

**Millikin University Assessment of Student Learning  
Annual Assessment Update  
For Programs with External Accreditation**

*Due on or before August 1\**

*Please submit Department/School Reports to the appropriate Dean and Director of Academic Effectiveness. University Studies Reports should be submitted to the Director of Academic Effectiveness only.*

<b>College/School:</b>	Tabor School of Business
<b>Department or Program:</b>	MBA Program
<b>Assessment Coordinator(s):</b>	Jaclyn Cantwell
<b>Email(s):</b>	<a href="mailto:jcantwell@millikin.edu">jcantwell@millikin.edu</a>
<b>External Accreditor and website:</b>	ACBSP acbsp.org

***Due to the extensive nature of external accreditation reports, re-creating a report in a specific template for Millikin assessment purposes may be redundant.***

***If your program requires annual or biannual external reporting, please complete this form in lieu of the regular Annual Assessment Update.***

***\*If you have a different deadline for external reporting that conflicts with the timing of this report, please confirm that with the Dean and Director of Academic Effectiveness for adjustment of the Annual Assessment Update deadline.***

**Student Learning Outcomes (SLO):** For historical and/or informational purposes, please list the student learning outcomes (SLO) of your program below, along with the rationale behind their development and/or change. This is information that should not need to be updated annually, unless there are changes to the SLO.

**A. Student Learning Outcome(s)** *(Please list all learning outcomes required to be assessed in your area. If learning outcomes differ from those required by your external accreditor, please star and complete part B below.)*

The Millikin MBA Program has outlined five Student Learning Outcomes (SLOs), or content areas, which are permeated through the curriculum. From each outcome comes student learning and performance results, which can be measured and assessed in various courses throughout the curriculum. These include:

**SLO 1: Global Awareness:**

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

**SLO 2: Communication:**

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.

**SLO 3: Data Acquisition & Analysis:**

Validate professional business planning and organizational skills in the principled acquisition of data and professional analyses.

**SLO 4: Problem Solving:**

Validate professional business planning and organizational skills by using integrative and adaptive approaches in the implementation, performance, and evaluative processes.

**SLO 5: Ethics:**

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.

**B. Rationale for Additional Student Learning Outcome(s)** Limit 750 words.

NA

This section last reviewed/updated on \_\_\_\_\_ by \_\_\_\_\_.

## Assessing Student Learning Outcomes (SLO):

- 1. Review of external accreditation/assessment cycle** (*List the relevant year(s) for this assessment cycle, i.e. current or previous academic year(s), plus pertinent review deadlines – date external reporting is due and whether feedback is received.*)

Summer 2023  
Fall 2023  
Spring 2024

- 2. Review of assessment activities and data source** (*Briefly summarize the academic unit's assessment activities during this cycle, and where assessment data was collected. Refer to page numbers in external report if applicable.*)

### Learning Outcome 1: Global Awareness

Course Assessed	# of sections	Instructor	# of students enrolled	What artifact was collected (paper, exam, etc)?	How many artifacts collected?	How many artifacts assessed?
MB520	2	Greta & Sexton	26	Final Case Presentation	8	8

### Learning Outcome 2: Communications

Course Assessed	# of sections	Instructor	# of students enrolled	What artifact was collected (paper, exam, etc)?	How many artifacts collected?	How many artifacts assessed?
MG575	1	Hunt	12	Final Oral Group Presentation	4	4
MB537	1	Wilkerson	9	Final Oral Group Presentation & Infographic	3	3
MB600	3	McKinley	41	Final Written Group Business Plan & Final Oral Group Presentation	10	10

### Learning Outcome 3: Data Acquisition & Analysis

<i>Course Assessed</i>	<i># of sections</i>	<i>Instructor</i>	<i># of students enrolled</i>	<i>What artifact was collected (paper, exam, etc)?</i>	<i>How many artifacts collected?</i>	<i>How many artifacts assessed?</i>
MB530	2	Marquette	24	Final Exam	24	24
MB535	2	Wilkerson	23	Final Group Presentation	7	7
MB540	2	Mixell	25	Final Group Project	6	6
MB560	2	Sinow	23	Group Case Studies	6	6
MG570	1	Hunt	12	Catapult Group Exercise	3	3

### Learning Outcome 4: Problem Solving

<i>Course Assessed</i>	<i># of sections</i>	<i>Instructor</i>	<i># of students enrolled</i>	<i>What artifact was collected (paper, exam, etc)?</i>	<i>How many artifacts collected?</i>	<i>How many artifacts assessed?</i>
MB536	1	Stenke	9	Final Group Project	1	1
MB538	1	Sexton	9	Final Group Project	3	3
MB550	2	Watkins	28	Final Group Case	8	8
MB570	2	Flatt	23	Final Group Project	7	7
MB580	1	Ridley	8	Mid-Term Case Analysis	8	8
MB587	1	Naqvi	11	Homework & Final Group Project	11	11
MB590	2	Theis	25	Final Group Project	7	7
MG567	1	Hunt	12	Paper	12	12

