I. CONSISTENT UNIT IDENTITY ITEMS

A. Department Name: College of Business

Program Name: Master of Business Administration (MBA)

Degree Programs Offered: Single Master of Business Administration (MBA) with one concentration in Healthcare Management. The MBA program provided is completely online or in hybrid format at The University Center of Greenville.

B. Department Mission Statement

Program Mission Statement: The Anderson University MBA Program produces professionally-prepared graduates through courses that integrate the Christian faith with business concepts. The College of Business fulfills the University’s mission by challenging the students in an atmosphere of sound professional ethics which affirm biblical teachings in a secular business world. The degree is designed to allow graduates to satisfy goals such as professional development, career advancement, personal growth, or job mobility.

1) Learning Outcomes:
   a. Development of Business Knowledge
      • Demonstrate an understanding of:
         o Advanced business concepts in the area of management with supporting knowledge in accounting, economics, finance, marketing, professional ethics, and quantitative business analysis.
         o The relationships between business disciplines in domestic and global environments.
         o Where outcome is addressed: Each of the twelve MBA courses.
           Means of measurement: Course-embedded assessments, Simulations, Discussions, and Case Study Analyses.
   
   b. Application of Business Knowledge
      • Demonstrate the ability to:
         o Apply advanced business concepts.
         o Integrate business disciplines to analyze & interpret business issues.
         o Apply management tools to solve problems.
         Where outcome is addressed: Each of the twelve MBA courses. Means of measurement: Course-embedded assessments, Projects, Simulations, Discussions, and Case Study Analyses.
c. Integration of Ethical Principles
   • Demonstrate the ability to:
     o Integrate Christian principles in business operations and decision-making.
     o Recognize and analyze ethical dilemmas in all business areas & to apply ethical principles in resolving issues with integrity.
     Means of measurement: Course-embedded assessments, Simulations, Discussions, Case Study Analyses, Bible Verses, and weekly ethical discussions/forums.

II. ANNUAL INFORMATION

A. Individual and/or Program Recognitions – Include special recognitions or awards

   A small group went to Nepal in July to start and lead an International Leadership conference in partnership with Tribhuvan University in Kathmandu, Nepal. The topic was practical leadership (servant leadership) in a complex and changing environment.

The conference in Nepal was well attended and in particular we had the visit of the former prime minister of Nepal, honorable Sher Bahadur Deuba. He was Prime Minister of Nepal from 1995 to 1997, from 2001 to 2002, and from 2004 to 2005. He is said to be the second senior most leader of the Nepali Congress.
Our MBA international reach continues to spread as we are growing our International One Week Seminar Programs. In the Fall 2014 we had a one week seminar on Leadership and Coaching.

In the Spring 2015 we had another conference on Leadership, Accounting & Finance. This one week seminar was held in March 2015. Notably the FBI did a session on money laundering and other financial fraud schemes.
On the US academic front, Dr. Hanson is leading the charge with getting Anderson University recognized in the #1 management journal in the world. He will be organizing a caucus at AOM this summer on the topic of “A Moral Development Model for Organizational Level Management of Collective Dynamics and Culture?” He is also publishing an article on this topic in the upcoming Learning & Education division.
Publications by MBA faculty in 2014/2015:

Dr. Evie Chenhall


Dr. John Frazier


Dr. William Hanson & Dr. Jeffrey Moore


Dr. Chris Neuenschwander


Dr. Kent Saunders


**Dr. Kim Whitehead**


**B. Alumni Updates** – (In an attachment add employment updates, further education information to information provided from Graduate survey, alumni survey, and anecdotal updates received during the year) Write summary statements for the report (e.g. placement rate over the last 3 years) and direct reader to the attachment for details.

Data was analyzed from Exit Interviews in the last course during Fall 2010 to Spring 2015 (151 graduates).

I have broken down the data by Seat and Online to reflect the different student groups in the MBA.

**QUALITY**

- The vast majority of the alumni recommend the MBA to others, especially the seat MBA students.
• MBA alumni overwhelmingly say that their degree adds value to their work and is practical.
MBA alumni believe their professors to be good and have excellent knowledge.
PROMOTION

- MBA alumni do not seem to be receiving a promotion immediately when graduating
• Over half of MBA students received tuition reimbursement / companies value this degree even if they don’t immediately promote.
FUTURE

- MBA alumni would like an accounting/finance specialization as well as an HR & healthcare management concentration.

C. Program Goals for Concluding Year – Include the Goal; Activities related to the goal and those involved; Assessment measures for the activity and summarize the data; Evaluate the level of success in achieving the goal

Goal 1: **Strengthen MBA program online**

Provide a new course rotation online every year.
Assist MBA faculty to develop online videos for use in classes. Identify courses in the MBA that need stronger online quality. Encourage use of Camtasia and Adobe Connect.

