

MBA Assessment
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Dr. Liberatore, MBA Director

Goals

Millikin University's Master of Business Administration degree is a unified curriculum 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 men and women for positions of leadership in today's complex business world. The curriculum is 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.

We expect MBA candidates to work hard and gain an integrated knowledge of business disciplines. MBA candidates will;

1. gain an understanding of the changing global business and economic system;
2. consider and clarify their ethical responsibilities as a business leader;
3. gain a solid understanding of basic business disciplines;
4. 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;
5. demonstrate the ability to communicate facts and ideas in written and verbal formats using professional presentation skills; and
6. be able to work in a team environment and demonstrate planning and organizing skills.

To accomplish stated goals, the MBA program

1. delivers an extensive course on globalization and takes students abroad to study at a well respected graduate business school;
2. delivers a thoughtful and self-reflecting course on ethics;
3. has a deliberate curriculum designed to move each cohort of students through core business disciplines;
4. uses cases extensively to develop, demonstrate and test analytical and reasoning skills;
5. requires class presentations, oral exams and capstone presentations in corporate reports and business plans; and
6. organizes students in teams that are reformed with different members after each 10-week unit.

A successful graduate, of whom we have had many, leaves the program with a deeper understanding of business matters, sensitivity to their role as a leader, and greater skills and confidence to advance their careers or business. Many of our graduates move on rapidly to higher levels of organizational responsibility in domestic and international assignments.

Snapshot of the Program

Unit MB 501 Review & Development

The program starts with business simulation model to develop business knowledge. Students are organized in teams and compete against teams across the US. Once a round of simulation is completed each team receives business reports including the financial statement of the firm. From this point students are taught the basics of financial statements, accounting concepts, marketing and production.

Unit 1: Setting a Strong Foundation for Leadership

Setting a solid foundation for managing and leading requires a strong set of values and an understanding of the diversity of cultures and business practices around the world. This unit focuses on understanding the ethical frameworks through which we see the world and on understanding the fundamental forces at play in the global economy.

MB 510. Personal Values & Business Ethics - [Dr. Eric Roark](#); [Dr. Arvid Adell](#)

A fundamental building block of leadership is a strong code of ethics based on values. A leader's decisions require consistent judgments and a duty to follow the law of the land. This course examines the legal environment of business, the changing social context of business responsibility and the values and ethics of leaders.

MB 520. Globalization & US Business - [Dr. Leroy Wehrle](#)

The global context of business in an increasingly open market with diverse cultures and systems necessitates an understanding of how international markets and their cultures operate. You are challenged to expand your understanding of business to its international dimensions.

Unit 2: Understanding Market & Financial Information

Business leaders must understand, monitor and use market and financial information to stay in tune with customer needs and company financial health. As an introduction to business thinking, students are directed first to customers to understand how they drive the direction of business decisions. Firms that fail to stay connected to customers, to continuously seek their advice or to adjust rapidly to their needs and wants will eventually falter. As well, a lack of good financial information or good financial understanding can doom managers and leaders to bad business decisions. This Unit develops the basic language and information of business.

MB 530. Marketing Analysis & Management – [Professor Dennis Schwieger](#)

Marketing information and strategies are evolving rapidly. The explosion of information being exchanged on the Internet and the real-time connection with suppliers and customers is leading to new methods of marketing products and services. New competitive advantages are emerging in the use of marketing tools and techniques. This course covers essential marketing topics of distribution, place, profit, price, and promotion and expands the investigation into web resources and e-commerce.

MB 540. Accounting – Professor Dennis Beard

This course is an introduction to the theory and practice of accounting and financial reporting. Emphasis is on analyzing, summarizing, reporting, and interpreting financial statements as a foundation for good business decision and in preparation for forthcoming finance courses.

MB 545. Practicum: Effective Personal Development - Dr. Anthony Liberatore

Managing yourself is a pre-requisite to managing others. This practicum focuses on a manager's need to set goals, organize and plan activities, and manage commitments effectively.

Unit 3: Developing Financial and Management Judgment

The Unit begins the transition into using financial information and knowledge for good financial decision making by developing the methods and rules of financial analysis. But organizations do not run on money alone. Managers may use numbers, but they can execute only through people and this Unit goes to the practice of managing to get things done.