### Learning Outcome 5: Ethics

<i>Course Assessed</i>	<i># of sections</i>	<i>Instructor</i>	<i># of students enrolled</i>	<i>What artifact was collected (paper, exam, etc)?</i>	<i>How many artifacts collected?</i>	<i>How many artifacts assessed?</i>
MB510	2	Roark	29	Exams	29	29

**3. Target for Success: what is the measurable target required?** *(Please include required external benchmarks to indicate success. Refer to page numbers in external report if applicable.)*

The benchmark for achieving success is that 80% of the students would achieve “proficient” or higher for each student learning outcome (scoring a 3 or 4 based on the rubrics).

For student learning outcomes where the benchmark is not met, a 5% increase in the students achieving “proficient” or higher from the prior year would be considered an improvement toward the target for success.

**Assessment Data:** Do not attach actual student artifacts. If included in your external report, you may paste that information here or refer to page numbers within the report.

**4. Assessment Data** *(Be as specific as possible; include numbers/percentages of students who were determined to meet the specified SLO. Compare results to prior years if applicable. May be included as a table or graph if beneficial. If this data is included in external reporting, you may paste that data here or refer to the data by page number of the external report.)*

See external reports/tables.

**Analysis:** Provide a discussion of your findings. Are the assessment methods adequate? Are you achieving the desired SLOs? Do modifications in assessment, pedagogy, or SLOs need to occur? If included in your external report, you may paste that information here or refer to page numbers within the report. This section may be brief.

**5. To what extent did you achieve the target specified above?** *(e.g., completely, partially, did not achieve)*

Partially; some learning outcomes achieved our target more than others.

**6. Takeaway: what do the results mean?** *(Provide a discussion of what the results mean to the program overall. Do they indicate strengths, weaknesses, opportunities, or areas that warrant additional attention?)*

Our learning outcomes that achieved our target benchmark can be attributed to the consistency in faculty teaching these courses, the number of courses getting assessed per SLO, the Bootcamp sessions we provide on these specific topics, the repetition of faculty exposure to assessment, and the higher emphasis on A or B grades that was recently elevated.

Our learning outcomes that did not achieve our target benchmark could be attributed to our faculty not adapting to the changing student culture/learning styles, the increase in non-business undergrads completing our program, the time gap between when a Bootcamp session is delivered vs. when the actual course is offered, and the lack of critical thinking skills due to the increase use of AI/“the electronic culture.”

**7. What actions will be taken based on analysis of the assessment results?** *(Provide a brief explanation of how the results will be used to make any necessary specific changes within the*

*program, especially if required by external accreditors. If no changes are planned, briefly describe how the data suggest this as an appropriate course of action.*

- We will continue exploring how to incorporate Bootcamp sessions in relation to our learning outcomes that need attention to help bridge the performance gap in those areas (Quantitative Reasoning & Problem Solving)
- Bridge the inconsistency with expectations and rubric interpretation amongst our faculty
- We will start focusing and delivering more on the “basic business concepts” as we’ve seen a consistent under-performance or recently declining performance in our Quantitative Reasoning SLO (specifically during the evaluation in MB540) and our Problem Solving SLO (specifically during the evaluations in MB587 & MB590 courses)
- We will evaluate the use of “self-skills assessments” to identify a starting point with our students and therefore knowing where the next point needs to be in order to achieve higher learning and assessment scores.

PLEASE SUBMIT A COPY OF YOUR EXTERNAL REPORT WITH THIS ASSESSMENT UPDATE. If your report is displayed publicly, you may include a link to that report here.

## **SUMMARY**

**to be completed by Academic Dean/Director (for majors/programs)  
or Director of Academic Effectiveness (for MPSL)**

*Due within 45 days of Assessment Submission  
Submit to Provost and Director of Academic Effectiveness*

*In approximately 200-300 words, summarize the Assessment Report: state the learning goal(s) measured, state the type(s) of measure(s) used, summarize the data, describe the evaluation of the data, describe what was learned from the evaluation process, and describe what the academic unit has done or plans to do with the information and insights gathered from the assessment activities of the last cycle.*

*Sharing the results of assessment with appropriate constituencies, including students, is a vital part of closing the assessment feedback loop. This summary will be distributed annually and posted on the Assessment website, as one component of public reporting of assessment activities and outcomes.*