

MBA Assessment
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The Master of Business Administration in the Tabor School of Business holds national accreditation from an accrediting body approved by the Council for Higher Education Accreditation (CHEA). Since its launch 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" (ACBSP (2018). *Standards and Criteria for Demonstrating Excellence in BACCALAUREATE/GRADUATE DEGREE PROGRAMS*: Standard #3). The attainment of successful, national accreditation by ACBSP - most recently in 2015 - affirms the Master of Business Administration program's ongoing commitment to its assessment of students' learning and performance.

Mission and Goals of the MBA Program

The Millikin University [MU] mission was developed through a collaborative and thorough process with input from a wide array of constituents and is the common thread guiding the institution's work. The Tabor School of Business embraces the mission of Millikin University in preparing students for professional success, democratic citizenship in a global community, and a personal life of meaning and value. The MBA mission advances the mission of the ACBSP and the importance on excellent teaching and learning practices as seen in this document which focuses on the assessment of student learning and performance outcomes.

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. This increased congruence is seen in the following table.

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).

Millikin University mission (FY19)	MBA mission (FY19)	MBA mission (FY18)
To deliver on the Promise of education at Millikin, we prepare students for: <ul style="list-style-type: none"> I. Professional success II. Democratic citizenship in a global environment III. A personal life of meaning and value 	To transform strong, professional candidates into exemplar leaders who: <ul style="list-style-type: none"> 1. have an expanded and complex understanding of business matters in the global environment [Relates to MU mission I, II]; 2. embody their role as an ethical leader through sensitivity to people, profit, and planet [Relates to MU mission I, II, III]; 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 [Relates to MU mission I, II, III]. 	The Tabor School of Business creates opportunities for students to perform and compete, early and often, to build the confidence necessary to succeed. We expect commitment, hard work, accountability, and honesty. [Relates to MU mission I]

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. SKILLS;
2. COMMUNICATIONS;
3. DATA ACQUISITION & ANALYSIS;
4. IMPLEMENTATION, PERFORMANCE, & EVALUATION; AND
5. ETHICS.

The sharpening of these MBA Program Goals to communicate their articulation with the five curricular content areas is evidenced in the following table. In addition, the table demonstrates the relationship between the 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.

MBA Program Goals (FY19). The MBA Program:	MBA Program Goals (FY18) The MBA Program:
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. [Related primarily to FY18 MBA Program Goal III, “new” MBA mission components #1 & #3, and overarching content area “SKILLS”]	I. delivers an extensive course on globalization and takes students abroad to study at a well respected graduate business school;
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. [Related primarily to FY18 MBA Program Goals V & VI, "new" MBA mission components #1, #2, & #3, and overarching content area "COMMUNICATIONS"]	II. delivers a thoughtful and self-reflecting course on ethics;
3. Extends professional business planning and organizational skills in the principled acquisition of data and professional analyses in a global environment. [Related primarily to FY18 MBA Program Goals I, II, & III, "new" MBA mission components #1, #2, & #3, and overarching content area "DATA ACQUISITION & ANALYSIS"]	III. has a deliberate curriculum designed to move each cohort of students through core business disciplines;
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. [Related primarily to FY18 MBA Program Goals IV, V, & VI, "new" MBA mission components #2 & #3, and overarching content area "IMPLEMENTATION, PERFORMANCE, & EVALUATION"]	IV. uses cases extensively to develop, demonstrate and test analytical and reasoning skills;
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. [Related primarily to FY18 MBA Program Goals II & III, "new" MBA mission component #2, and overarching content area "ETHICS"]	V. requires class presentations, oral exams and capstone presentations in corporate reports and business plans; and VI. organizes students in teams that are reformed with different members after each 10-week unit.

MBA Student Learning & Performance Outcomes

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 (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.

MBA Student Learning and Performance Outcomes (FY19)	MBA Student Learning Goals (FY18)
<p>1. Demonstrate mastery of foundational business disciplines in order to apply sound business theory and concepts to diverse business matters in a global environment. [Related primarily to MBA FY18 Student Goals A, C, & D, "new" MBA mission components #1 & #2, and overarching content area: SKILLS]</p>	<p>A. Gain an understanding of the changing global business and economic system;</p> <p>B. Consider and clarify their ethical responsibilities as a business leader;</p>
<p>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. [Related primarily to MBA FY18 Student Goals A, D, & E, "new" MBA mission components #1 & #2, and overarching content area "COMMUNICATIONS"]</p>	<p>C. Gain a solid understanding of basic business disciplines;</p> <p>D. 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;</p>
<p>3. Validate professional business planning and organizational skills in the principled acquisition of data and professional analyses. [Related primarily to MBA FY18 Student Goals B, C, D, & E, "new" MBA mission components #1, #2, & 3, and overarching content area "DATA ACQUISITION & ANALYSIS"]</p>	<p>E. Demonstrate the ability to communicate facts and ideas in written and verbal formats using professional presentation skills;</p>
<p>4. Validate professional business planning and organizational skills by using integrative and adaptive approaches in the implementation, performance, and evaluative processes. [Related primarily to MBA FY18 Student Goals A, C, D, & E, "new" MBA mission components #1, #2, & 3, and overarching content area "IMPLEMENTATION, PERFORMANCE, & EVALUATION"]</p>	<p>F. be able to work in a team environment and demonstrate planning and organizing skills.</p>
<p>5. Embody the role of fill 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. [Related primarily to MBA FY18 Student Goals B, D, & F, "new" MBA mission components #1, #2, & 3, and overarching content area "ETHICS"]</p>	

Snapshot of the Program

Every May, the Dean of the Tabor School of Business prepares and provides a brief overview and summary to the Millikin University Board of Trustees [BOT] Academic Affairs Committee. The narratives from the May 2018 and the May 2019 BOT meetings are provided here as Appendices A & B. Both provide foundational information to this report related to the as a "snapshot" of the past academic year's work and to frame thoughts and insights into Tabor's blueprint and plans for continuous improvement in the coming years.