550. Introduction to Finance - Dr. Tatiana Isakovski

Financial decisions are at the heart of the long-term growth of a firm. This course builds on financial accounting to cover issues of financial decision making, capital financing, the significance of financial ratios, financial markets and the use of financial tools to advance the profitability of an enterprise.

560. Management – Professor Arthur Canning, Professor Cindy Guthrie

The role of managers in planning and directing activity through other people is a primary focus of management inquiry. But manager also have many responsibilities other than these high pay-off organizing activities. This course looks at the day-to-day challenges of managers and their skills in handling various management situations.

565. Practicum: Team Development - Dr. Anthony Liberatore

In the course of your career, the skills and attitudes you develop lead to positions of greater authority. Moving to supervisory and management roles is aided by an appreciation of how teams operate, how they can be encouraged or stifled and the rules for enhancing their performance and your performance as a manager and leader.

Unit 4: Leading in an Organization

Peter Drucker describes the majority of today's labor force as knowledge workers. Expanding levels of education, training, and income create a labor force much different from our industrial past. The 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 – [Professore Laura Canady](#)

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, and building bridges to the community, to ideas about the future and to internal stakeholders. This course examines leadership management and its ethical and valued-based foundation.

580. Cases in Strategic Financial Management - [Dr. Tatiana Isakovski](#), [Dr. David Sinow](#)

This course uses case studies to develop a deeper understanding of the complex issues involved in strategic financial issues confronting corporate management. This course integrates strategy, marketing, economics, accounting and finance. An integrated credit analysis and valuation model in Excel will provide the foundation for the course.

585: Delegation and Motivation - [Dr. Anthony Liberatore](#)

Delegation is necessary in building a team. Training, development and feedback are part of the delegation process. This practicum focuses on the stages of delegation and situational leadership.

Unit 5: Business Decisions

Do you know a good business decision when you see one? While the principles of good decision-making are integral to the course throughout the MBA program, at this stage of development we step back from the individual areas of the business to examine how policies, strategies and decisions affect business performance. A more comprehensive view of business decisions, from the view of leaders, is the focus.

590. Business Policy & Simulations - [Dr. Michael Pettus](#), Professor Al Fillenwarth

This is a capstone course for the MBA program. One objective of the course is to provide integration of all functional courses which have been taught during the MBA program. To accomplish this objective we use and integrated management simulation. A second objective of the course is to develop an understanding of how firms gain and sustain competitive advantage. This is done primarily through case study analysis.

600. Business Plans - [Dr. Anthony Liberatore](#)

As MBA students, participants have essentially set a personal goal of improving their business skills and acumen. This final project is designed to add one more integrating experience to business knowledge. By designing a business plan, each team of associates will bring together the elements of finance, marketing, management, leadership and ethics into a well thought-out plan.

605. Practicum: Management & Leadership Values - [Dr. Anthony Liberatore](#)

Values are a self-fulfilling process. Studies indicate that the most successful managers believe that people are capable and willing to work hard. This practicum explores the issue of motivation and values.

610. China Immersion - [Dr. J. Mark Munoz](#)

The International Immersion is a one-week intensive experience at a leading foreign graduate school in

Europe or Asia. Students will take one-full week or about 40 hours of instruction in issues of international business designed to raise the understanding of business practices outside the US. This on-location experience will:

- Expose students directly to the culture, business practices, and leadership attitudes outside the United States
- Help prepare students for overseas assignments with their company
- Exposes students to the thinking and beliefs of internationally known professors and international business executives.

Another way of looking at the new sequence is to see it as two tracks of inquiry and skill building as shown in the following table. Track A, the left hand side, focuses on numbers, metrics, and decision making providing students with a solid understanding of the financial circumstances and decisions of an enterprise.

Track B, the right hand side, 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 tracks 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.

	Track A		Track B
	501	Review & Development Session	
Unit			
1	520	Globalization & US Business	510 Personal Values & Business Ethics
Unit			
2	530	Accounting	540 Marketing Analysis & Management 545 Personal Development Practicum
Unit			
3	550	Introduction to Finance	560 Management 565 Team Development Practicum
Unit			
4	570	Cases in Strategic Financial Management	580 Leading Organizations 585 Delegation & Motivation Practicum
Unit			
5	590	Business Policy & Simulations	600 Business Plans 605 Management & Leadership Values Practicum 610 International Immersion

Learning Story

The MBA program is designed to be both flexible and personal. Class sizes remain selectively small in a typical range of 25 to 32 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 are 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 articulate comprehensive answers to complex problems. To accomplish this goal 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.