Each course will have at least one “faculty video” – mini lecture by Spring 2015

**Activities and goal assessment:**

We have started one online MBA course sequence beginning each summer in June. Faculty have all undergone online training through our online educational instructional design team. Furthermore faculty have developed videos to record lectures and publishing them on Youtube.

We will be transitioning out of Moodle and into the Canvas platform.

All faculty have not developed videos in their lectures. 50% have completed this task.

**Goal 2: Develop case study rubric**

Develop MBA standard case study rubric to be adapted to each course.

All courses will have a grading rubric for their case studies starting Fall 2014

**Activities and goal assessment:**

MBA faculty are all using a rubric in their grading. We have not standardized the grading rubrics across the program. We are working on developing a quantitative and qualitative curricular areas. These separate areas will work together to align the learning outcomes in each of their areas.

**Goal 3: Develop international partnership to leverage brand identity of AU MBA.**

Develop MBA trip to Brazil (1 week business trip)

Increase partnership with CPAs in Brazil by offering 1 week seminar

Seek to develop partnership with institutions in India / Nepal

**Activities and goal assessment:**

We have had 2 Brazilian conferences at Anderson during the year

We have had a conference in Kathmandu, Nepal in partnership with Tribhuvan University. The event was hosted by the former prime minister of Nepal.
Goal 4: Develop MBA advisory board

Review two MBA courses in the MBA program. Expand the advisory board from 6 to 9. Have 2 companies of the advisory board support an MBA research initiative.

Send two MBA faculty to a conference using the MBA advisory board funds. Support a student / faculty conference.

Activities and goal assessment:

MBA advisory board reviewed BUS 560 Global business and BUS 525 Managerial Accounting. We have expanded the board to include two new members. One from Brazil and one from India. Board members are asking how the assessment process they are participating in is being translated into action. There is a need for a faculty report that takes the feedback given and concludes how changes can be implemented in the class.

We were able to sponsor with the MBA advisory board funds the presentation by Gustavo Cruz (MBA student) and Dr. Hanson & Moore (MBA faculty) at the Eastern Educational Research Association (EERA) “Innovation in the workplace: enabling employees to exceed production standards.” This paper was presented in February 2015 in Sarasota, FL.

In the Fall 2014 we partnered with EISI to do research on the moral development of employees. We also worked with Walgreens to study their management secret in hiring people with disabilities.

Goal 5: Strengthen MBA program in Greenville

Support MBA program in Greenville.

Increased the number of corporate guest speakers in the program.

Support & participate in open house events at UC for the MBA program.

Activities and goal assessment:

We launched MBA program in Greenville at the University Center and were approved through a SACS visit. MBA programs being offered every September and February.

Recruitment changes have been made and a full time recruiter has been hired. We are seeing increased enrollment online and in the seated program (Greenville) due to these changes.

D. Program Benchmark – Enrollment and retention

Enrollment has fluctuated from the Fall to the Summer but overall has stayed constant around 80 MBA students. We continue to have about 74% of our capacity filled. This refers to the open seats we have in the classroom. Our classes can accommodate 20 for each section. Finally our retention is high edging up to 90%.
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<tbody>
<tr>
<td>Fall 2014</td>
<td>Student groups</td>
<td># Start</td>
<td>Capacity %</td>
<td>Retention %</td>
<td>76</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>96</td>
<td>74%</td>
<td>85%</td>
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<td>83</td>
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<tr>
<td>Summer 2015</td>
<td>Student groups</td>
<td># Start</td>
<td>Capacity %</td>
<td>Retention %</td>
<td>92</td>
<td>90</td>
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<td></td>
<td></td>
<td>92</td>
<td>74%</td>
<td>90%</td>
<td>83</td>
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<tr>
<td>Spring 2015</td>
<td>Student groups</td>
<td># Start</td>
<td>Capacity %</td>
<td>Retention %</td>
<td>73</td>
<td>85 %</td>
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<td></td>
<td></td>
<td>73</td>
<td>66%</td>
<td>85%</td>
<td>62</td>
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</table>
III. ANNUAL ASSESSMENT and ANALYSIS

A. Assessment Data

1. Assessment Data from Learning Outcomes
   (data is easier to analyze when it is presented in a table that allows comparison of year-to-year numbers over time; qualitative data is also useful, but please summarize as briefly as possible)

   See attachments:

   **Appendix A:**
   MASTER - Mapping Learning Outcomes for Academic Programs

   **Appendix B:**
   Mapping Learning Outcomes for Academic Programs, Fall 2014 – Spring 2015
   BUS 525  Accounting, BUS 560 Global Business

   **Appendix C:**
   MBA Course Evaluation by MBA Advisory board, Spring 2015
   BUS 525  Accounting & BUS 560 Global Business

   **Summary results:**

   During this fourth year under review (Fall 2014 – Spring 2015) we graduated our last Anderson campus students. The program is offered online and in Greenville exclusively. We chose to evaluate BUS 560 since it did not have any review last year. We also chose to evaluate BUS 525 due to the change in the Accounting professor.

