Problem_Solving_Skills_Rubric_revised[1][1]
- Meeting notes MBA Faculty Meeting 8-7-19-REVISED
- Millikin MBA External Peer Review Report 2019
- Problem Solving Rubric & Scores
- Proposed Assistant director position-MBA- Revised 06-12-19
- Tabor School of Business MBA Program Goals- Table 2
- Teamwork_Rubric_&_Scores 0123
- TSB MBA program Assessment Methods- Table 3