One unique aspect of the course design process has been that the MBA graduate faculty review each course providing advice and consent on the content and coordination of material. In addition, the faculty paired-up in each unit coordinates material, schedules and work as much as possible.

The faculty are seasoned practitioners with good reputations, as verified by the end of unit student evaluations. In addition, a three-week survey is administered in each course to seek input and guidance for the class on the appropriateness and direction of the course. This customer feedback allows for corrections and minimizes conflicts and disappointments.

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.

Assessment

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 of global business realities. The assessment of the success of this goal is measured by the final grades in the class.

The MBA grade requirements are a C or higher in all courses and a minimum B- (2.7) average to graduate. The assessment ranges are based on the notion that solid B work by all students on average is a desirable green zone behavior. An equal distribution of A's, B's and C's would generate a 3.0 (B) average. We would not expect such a preponderance of C's. A 3.0 average marks the Red Zone. An equal distribution of grades from A to B- generates a 3.34 average and marks the beginning of the Green Zone. This grade evaluation scale is used throughout this assessment document.

Globalization & U.S. Business Grades

CY 2009 Grades	Points	CY 2010 Grades	Points
B+	9.9	A-	11
A-	11.1	B-	8.1
A-	11.1	A-	11.1
A-	11.1	A-	11.1
A-	11.1	A-	11.1
B+	9.9	B+	9.9
B+	9.9	A	12
B+	9.9	A	12
A	12	B+	9.9
A	12	B	9
A-	11.1	B	9
A	12	A-	11.1
A	12	B-	8.1
A-	11.1		
B+	9.9		
B+	9.9		
A-	11.1		
A	12		
B+	9.9		
B	9.0		
B+	9.9		
B-	8.1		
A	12		
Average	3.43	Average	3.42
GPA	Green	GPA	Green
Assessment		Assessment	

The assessment range for class average grade is:

Green: 3.34 or greater
 Yellow: > 3.0 to 3.33
 Red: 3.0 or less

Goal 2: Consider and Clarify the Ethical Responsibilities as a Business Leader
Assessment: Green

Consistent leadership requires a solid set of values. A lack of clarity in what one believe sin or is willing to stand leads to a relative set of values and a vacillation in decision making. This course is designed in part to get students thinking about what they believe in and how differences in value structures affect decision making. The grade distribution is an indication of the success of students in meeting course objectives.

Ethics Course Grades

CY 2009 Grades	Points	CY 2010 Grades	Points
A	12	A-	11
A	12	B-	8.1
A	12	A-	11.1
A	12	A-	11.1
A	12	A-	11.1
A	12	B+	9.9
A-	11.1	A	12
A-	11.1	A	12
A	12	B+	9.9
A	12	B	9
B+	9.9	B	9
A	12	A-	11.1
A	12	B-	8.1
A	12		
A	12		
A-	11.1		
A	12		
A	12		
A	12		
A	12		
A-	11.1		
A	12		
A	12		
Average	3.92	Average	3.86
GPA	GREEN	GPA	GREEN
Assessment		Assessment	

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.

Year	ETS Major Field Test in Business				Green >79%	Major Field Test in MBA				Green >79%
	Millikin	National *			Yellow > 67%	Millikin	National **			Yellow > 67%
	Median	Median	Std. Dev.	Percentile	Red < 67%	Median	Median	Std. Dev	Percentile	Red < 67%
2004	152.7					258.26				
2005	166.5					253.38	249	15.8	55%	Red
2006	168	152	14	95%	Green	256.25	249	15.8	70%	Yellow
2007	167.36	152	14	95%	Green	255.00	249	15.8	65%	Red
2008	164	152	14	95%	Green	257	249	15.8	75%	Yellow
2009	167	152	14	95%	Green	261	249	15.8	85%	Green
2010	168	152	14	95%	Green	256	249	15.8	75%	Yellow

* Based on results from August '06 to June '08, 564 institutions.

** Bases on results from February '05 to June '08, 199 institutions.

The Millikin MBA classes have consistently scored a standard deviation above the national median score in the Major Field Test in Business. This data supports the experiences and beliefs

of the MBA faculty that the majority of incoming students are sufficiently versed in basic business 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

Assessment: Green

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.