   MBA 560 learning outcomes data shows that the students achieved all but one of the outcomes. Only one class did not achieve the results for the final project. This was due to one of the team members not completing their section. The team failed the project, which is the first time this has happened.

   MBA 560 had a number of recommendations suggested by our MBA advisory board. The recommendations can be divided into three categories: academic, pedagogic and relevancy. The most powerful is the change to topical case study.

   **Academic**
   More debates in class
   Include an overview of International business laws and Intellectual properties
   How does big data impact business / IT & data driven management
**Pedagogy**

Use topical based case study instead of case study using past assessment of data. In this method, instead of teaching different individual subjects, a set of phenomenon or topics are taught which in turn require learning of different subject matter. In other words, subject matters are taught in association with topics. For example, some of the topics in ‘New BUS 560’ could be:

- Starting a new subsidiary in a foreign country: This topic would include discussion on cross cultural competency, international laws, International HR, IT systems, logistics and ethics.
- Development and launching of new products for global markets. This will include learning on product development, marketing, Finance, Intellectual Properties, and “Business model development”, ethics.
- Setting up a startup or a new joint-venture / franchise /merger & acquisition: This topic would include Business Analysis, Planning, Corporate Strategy, Finance, IP laws and evaluation, HR, IT Systems, and Ethics.

**Relevant**

Update some of the videos & information needed

MBA 525 data shows that students achieved all of the outcomes except one. The action planned for this learning outcome is that faculty will provide additional guidance in assignment instructions outlining appropriate level of analysis. Overall the learning outcomes were achieved.

MBA 525 had no major recommendations suggested by our MBA advisory board. One of the advisory board members said about this course: “course material is excellent and continues to be very relevant in the business work place”. Faculty will make minor changes to reflect topic changes recommended by advisor.

- Very relevant information
- Very good content and quality
- Minor update on topics covered

2. **Impact of assessment data** on program, if any
Overall the data is pointing to a need of improving the case study process in the MBA. One major suggestion was for BUS 560 to be topical case study instead of the traditional case study approach. This topical approach brings in more disciplines and is more of an integrative type of teaching methodology.

In the MBA 525 course needs to:

- Update some minor topical / subject areas.
- Keep the course as it is.

In the MBA 560 course improvement suggestion:

- **Academic**
  - More debates in class
  - Include an overview of International business laws and Intellectual properties
- **Pedagogy**
  - Assess the use of topical based case study.
- **Relevant**
  - Update some of the videos & information needed

(a) MBA seated Greenville campus students (HYB)

Greenville students seem to be comparable in performance to the Greenville students. More data is needed to determine if the online student is having more difficulty.

(b) MBA online students (OL)

Online students seem to not perform as well as Greenville students. The university has decided to change online platforms transitioning from Moodle to Canvas. This is a major transition for our faculty.

3. **Planned program improvements** in student learning
• Study the feasibility of bringing in topical case studies to capstone courses such as BUS 560.

• Faculty will need to learn the new Canvas online system in Fall 2015.

• Continue to work on a case study that would span multiple courses. Started last year in developing EISI case study.

B. Program Analysis

1. Areas of Strength

Faculty quality and dedication

Seated MBA students have a very strong acceptance and satisfaction with the program

Strong commitment to ethics from a Christian perspective

International programing and development of partnerships in Brazil

Development of IBRC research center & annual conferences

Growth of the MBA program

2. Areas of Concern

Need for more focus on standardization of case studies in the MBA

Need to develop stronger online experience for students

Difficulty in hiring qualified MBA faculty

Very little MBA alumni programing
3. Areas Targeted for Improvement

Standardize case study rubric in the MBA

Help faculty transition from Moodle to Canvas

Investigate MBA concentrations non-profit management and logistics

(The analysis should have a clear relationship to the assessment data and may cite statistical report provided by the dean)

IV. FUTURE GOALS, PLANS, and BUDGET IMPACT

A. Program Goals for Coming Year (2014-2015)

(should relate to items identified in Sections III. A.2 and B.1-3 above)

Goal 1: Develop and enhance quality of MBA

Provide COB dean with PDP Fall 2015 additions for MBA faculty including:

• Provide MBA class assessment assignments. To include course assessments and response to MBA advisory board assessments showing inclusion of pertinent feedback in course improvement.

• Participate in curricular development Fall 2015/ Spring 2016. We will develop two curricular tracks: qualitative and quantitative. These curricular tracks will be led by Dr. Frazier for the management/qualitative and by Dr. Smith for the quantitative track. Each faculty will participate in the alignment of student outcomes of his/her course to accomplish program learning outcomes. The quantitative track will present a statistics/math, accounting, finance and economics leveling test that can be used for incoming MBA students to gauge if they have the sufficient pre-requisite knowledge in the discipline.

