

MBA Assessment
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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.

Marketing information and strategies are evolving rapidly. The explosion of information being exchanged

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,

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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 articulateone diaiprinesp, m 2 (n)10 ()Tis functiururey lieem of bu0 (i)--1 (

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

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.

ETS Major Field Test in Business			Green >79%	Major Field Test in MBA			Green >79%
			Yellow > 67%				Yellow > 67%

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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	
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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.

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AY 20xx (CYs 20xx -xx)

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

Add exit survey