Year	Undergraduate GPA	MBA GPA	
2003	3.40	3.53	Green
2004	3.23	3.7	Green
2005	3.00	3.5	Green
2006	3.40	3.5	Green
2007	3.27	3.60	Green
2008	3.20	3.50	Green
2009	3.36	3.54	Green
2010	3.12	3.55	Green

The MBA grade requirements are a C or higher in all courses and a minimum B- (2.7) average to graduate. The assessment ranges are based on the notion that solid B work by all students is a desirable green zone behavior. The assessment ranges as previously discussed are:

- Green: 3.34 or greater
- Yellow: > 3.0 to 3.33
- Red: 3.0 or less

While it is our expectation that capable students working hard will do well enough to meet or exceed requirements, there are students who have struggled and graduated with average below 3.0. Nevertheless, overall we have found the classes to be dedicated and capable. We are satisfied with the culture of the MBA program and the work ethic it engenders.

In addition to the overall course grade, assessment of the mastery of course content includes an extensive number of cases studies, presentations, oral exams and presentations specific to each course.

Goal 5: Demonstrate the Ability to Communicate in Written and Verbal Formats Using Professional Presentation Skills

Assessment: Green

Case studies, presentation and group projects force students throughout the MBA program to improve their written and oral communication skills. The final business plan presentation forces and integration of business knowledge and provides a good view of presentation and communication skills at the end of the program.

Assessing Integration of Knowledge and Professional Presentation Skills

Assessment: Green

In addition to the extensive use of cases throughout the curriculum, two capstone courses - Business Planning and Strategic Management – serve to assess the integration of knowledge and to demonstrate presentation skills. The Business Planning Course requires teams of students to develop a comprehensive, in depth business plan for some specific business event, such as starting a new business, developing a new product line, acquiring new assets, a merger, etc. These plans are presented to the MBA class, MBA Faculty and invited judges who assess the presentations for content and professional delivery. This assessment evaluates the extent of imbedded business knowledge deriving from coursework, presentation skills and professional demeanor.

The following table summarizes the grades for the past several years. Solid ‘B’ work, 85 or greater is viewed as professional level graduate work and is in the green zone.

Business Plan Grades

Teams	2005	2006	2007	2008	2009	2010
1	73.3	78.4	92.7	80.5	83.6	88.8
2	89.4	80.5	79.8	96.5	88.7	92.1
3	87.6	82.2	96.1	86.1	91.8	80.1
4	90.9	91.8	86.7	88.2	88.3	86.7
5	89.1	81.8	92.7	90.1	94.1	81.2
6	88.7	78.3		84.5		
7		85.7				
Average	86.5	82.7	89.6	87.7	89.31	85.8
Ranges						
Red	80 or less					
Yellow	80-84.99	Yellow				
Green	85 +	Green	Green	Green	Green	Green

Business Plan Grades

Teams	2011	2012	2013	2014	2015	2015
1	73.3	78.4	91.2			
2	89.4	80.5	77.6			
3	87.6	82.2	91.0			
4	90.9	91.8	86.5			
5	89.1	81.8	91.5			
6	88.7	78.3	72.5			
7		85.7				
Average	86.5	82.7	85.05			
Ranges						
Red	80 or less					
Yellow	80-84.99		Yellow			
Green	85 +	Green		Green		

Teams in the Strategic Management course compete in a nationwide business simulation game that requires students to diagnose business conditions, create strategies and prescribe actions to outperform competitors. Students must draw on all their course work and analytical reasoning in the competition. In addition, each team is required to deliver a formal corporate report at conclusion of the course.

Goal 6: Work in a Team Environment and Demonstrate Planning and Organizing Skills

Assessment: Green

Students work in teams. Teams are reformed after each 10 week semester. We have had very few problems with team cohesiveness or team effectiveness. However, we have not formally assessed team performance across all courses.

An improvement goal is to institute a common team evaluation form and use it in every course and track the evaluation results.

In CY 2009 and into CY 2010 we attempted to create and use a team evaluation instrument but this did not work well for all courses due to format of the evaluation form.