• Each MBA faculty must demonstrate how their research (receiving one course reduction for research as MBA faculty) impacts and improves the quality of the MBA class they teach.

• Each online course will have at least one “faculty video” – mini lecture by Summer 2016
Goal 2: Strengthen Faculty / Student research

Track faculty research and its impact on improving the quality of the MBA class they teach.

Encourage / support publication by MBA faculty in tier 1 journals.

Encourage / support joint research between faculty and students.

Goal 3: Develop international partnership to leverage brand identity of AU MBA.

Increase partnership with CPAs in Brazil by offering 1 week seminar

Continue to partner with International Institutions Nepal

Goal 4: Increase program offerings of the MBA.

Propose an MBA concentration in supply chain / logistics led by Dr. Whitehead.

Roll out the MBA Healthcare Management concentration led by Dr. Johnston.

APPENDIX A:

MASTER - Mapping Learning Outcomes for Academic Programs

Department   MBA program   Date   Fall 2014 – Fall 2015   By   Dr. Jeffrey Moore

The assessment strategy is to assess the level of student learning outcomes in all of the courses.

<table>
<thead>
<tr>
<th>Department/Course Number</th>
<th>BUS 525 Managerial Accounting (Rotation – year 3)</th>
<th>BUS 505 Strategic HR (Rotation – year 1)</th>
<th>BUS 515 Financial Management (Rotation – year 2)</th>
<th>BUS 555 Marketing Management (Rotation – year 3)</th>
<th>BUS 560 Global Business Management (Rotation – year 1)</th>
<th>BUS 590 Strategic Management (Rotation – year 2)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Core</td>
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<td>Core</td>
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LEARNING OUTCOMES – MBA

1. Demonstrate Development of Business Knowledge

<p>| Assignment # 1.7: | |
| Assignment # 1.8: | |</p>
<table>
<thead>
<tr>
<th>Assignment # 1.9: Assignment # 1.10: Assignment # 1.11: Assignment # 1.12:</th>
<th>Results 1.11 (3 classes evaluated)</th>
<th></th>
<th></th>
<th>Results 1.8 ()</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply Business Knowledge</td>
<td>Assignment # 2.4: Assignment # 2.5: Assignment # 2.6:</td>
<td>Results 2.11 (3 classes evaluated)</td>
<td></td>
<td>Results 2.7</td>
</tr>
<tr>
<td>3. Integrate Ethical Principles</td>
<td>Assignment # 3.4: Assignment # 3.5: Assignment # 3.6:</td>
<td>Results 3.9 (3 classes evaluated)</td>
<td></td>
<td>Results 3.4 ()</td>
</tr>
<tr>
<td>LEARNING OUTCOME</td>
<td>GOAL</td>
<td>ASSESSMENT MEASURES</td>
<td>RESULTS</td>
<td>ACTIONS TAKEN</td>
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</tbody>
</table>
| 1. Demonstrate Development of Business Knowledge | 75% of the MBA students would make a 85% or higher | **Week #3 Chapter 7 & 8 Homework:** Text book problem Problem 7-25A Budget Problem & Problem 8-24A Standard Cost covering the preparation of a cash budget and standard cost report. Demonstrate ability to prepare a budget and standard cost report for a manufacturing firm. | Results: 66% achieved standard  
N: 9  
Mean: 36 (86%)  
Range: 33 – 45 | Did not achieve goal. Need to improve the guidance related to expected level of student analysis. Will provide additional guidance in assignment instructions outlining appropriate level of analysis. |
| 2. Apply Business Knowledge | 75% of the MBA students would make a 85% or higher | **Ethics Case Analysis:**  
Final paper. Students are divided into groups and asked to complete the questions and present their findings from one of the ethics cases located at the end of each chapter in the text book | Results 2.1: 100% achieved standard  
N: 9  
Mean: 25 (100%)  
Range: 25-25 | Achieved goal. Assessment instrument is achieving the desired student outcomes. Keep this assignment. |
| 3. Integrate Ethical Principles | 75% of the MBA students would make a 85% or higher | **Week #2 Discussion Forum:** Students are asked to respond to questions from Lead Like Jesus posted in a Discussion Forum in Moodle. The exercise requires students to understand and identify ethical issues in accounting. | Results: 100% achieved standard  
N: 9  
Mean: 10 (100%)  
Range: 10.0 – 10.0 | Achieved goal. Assessment instrument is achieving the desired student outcomes. Keep this assignment. |
## Individual MBA Course Assessment – Fall 2014 & Spring 2015

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>BUS 525</th>
<th>Course Professor:</th>
<th>L. Poole</th>
<th>Delivery:</th>
<th>Hybrid</th>
<th>Date taught:</th>
<th>January 12th, 2015</th>
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### Learning Outcome

