

MILLIKIN UNIVERSITY®

Master of Business Administration

SUMMARY OF MILLIKIN MBA PROGRAM

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The Learning Story

The Tabor School of Business Master in Business Administration (MBA) was conceived and designed to help boost professional skills and accelerate careers. Ideal candidates for the 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.

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. Successful solutions lie in the intersection of the disciplines or functions within business. The MBA curriculum seeks to see and understand those intersections, to guide the framing of quantitative and qualitative questions, and to articulate comprehensive answers to complex problems. To do this, its 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. In addition, 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.

Millikin University's Master of Business Administration degree is the result of unified curricula, 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 global citizens for positions of leadership in today's complex business world. The curricula are 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.

Another way of looking at each MBA curriculum option is to envision it as having two converging pathways of inquiry and skill building. One focuses on numbers, metrics, and decision making providing students with a solid understanding of the financial circumstances and decisions of an enterprise. The other 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 pathways 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.

The MBA Program currently offers two formats of delivery: an Evening Program and Daytime Program. A snapshot overview of both deliveries are listed below:

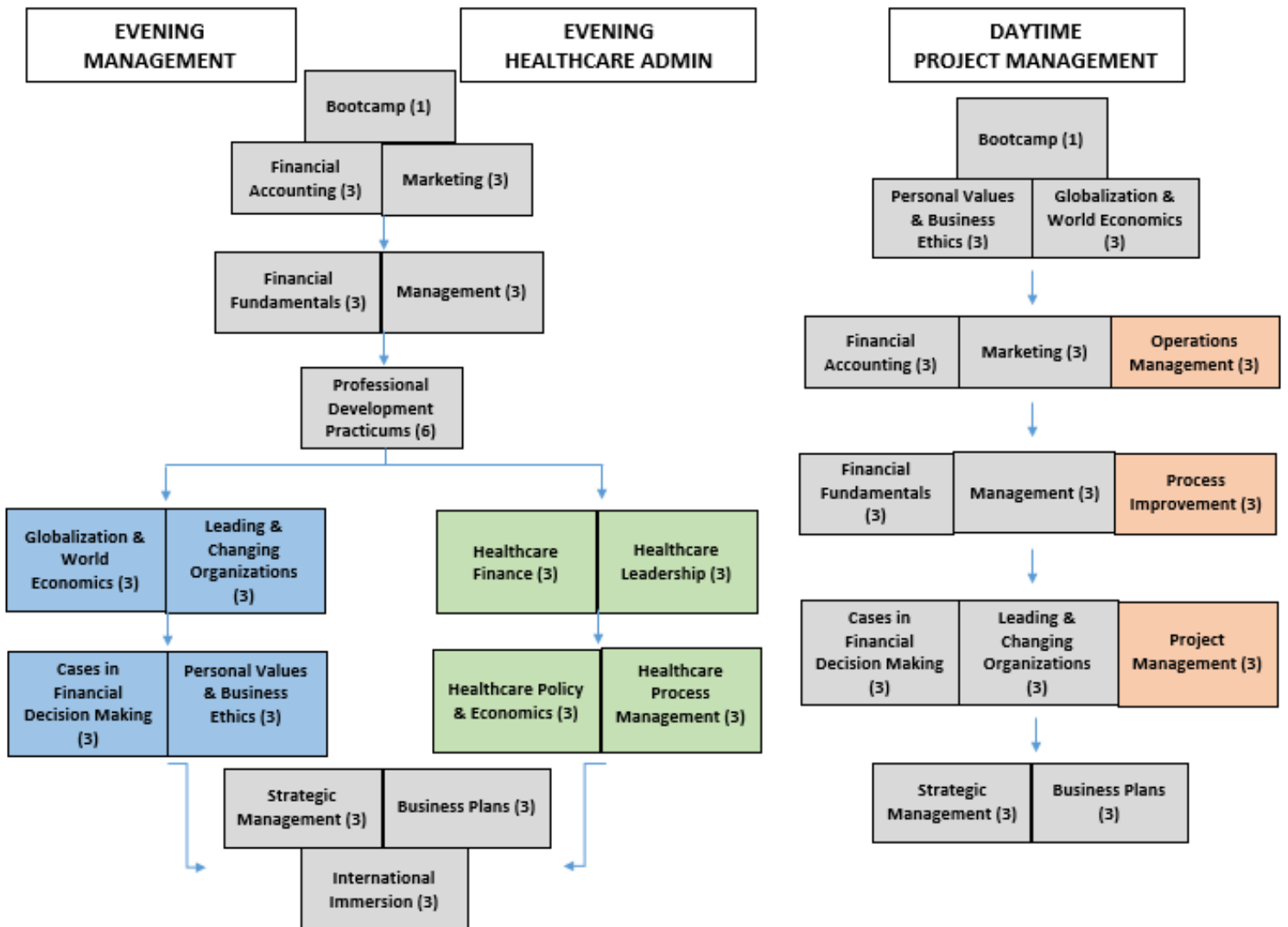
EVENING MBA	DAYTIME MBA
Evening classes; meets in-person	Daytime classes; meets in-person
17-month program	12-month program
Starts every January	Starts every August
Management Concentration & Healthcare Administration Concentration	Project Management Concentration

The Millikin MBA Program places special value on the three different concentrations we offer:

1. Management (offered in the Evening Program)
2. Healthcare Administration (offered in the Evening Program)
3. Project Management (offered in the Daytime Program)

A visual of the MBA curriculum for all three concentrations is listed below:

MILLIKIN MBA- Curriculum Map



Faculty Snapshot

The faculty teaching in the Millikin MBA Program are more than teachers; they are entrepreneurs with their own businesses, international leaders, consultants, published authors, and seasoned professionals in the C-Suite level who use their knowledge, experiences, and networks to coach students as they gain momentum in their careers. As a result, the MBA Program relies on several adjunct to cover such material in the classroom. Currently, the faculty breakdown is as follows:

FACULTY NAME	FACULTY TYPE (Full Time or Adjunct)	COURSE(S) TAUGHT
Aboul-Enein, Dr. Faisal	Adjunct	MB574: Healthcare Policy & Economics (3)
Gephart, Dr. Elizabeth	Full Time	MB572: Healthcare Leadership (3)
Lewicki, Tom	Adjunct	MB540: Financial Accounting (3)
Marquette, Dr. Chris	Full Time	MB530: Financial Fundamentals (3)
McKinley, Bob	Adjunct	MB600: Business Plans (3)
Miller, Dr. Mitch	Adjunct	MB590: Strategic Management (3)
Nguh, Dr. Jonas	Adjunct	MB573: Healthcare Process Management (3)
Roark, Dr. Eric	Full Time	MB510: Personal Values & Business Ethics (3)
Siddiqui, Fazl	Adjunct	MB570: Leading & Changing Organizations (3)
Sinow, Dr. David	Adjunct	MB560: Cases in Financial Decision Making (3)
Watkins, Ron	Adjunct	MB550: Marketing Analysis (3)
Yotter, John	Adjunct	MG567: Process Improvement (3) MG570: Operations Management (3) MG575: Project Management (3)

Learning Goals

During the 2017-2018 academic year, the Tabor School of Business MBA program examined its mission to ensure a more intentional alignment with the University mission. Final adoption by the Tabor faculty of a revised MBA mission was accomplished at the August 2018 Tabor Retreat, with immediate implementation for Academic Year 2018-2019 (FY19). The revised mission reads as such:

“To transform strong, professional candidates into exemplar leaders who:

1. have an expanded and complex understanding of business matters in the global environment;
2. embody their role as an ethical leader through sensitivity to people, profit, and planet; and
3. distinguish themselves in their careers, business, and communities through greater analytical and application skills advanced with confidence in domestic and international assignments requiring greater responsibility.”

Likewise, a small task force examined and proposed revisions to the Tabor School of Business 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.

Those five content areas include:

1. Global Awareness;
2. Communications;
3. Data Acquisition & Analysis;
4. Problem Solving; and
5. Ethics.

Therefore, the new **MBA Program Goals** include:

1. Sequences the curriculum in a deliberate manner to ensure mastery of foundational business disciplines while extending the student’s propensity to augment existing professional inquiry and skills.
2. Formulates professional communication strategies which focus on values, cultures, and people to assist in planning, prioritizing, and integrating the best practices of central messaging, language application, and delivery in a variety of business situations.
3. Extends professional business planning and organizational skills in the principled acquisition of data and professional analyses in a global environment.
4. Focuses professional business planning and organizational skills through the extensive use of case studies and Performance Learning to compel the students to strengthen their analytical and reasoning skills in the implementation, performance, and evaluative processes.
5. Integrates principles and best practices of ethical leadership and partnerships throughout the curriculum to advance the graduate's sensitivity to people, profit, and planet.

Most importantly for the purpose of Assessment of Student Learning in the MBA program, the task force examined and revised the Tabor School of Business MBA Student Goals 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. Those include:

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

2. 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.
3. Validate professional business planning and organizational skills in the principled acquisition of data and professional analyses.
4. Validate professional business planning and organizational skills by using integrative and adaptive approaches in the implementation, performance, and evaluative processes.
5. Embody the role of 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.

Assessment

In the MBA Program's history at Millikin University, assessment has never been a constant element. The program has supplied information when needed for various reports throughout the years, but an on-going, routine gathering of assessment information and artifacts has not been completed on a regular basis. Therefore, the program's assessment pieces continues to be a work in progress. However, under new leadership, the program hopes to show improvement in this area.

Moving forward, the MBA Program has identified the courses in which each learning goal is covered, and therefore, can be accurately assessed.

MBA Learning Goals, Assessment Areas						
		LG1	LG2	LG3	LG4	LG5
MB510	Ethics					X
MB520	Globalization	X				
MB530	Finance			X		
MB540	Accounting			X		
MB550	Marketing				X	
MB560	Cases in Finance			X		
MB570	Leadership				X	
MB571	Healthcare Finance			X		
MB572	Healthcare Leadership				X	
MB573	Healthcare Process Mgmt				X	
MB574	Healthcare Policy/Econ			X		
MB580	Management					X
MB590	Strategy				X	
MB600	Business Plans		X			
MG567	Process Improvement				X	
MG570	Operations Mgmt			X		
MG575	Project Management		X			
ETS Test		X		X	X	

As a result, the MBA Program has created, and plan to implement in each course, assessment rubrics that can accurately evaluate each learning goal and serve as artifacts. Those include:

LG1:

- ETS Test Data
- Global Business & Econ Rubric

LG2:

- Oral Presentation Rubric
- Written Communication Rubric

LG3:

- ETS Test Data
- Quantitative Reasoning & Skills Rubric

LG4:

- ETS Test Data
- Problem Solving Rubric

LG5:

- Ethics Rubric
- Teamwork Rubric

The MBA Program has already implemented routine collection of data and artifacts in each course within the Daytime MBA cohort of 2020, which began in Fall 2019. Upon further collection of additional data and artifacts, the Program can thoroughly implement performance indicators to evaluate the program.