In CY 2012, the following survey was completed by four teams in the Business Planning Course. All respondents felt that the teams worked well together. They are in favor of some form of team evaluations which we shall work on in 2013.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The teams worked well together.				1	3
Teams should create formal agreements at the formation of each team.		1	1	2	
Teams should complete self-evaluation forms for each course.				1	3
Formalizing the agreement and evaluation process would improve cohesiveness and team performance.			1	2	1
It is best to leave the process as it currently is.	1		1	1	1

Assessing the Success of Delivery

Assessment: Yellow

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 of ten lectures to assess if the instructor is successfully meeting the objectives of the course and fulfilling the expectations of students. 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

The following table shows the evaluations beginning in the Academic Year 2008, covering the Calendar Years of 2007 into 2008. for calendar year 2007. The bottom of the table compares the overall average scores for 2005 and 2007.

Course Org	Communication	Overall Instructor	Overall Course	Ave. Instructor + Course		
AY 2008 (CYs 2007-08)						
Ethics	4.4	4.54	4.68	4.58	4.55	G
Globalization	4.02	4.23	4.14	4.04	4.11	G
Accounting	3.57	3.82	3.55	3.4	3.59	Y
Finance I	4.05	3.84	3.52	3.57	3.75	Y
Marketing	3.53	3.54	3.26	3.15	3.37	Red
Finance II	3.77	3.98	3.81	3.57	3.78	Y
Leadership	4.34	4.41	4.47	4.31	4.38	G
Management	4.1	4.08	4.09	3.95	4.06	G
Strategy	3.97	4.02	3.72	3.66	3.84	Y
Planning	3.87	4.1	4.04	4.04	4.01	G
International						
Overall AY 2008						
	3.962	4.056	3.928	3.827	3.94	Yellow

AY 2009 (CYs 2008-09)						
Ethics	4.4	4.54	4.68	4.58	4.55	G
Globalization	3.77	3.98	3.8	3.7	3.81	Y
Accounting	3.55	3.8	3.5	3.46	3.58	Y
Finance I	3.95	3.92	3.7	3.6	3.79	Y
Marketing	4.21	4.23	4.15	4	4.15	G
Finance II	3.35	3.92	3.24	2.88	3.35	Red
Leadership	4.37	4.3	4.24	4	4.23	G
Management	4.2	4.34	4.33	4.13	4.25	G
Strategy	3.96	4.17	4	3.86	4.00	G
Planning	3.87	4.1	4.04	4.04	4.01	G
International	n/a					
Overall AY 2009						
	3.963	4.13	3.968	3.825	3.97	Yellow

AY 2010 (CYs 2009-10)						
Ethics	4	4.15	4.1	4	4.06	G
Globalization	3.7	3.84	3.47	3.42	3.61	Y
Accounting	3.46	3.59	3.00	3.00	3.26	Red
Finance I	4.48	4.33	4.38	4.00	4.29	G
Marketing	n/a					
Finance II	n/a					
Leadership	4.05	4.22	4.06	3.53	3.96	Y
Management	4.03	4.19	3.76	3.70	3.92	Y
Strategy	4.00	4.05	4.00	4.00	4.01	G
Planning	4.23	4.53	4.25	4.00	4.25	G

International	n/a					
Overall AY						
2010	3.85	3.995	3.785	3.71	3.84	

Generally, the student evaluation scores are acceptable. The areas to work on are in the accounting and finance sequence. Some of this owes to the need for more preparation in the basics of accounting. Efforts were made in 2009 to increase accounting instruction in the Review Session. We will consider adding additional requirements in accounting review in 2010.

The Marketing course was changed and a new instructor added in the 2009 class. As a result course evaluations are now in the Green. The low Finance course evaluation in 2009 is leading to changes in the course with a new instructor scheduled for 2010.

Improvement Plans

Student course assessments are evaluated by the MBA faculty (including the Director). The faculty makes judgments about areas for improvement. In addition, the MBA Director conducts an exit interview with each graduating class to solicit recommendations. As a result of the assessments and exit interviews we have made a number of major changes in the program and replaced faculty due to poor student evaluations.

Course assessments and exit interviews will continue to provide feedback to faculty on a continuous basis and be used for continuous improvement in the MBA program.

Program Evolution

The following table summarizes the changes that have been made to improve the program since its inception in 2000.