<table>
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<tr>
<th>Goal</th>
<th>Assessment Measures</th>
<th>Results</th>
<th>Actions Taken</th>
</tr>
</thead>
</table>

| **4.** Demonstrate Development of Business Knowledge | 75% of the MBA students would make a 85% or higher | **Week #3 Chapter 7 & 8 Homework:** Text book problem Problem 7-25A Budget Problem & Problem 8-24A Standard Cost covering the preparation of a cash budget and standard cost report. Demonstrate ability to prepare a budget and standard cost report for a manufacturing firm. | **Results:** 100% achieved standard N: 4 Mean: 44 (99%) Range: 44 – 45 | Achieved goal. Assessment instrument is achieving the desired student outcomes. Keep this assignment. |

| **5.** Apply Business Knowledge | 75% of the MBA students would make a 85% or higher | **Ethics Case Analysis:** Final paper. Students are divided into groups and asked to complete the questions and present their findings from one of the ethics cases located at the end of each chapter in the text book | **Results 2.1:** 100% achieved standard N: 4 Mean: 24 (95%) Range: 24-25 | Achieved goal. Assessment instrument is achieving the desired student outcomes. Keep this assignment. |

<p>| <strong>6.</strong> Integrate Ethical Principles | 75% of the MBA students would make a 85% or higher | <strong>Week #2 Discussion Forum:</strong> Students are asked to respond to questions from Lead Like Jesus posted in a Discussion Forum in Moodle. The exercise requires students to understand and identify ethical issues in accounting. | <strong>Results:</strong> 100% achieved standard N: 9 Mean: 10 (100%) Range: 10.0 – 10.0 | Achieved goal. Assessment instrument is achieving the desired student outcomes. Keep this assignment. |</p>
<table>
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<tr>
<th>LEARNING OUTCOME</th>
<th>GOAL</th>
<th>ASSESSMENT MEASURES</th>
<th>RESULTS</th>
<th>ACTIONS TAKEN</th>
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</thead>
</table>
| **7. Demonstrate Development of Business Knowledge** | **MBA 560** | 75% of the MBA students would make a 85% or higher | **Team case - Global Financial Crisis. p. 289 1.1:** Paper on Global Financial Risks. Demonstrate understanding impact of geopolitics, regional financial crisis, war or other events impacting the country they are studying. For example the rise of ISIS and its impact on business. | **Results 1.8:** 100% achieved standard  
N: 9  
Mean: 94%  
Range: 90 - 100% | Keep the current curricular assessment. |
| **8. Apply Business Knowledge** | **MBA 560** | 75% of the MBA students would make a 85% or higher | **Assignment 2.7:** Final paper / PowerPoint presentation of Business Startup in foreign country. Students work in a team to develop the marketing research, country profile, operational plan, marketing plan for a US business startup in a foreign country. For example starting a Chick Fil A in China. | **Results 2.7:** 77% achieved standard  
N: 9  
Mean: 87%  
Range: 80 – 95 | Keep the current curricular assessment. |
| **9. Integrate Ethical Principles** | **MBA 560** | 75% of the MBA students would make a 85% or higher | **Assignment 3.4:** Discussion (forum or in class) on Ethical Challenges in Management. Understand the origin of management from Biblical perspective. Exercise on defining one’s identity (values) as a person and a professional. | **Results 3.4:** 100% achieved standard  
N: 9  
Mean: 100%  
Range: 100 | Keep the current curricular assessment. |
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<tr>
<th>LEARNING OUTCOME</th>
<th>GOAL</th>
<th>ASSESSMENT MEASURES</th>
<th>RESULTS</th>
<th>ACTIONS TAKEN</th>
</tr>
</thead>
</table>
| 10. Demonstrate Development of Business Knowledge MBA 560 | 75% of the MBA students would make a 85% or higher                  | **Team case - Japan's Economic Malaise (p.154) 1.1:** Paper on Global Financial Risks. Demonstrate understanding impact of geopolitics, regional financial crisis, war or other events impacting the country they are studying. | **Results 1.8:** 78% achieved standard  
N: 9  
Mean: 94%  
Range: 75 - 100% | Keep the current curricular assessment. |
| 11. Apply Business Knowledge MBA 560                  | 75% of the MBA students would make a 85% or higher                  | **Assignment 2.7:** Final paper / PowerPoint presentation of Business Startup in foreign country. Students work in a team to develop the marketing research, country profile, operational plan, marketing plan for a US business startup in a foreign country. For example starting a Chick Fil A in China. | **Results 2.7:** 67% achieved standard  
N: 9  
Mean: 78%  
Range: 50 – 93% | Standard not achieved. One team member did not complete their section of the project and the team failed the project. This is the first time this has happened in the class. |
| 12. Integrate Ethical Principles MBA 560              | 75% of the MBA students would make a 85% or higher                  | **Assignment 3.4:** Discussion (forum or in class) on FCPA Foreign Corrupt Practice Act. Understand the origin of management from Biblical perspective. Exercise on defining one’s identity (values) as a person and a professional. | **Results 3.4:** 89% achieved standard  
N: 9  
Mean: 99%  
Range: 90 - 100 | Keep the current curricular assessment. |
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<tr>
<th>LEARNING OUTCOME</th>
<th>GOAL</th>
<th>ASSESSMENT MEASURES</th>
<th>RESULTS</th>
<th>ACTIONS TAKEN</th>
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</thead>
</table>
| 13. Demonstrate Development of Business Knowledge MBA 560 | 75% of the MBA students would make a 85% or higher | **Clayton Case Study 1.1:** Harvard Business School Case on International Business. Demonstrate understanding impact of geopolitics, regional financial crisis, organizational restructuring and European marketing. | **Results 1.8:** 86% achieved standard  
N: 14  
Mean: 90%  
Range: 70 - 98% | Keep the current curricular assessment. |
| 14. Apply Business Knowledge MBA 560 | 75% of the MBA students would make a 85% or higher | **Assignment 2.7:** Final paper / PowerPoint presentation of Business Startup in foreign country. Students work in a team to develop the marketing research, country profile, operational plan, marketing plan for a US business startup in a foreign country. For example starting a Chick Fil A in China. | **Results 2.7:** 100% achieved standard  
N: 14  
Mean: 93%  
Range: 90 – 95% | Keep the current curricular assessment. |
| 15. Integrate Ethical Principles MBA 560 | 75% of the MBA students would make a 85% or higher | **Assignment Joseph Trials Genesis 40 3.4:** Discussion (forum or in class) on ethical behavior in face of adversity in a foreign setting. Understand the origin of management from Biblical perspective. Exercise on defining one’s identity (values) as a person and a professional. | **Results 3.4:** 89% achieved standard  
N: 14  
Mean: 99%  
Range: 90 – 100% | Keep the current curricular assessment. |
APPENDIX C:

MBA Course Evaluation by MBA Advisory board
BUS 525: Spring 2015

I have to start by saying I forgot just how interesting and useful this course is. (I spent about 6 to 8 hours reviewing the course on Moodle.) Most of that time was spent reviewing the supplementary ppt slides for each chapter. I also reviewed the syllabus.

I think the course is set up and thought out well for an on-line course with opportunities for online dialogue and student evaluation. So I have not much to say about the syllabus or class format except that it looks good. (I would emphasize the importance of having courses in micro economics and quantitative analysis to complement this material.)

As for the material, in short, I think the course material is excellent and continues to be very relevant in the business work place. In my experience as an accounting & finance person who made his way up thru the ranks, this material was very relevant in my career as a manager, controller and FP&A analyst. Anyone who wants to work their way into operational management, or leadership in Accounting needs to have a good grasp on this material and its application for real life company decisions - in particular it is critical in manufacturing and merchandising industries.

I also noted the course has kept pace with the times in adding subject material like outsourcing, activity based costing, JIT, Kaiser, EVA and balanced scorecard. All of this rolled out since the 1980's when I was in college, but all of which I learned and encountered on the job - mostly in the 1990's.

Here are the subject areas I think are most relevant and important:
- CVP (the tax section here was good)
- Break even and operating leverage ratios
- Differential analysis
- Outsourcing (very good)
- Theory of constraints (very relevant)
- Job & inventory costing
- ABC & customer profitability
- JIT (fyi: I noticed the term “cycle time” is used long before it is defined later on slide 45)
- The discussion on Value Chain is important (but a good one for debating a company’s philosophical approach)
- Operational budgeting, standard costs and variance analysis - very important
- ROI(C) - at all levels is critical, can't emphasize this enough
- Scorecard and Dashboard

A couple areas that I think are less relevant in my practical experience were:

EVA - theoretically very good but as a practical application it has two problems that I think keep it from being widely adopted. First, it is copy righted and licensed in that some company controls is use/ application. And second, it is so customized and subjective that it is like comparing pro-forma financial statements. So I think its use will be limited to large companies that can afford to pay to use it and have use to apply and benchmark it internally.
Segment Reporting - this is relevant in that companies want to compare the profitability of their divisions. But by the time it is reported for GAAP purposes the numbers actually get distorted a bit for management’s use. (This is a catch 22 as I know GAAP segment reporting is intended to show outsiders how management looks at its divisions.)

Similarly, transfer pricing is often not what it seems. Here is where the course material has its big omission: the single most driver of transfer pricing decisions tends to be taxes and taxes are not even mentioned in the slides covering this topic.

Finally, here are two more minor, misc. observations:
I thought in general, (as is often the case in texts), the first chapter material starts out too slow and high level; I think it could be breezed thru. Also, I would note that for internal purposes, scatter diagrams are seldom used. I think the only real life application of these in this context is for benchmarking companies externally, such as acquisition targets, or industry analysis, or analysis of competitors.