The Learning Story

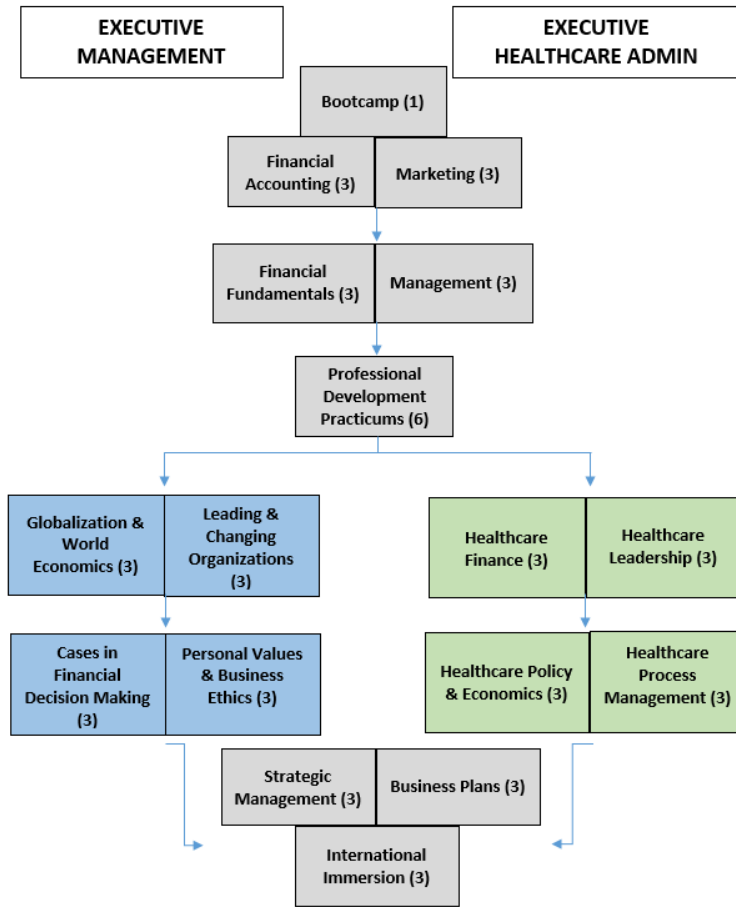
Ideal candidates for the Tabor School of Business MBA program are highly motivated professionals who are in leadership positions, seek leadership positions in an organization, or aspire to lead their own organization. Both academic and professional successes are important criteria for selection into 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.

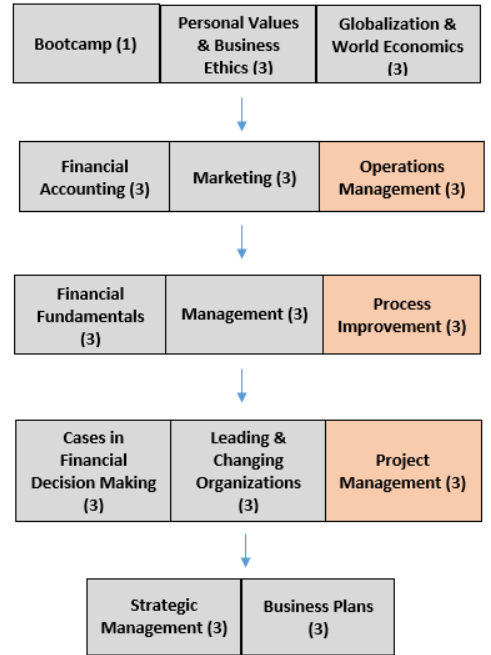
Millikin University's Master of Business Administration degree is the result of unified curricula rather than a core and collection of elective courses. This focused and integrated style of program is designed to develop critical thinking skills and prepare global citizens for positions of leadership 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.

MILLIKIN MBA- Curriculum Map



PROJECT MANAGEMENT



Assessment Methods for measuring the MBA Student Learning & Performance Outcomes

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 (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.

MBA Student Learning and Performance Outcome (FY19):	Assessment Methods:
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 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.	

Improvement Plan:

- This section should discuss what your analysis leads you to believe is true about the students' learning and performance outcomes. That is ... why you are confident the data is reliable and valid (or not).
- Either way, the improvement plan looks at identifying where the challenges and or victories lie and either finds ways to improve outcomes or improve the mechanisms by which you can get better data.
- It should also include the process that occurred in coming to these conclusions and the group(s) involved in the analyses of the data and development of the improvement plan.
- Communicate who was brought to the table to problem-solve/strategize? All faculty? Student representatives? Dean's Council? Alums?