CY	Major Changes
2001	First year
2002	Revised finance course
2003	Changed review session format to business simulation - CapSim Added new finance professor
2004	Expanded Economics Review in Review Session Added finance and dropped e-business course Changed Review Session exit test to ETS Field Test in Business Added MBA exit exam, ETS Field Test in MBA Changed practicum content to focus on management skills Added Executive Lecturer Series – expanded speakers Raised tuition to accommodate foreign study
2005	Added International Study and required a class case study and presentation as part of the experience WHU Germany; Peking University, Beijing; Fudan University, Shanghai Hired a second finance faculty
2006	Re-form teams after each unit for greater diversity of experiences in class
2007	Revised Management Course in Unit 4 with input from Caterpillar engineers Instituted and mandatory review session for the MBA program at the end of Unit 5
2008	Expanded Accounting Instruction in Review Session Moved Accounting course from Unit 3 to Unit 2 Hired a new Marketing Professor Management Professor retired and hired a replacement Course focus changed slightly to pay more attention to legal requirements and bargaining
2009	Continued to strengthen accounting review Dr. Adell retired from Ethics position and hired Dr. Roark Added a new Finance Professor Changed all team selection to Director picks Moving to team teaching the management course Add team evaluations to all courses
2010	Experimented with team teaching management course. Added additional time devoted to accounting and economics in Boot Camp Added expert speakers to the Fudan curriculum. In summer of 2010 agreed to deliver ADM only MBA Program based on the existing MBA program. Worked through the year to retool the curriculum strengthening integration of material and coordination of courses, particularly in accounting and finance sequence and management and leadership sequence. Recruited new Accounting and Marketing professors.
2111	Began ADM only MBA program delivered on campus. Eight of the 23 participants are distance learners in a synchronous environment. Upgraded the technology and added WebEx as a complement to Media Site as a delivery mechanism. Instituted new classroom management procedures to accommodate distance learners. Brought back Dr. Adell to teach the Ethics course for ADM cohort. Recruited new Management Professor, Cindy Guthrie, to deliver ADM module.

2012	<p>Revised the finance sequence so that the sequential courses are more closely united. The first 15 of 20 classes are presented by Dr. Isakovski making the progression of topics flow without repetition or duplication and ensuring that the understanding of fundamentals leads to a capability of analyzing higher level cases and problems. This is followed by five classes of applied financial cases delivered by David Sinow, J.D., Ph.D.</p> <p>Moved China immersion from Fudan University to Shanghai University of Finance and Economics. This proves a better fit because of the focus of SUFE on MBA education.</p> <p>Dr. Dahl, who taught the leadership course, left the university. We recruited Laura Canady, a noted Management and Leadership Coach, to step into the Leadership course. The process was smooth and highly successful. Professor Canady adds a significant strength in coaching leadership skills and practices.</p> <p>ADM committed to a cohort beginning in 2013 and we embarked on a major technology upgrade, installing interactive screens in a Polycom setting. The inclusion of non-resident students in a synchronous environment was approved by NCA.</p>
2013	<p>Initiated the use of the new technology.</p> <p>Added additional instructors.. Dr. Bakir Siddiquee in economics and Professor Al Fillenwarth for the CapSim business simulation in the Boot Camp..</p> <p>Dr. Wehrle retired and Dr. Siddiquee stepped in to teach Globalization.</p> <p>The China emersion at SUFE added a case competition between SUFE MBA teams and Millikin MBA teams, an experience that taught both groups a great deal about their respective training and analytical approaches.</p> <p>Initiated a team evaluation in the Business Planning Course.</p>

Plans

The following were near term improvement goals set during the **2008** assessment cycle.

1. Hire a new professor for the management course in Unit 4 and move its focus toward a management and human resources perspective rather than its current operations management orientation.
Art Canning.
2. Replace Dr. Adell, who is retiring from the MBA program, with a new professor to teach Ethics.
Dr. Roark.
3. Expand the accounting instruction in the Review Session and strengthen the end of program review.
This still needs work and will be a repeat goal.
4. Increase the MBA exit exam scores.
MBA exit score was in the 85% percentile.
5. Continue the international study but select one university relationship and curriculum to repeat for several years
Fudan University, Shanghai, China
6. Switch the sequence of accounting and marketing so that accounting precedes the marketing course.
Moved accounting from Unit 3 to Unit 2

The following were near term improvement goals set during the **2009** assessment cycle.