Lastly, one small comment, I thought the ppt slide #9 in chapter 1, second bullet, second hyphen in which the phrase "information for obtaining and analyzing relevant information" is used was a bit confusing.

Well that's it. I tried to give some constructive value, however minor. My bottom line takeaway is this is a great course with great material. I give it an "A". Please forward this along and please let me know of any questions.

Best regards,

Thomas Alsborg
Retired CFO for Synnex Corporation (SNX)

Faculty response:

Thank you for your feedback regarding BUS 525 Managerial Accounting. I am glad that you see the course content as being relevant and current for business professionals. I am always trying to revise and update the course in order to insure that the content is relevant and useful for the needs in industry, and it is always helpful to have input from professionals working in industry.

I am in the process of revising the curriculum for this course. I plan to incorporate your comments related to "areas of less importance" regarding EVA, segment reporting, and transfer pricing. I am always trying to determine which areas to give more or less emphasis given the course time constraints. In addition, You make a great point regarding the importance of the relationship between transfer pricing and taxes. This is a key point that should be emphasized in that discussion.
MBA Course Evaluation by MBA Advisory board  
BUS 560: Spring 2015  

Reviewers: Dr. Johnson Thomas, CEO VeePhi Innovation Labs in Bangalore, India  
Robb Kolb MBA, CEO of National Radiology Solutions  

PART 1 – Observation & Comments from Reviewers  
Week 1 comments:  

• A great way to introduce the cultural elements in a global business scenario.  
• The introduction about the new world order helps. However, this week does not engage in an in depth discussion on the status, issues and prospects of current globalization.  
• A discussion on World is Flat or Not may help (Ref: Thomas Fredmans’ book on World is Flat vs. P Ghemawats’ book on ‘Redefining Global strategy’ is proposed.  
• This case study (Google in China) makes the student aware of the importance of culture and virtue dimensions in global business. However, the students may not have the depth to analyze this case study on week 1.  
• Generally speaking a good week one list of assignment. I personally have never used Hoovers in the business field. It is a good academic tool however. I recall the Google case study in China. It is relevant but I'd recommend different company with recent expansion. One that is fresher to the students. Not a bad case but I think you can do better. Not sure how it was or was not integrated into a Biblical application but you could very easily springboard off this case into such and application I was unable to upload and review the self assessment however I think the concept is of value this early in the class.  

Week 2 comments:  

• Goals achieved. Presentations are a must and always bring out the best as well as the areas of improvement for these current or aspiring professionals. Rise in India's Drug Industry - covers some important factors related to international business but not stimulating. The debate are a fantastic tool. I enjoyed and benefitted greatly from these at AU graduate school. I’d encourage the team to go through the material before preparing the debate to gain a base knowledge and some perspective on global issues positive and negative. My professor did a nice job in this class applying scripture to relevant business issues. I believe the Scripture is timeless.  
• This is an excellent case (Rise in India's Drug Industry) on understanding regional issues in a critical industry. It is expected to bring out issues on IPR, trade laws, regional culture and laws on global business.  
• It helps in developing critical thinking, articulation and communication skills. The case study questions do not prompt the students to come up with alternate suggestions if they were in charge of the same situations. It is not clear if they use any tool or techniques in identifying and analyzing the problem. It is also not clear if any objective way is used in assessing the case analysis.
Week 3 comments:

- Midterm: Since the format is multiple choice and evaluation is automated, a short quiz could be conducted on weekly basis. Essay questions could form the part of midterm exam.
  Study guide lists only 4 essay questions. It doesn’t cover chapters Trade and Currency for example. Students’ learning is restricted by giving the essay questions in advance.

- Corrupt act is important material. This is the overlying issues facing globalization and cross cultural pollinating in the international markets. Same comment on all Scripture application for all classes; more relevant and wisdom based than many may realize. The financial crisis information should be a staple in this class for many years. This was an important business related historic global event. Perhaps consider updating the material but Do Not remove this from the curriculum. It ties into much of the MBA curriculum.

- This week is a very critical week in this class's curriculum. The financial crisis topic and corruption are often unknown to students. In the U.S. business environment ethnocentricity with stateside blinders is a problem. Years ago companies and workers were arguably less impacted by global issues. Today, regardless of profession, everyone is impacted by these issues and as a business manager it's important to understand your company's role. I'd like to see the debate in this week but I understand that plus an exam may be a bit much.

Week 4 comments:

- Some new material since I participated in this program. Nice job keeping it current. ISIS is an unexpected reality in our personal and business world today. Very important to study and consider as a business professional. I recall the country assignment and think this does a nice job getting the students to expand their paradigms. Good week of work!

- The paper is an effective tool. For this particular paper I would suggest a mandatory redo is less than a B. Important piece that personally helped me as a business person. Attempting to put on the perspective of a country outside of the U.S is valuable. Understanding other business perspectives based on culture is so very important today.

Week 5 comments:

- I could not access all the material on Moodle however this to me is the weakest week in the class. I did review the PPT and the PDF's. Certainly B2B transactions and outsourcing is important to study and understand. Based on the material I reviewed I would suggest that this week has some value but requires improvements. As a businessman I didn't find a lot of compelling relevant material or key assignments. That said I couldn't access everything.

Week 6 comments:

- Very good collection of assignments. The team presentation speaks for itself. Relevant challenging and requires critical business thinking. The Clayton case was very good.
Real issues good data and requires critical thinking. Good choice on this case. I was personally not familiar with it.

- Good balanced week with a final dominating the minds of the students. I enjoyed the Clayton case and thought is was a very good choice. For any student working with a Global organization the team project is a great design.

**Some suggestions for Change:**

This course is one of the best courses required for those who aspire to become a global manager. In fact, with the thinning of global boundaries due to disruptive innovations in technology, communication and transportation, there is no option left with businesses but to become global. Therefore, preparing today’s businesses for the challenges and issues related to a global business should be one of the core objectives of an MBA program and courses like the one that is being reviewed (BUS560) are very much critical. However, given the advancement in technology and teaching methods and vision of Anderson University, it is proposed to revamp this course in total to make it truly transformational. The following comments and analysis aim to suggest a few things to achieve this transformation.

Main concerns about current course are:

- Content should be adequate enough to equip the students with adequate knowledge.
- Pedagogical methods must be transformed.
- It is faculty centric; it needs to become student centric.

Accordingly, the following changes are suggested:

**Preparing the students for becoming tomorrow’s global manager: Updated Content**

1. One main trend in this area is the change in the management paradigm to that of data driven management. Success of tomorrow’s corporations’ lies in handling, analyzing, taking decisions and tracking the implementation based on Big Data. Therefore the content needs to cover global data management and Analytics.

2. Other than financial policy change across geography, another critical aspect is international business law and Intellectual property laws. Therefore, BUS 560 content is suggested to include an overview of International business laws and Intellectual properties.

3. Today’s business is not competing on products and services rather it is on Business models. For example, quoting Tom Goodwin, “Uber, the world’s largest taxi company, owns no vehicles. Facebook, the world’s most popular media owner, creates no content. Alibaba, the most valuable retailer, has no inventory. And Airbnb, the world’s largest accommodation provider, owns no real estate. Something interesting is happening.”
Innovating on business models is the key in success. Therefore BUS 560 should introduce Innovating with new business models.

**Preparing the students for becoming tomorrow’s global manager: Pedagogical Changes**

4. Now, given the increasing quantum of knowledge to be acquired and skilled in a short span of time, there is a need for introducing pedagogical changes. The MBA program currently teaches different subjects with the help of case studies. It is proposed to innovate on this teaching methodology based on ongoing innovations in teaching methodology being introduced in schools in Finland. Please refer to the article given in the link below:


The methodology advocated here in is “Phenomenon-based-teaching” or simply Topic-based-teaching. In this method, instead of teaching different individual subjects, a set of phenomenon or topics are taught which in turn require learning of different subject matter. In other words, subject matters are taught in association with topics. For example, some of the topics in ‘New BUS 560’ could be:

- Starting a new subsidiary in a foreign country: This topic would include discussion on cross cultural competency, international laws, International HR, IT systems, logistics and ethics.
- Development and launching of new products for global markets. This will include learning on product development, marketing, Finance, Intellectual Properties, and “Business model development”, ethics.
- Setting up a startup or a new joint-venture / franchise /merger & acquisition: This topic would include Business Analysis, Planning, Corporate Strategy, Finance, IP laws and evaluation, HR, IT Systems, and Ethics.

5. One of the other methods proposed is use of Immersive case studies. These case studies are developmental (positive) and multidisciplinary case studies based on the current Topic under consideration. This will require interactive problem solving and collaborating among smaller groups. Diagnostics case studies could be used for reinforcing

The last but not the least is the shift of faculty centric teaching methodology to student centric methodology.
6. Individualized learning and tracking of individualized progress using Online content and IT systems. This should enable early live feedback to students so that the student learns at a pace that suits him. In the faculty centric teaching, the faculty assumes every student is at the same level of cognitive abilities. He maintains a standard, which is expected to suit all.

Faculty response

Overall the data is pointing to a need of improving the case study process in the MBA. One major suggestion was for BUS 560 to be topical case study instead of the traditional case study approach. This topical approach brings in more disciplines and is more of an integrative type of teaching methodology.

In the MBA 560 course improvement suggestion:

Academic
More debates in class
Include an overview of International business laws and Intellectual properties

Pedagogy
Assess the use of topical based case study.

Relevant
Update some of the videos & information needed