1. Bringing on a new finance professor and coordinating the delivery with the Marketing course;
Dr. Tatiana Isakovski came on to teach the Cases in Finance Course and got high marks from her class. She met with and coordinated the effort with Dr. Gardner teaching Marketing.
2. Team teaching the management course to broaden coverage.
This was done by replacing the weeks dedicated to the management practicum and by adding Dr Kruml to the team for a total of 12 weeks of management instruction.
3. Continuing our relationship with Fudan, University.
Two additional outside experts were tapped to address the class, Bill Chen, and Jon Anderson. Also completed a case with local company wanting to do business in China: Airfloat Inc.
4. Pursue discussions with IBS of India on hosting a dual MBA program.
Failed to materialize.
5. Work with ADM on delivering an in-house MBA program.
Discussions proceeding nicely.
6. Begin to look at on-line opportunities.
Participated in university discussions but not action taken as yet.
7. Add team evaluations to all courses.
Experimented with this process but to little success.

The following were near term improvement goals set during the **2010** assessment cycle.

1. Given exit interview feedback, return the management unit back to two professors only and reinstating the management practicum.

This will be done in the 2011 program.

2. Look at the opportunity to re-order the courses so accounting precedes the first finance course.
This was planned and prepared for in 2010. The accounting and finance courses were reintegrated and Dennis Beard was brought on to teach the new accounting course.
3. Add more working experts in the China course schedule.
Dr. Munoz brought on new speakers.
4. It will be Dr. Gardner's last year teaching the marketing class. Recruit a new marketing professor.
We hired Dennis Schwieger to deliver the marketing course. The MBA accounting and finance faculty worked with Dennis Schwieger to coordinate coursework. Dennis will deliver the marketing course in 2011.
5. Pending negotiations, add an ADM in-house MBA program.
Contract was signed. The cohort has 23 participants of which eight are distance learners.
6. Create a new team evaluation instrument and process.
This is an elusive goal and we have not been able to get a useful tool.
7. Add instruction on team management in the Boot Camp.
Accomplished.
8. Strengthen accounting preparation and instruction in Boot Camp.
We upgraded the accounting instruction in the first week of Boot Camp as spearheaded by Dennis Beard, setting a stronger foundation for subsequent accounting work. Those without accounting background were required to take on-campus or on-line course.

The following were near term improvement goals set during the **2011** assessment cycle.

1. Deliver the ADM only cohort program.
We worked out the technological requirements of using WebEx. In order to relieve faculty of having to deal with technology while staying focused on course delivery, we added in-class technical support for all ADM classes.
2. Upgrade the technology to accommodate distance learners.
The sound system was upgraded.
3. Set classroom management guidelines to help professors deliver a consistent level of quality in lectures and tests to distance learners.
The MBA administration worked with faculty to ensure that all materials were resident in Moodle and available in ample time for all students, resident and distant.
4. Work with the new professors of Accounting and Marketing to ensue quality delivery.
Professor Dennis Beard and Professor Dennis Schwieger receive high marks.
5. Add a new management professor to teach the ADM cohort.
Professor Cindy Guthrie received high marks.

The following were near term improvement goals set during the **2012** assessment cycle.

1. Find a new partner school in China.

Moved the China emersion to Shanghai University of Finance and Economics (SUFE).

2. Explore relationships in Brazil at the request of ADM.
We have had several exploratory conversations and proposals but find that the costs are significantly higher than China. We will continue to investigate alternatives.
3. Replace Jim Dahl.
Recruited Professor Cindy Guthrie.
4. Given student feedback on the effectiveness of the Finance sequence, revise the coordination and integration between the two sequential finance courses.
Restructured the sequence of Finance taught by Dr. Whitford and Cases in Finance taught by Dr. Isakovski. Dr. Isakovski took on the first 15 weeks of classes to strengthen the sequence and integration of financial methods and analysis, Added five weeks of Cases in Finance delivered by Dr. David Sinow. The material is now delivered in a tighter, better integrated sequence.

The following were near term improvement goals set during the **2013** assessment cycle.

1. Install and implement an interactive media classroom with interactive monitors and Polycom communication.
2. Add additional instructors to accommodate second ADM cohort.
3. Recruit a replacement for retiring Dr. Wehrle.
4. Initiate a team evaluation in the Business Planning Course.
5. Recruit an additional instructor for Business Policy to be delivered in 2014.
6. Strengthen the case study experience in the China immersion.