

STUDENT OUTCOMES ASSESSMENT

January 2000



BACHELOR OF BUSINESS ADMINISTRATION (BBA) PROGRAM

Philosophy of the University of Michigan Business School BBA Program

The Bachelor of Business Administration (BBA) degree is the culmination of a program of undergraduate studies that integrates liberal and professional education. For most students, the undergraduate years are the best opportunity to broaden horizons, explore streams of knowledge, and develop “habits of the mind,” such as intellectual curiosity and critical thinking, which are vital to lifelong learning. These are also years in which to develop skills, such as effective interpersonal communication, to become committed to basic ethical principles and standards of professional conduct, and to formulate an integrated view of the many dimensions of our rapidly changing world.

We believe that both the liberal arts portion of a student’s undergraduate studies (i.e., in the Humanities, Social Sciences, Natural Sciences, and Quantitative Methods) and the professional portion of those studies (i.e., in Accounting, Finance, Marketing, Organizational Behavior) can make important contributions to these educational objectives. We also believe that competencies that are critical to professional effectiveness begin to take root in the liberal arts underpinnings of undergraduate education. If these competencies are then reinforced, practiced, and applied in the professional portion of the BBA program, they will grow and strengthen, and become central to the individual’s approach to professional challenges. Because of this philosophy, the BBA degree program is a junior-senior level program and is an excellent preparation for a business career. Many students start meaningful careers immediately after graduation, but the program is much more. The skills emphasized and required for success in the BBA program are fundamental to success in any endeavor. That makes the BBA degree program a good foundation for graduate work not only in business administration, but also in many other disciplines.

The BBA program prescribes a required set of core courses to ensure knowledge of all the functional areas of business as a solid base for professional education. Therefore, we do not designate or include “majors” (e.g., Finance or Marketing or International Business) in the professional portion of the student’s undergraduate work. Rather, we encourage selection of elective courses that will help the student develop a broad understanding of business and integrate his or her liberal arts and professional education.

ASSESSMENT TECHNIQUES

The University of Michigan Business School engages in systematic, ongoing learning assessment and evaluation procedures both to determine student learning and to assess how well our school is meeting its own internal quality goals. These techniques are utilized in an ongoing effort to improve the quality of education at the University of Michigan Business School, to graduate students who are prepared for a business career, and who are prepared for the many changes in life and work which they will face. To assess academic outcomes, we employ a range of assessment techniques, including but not limited to the following:

- course exams, both periodic and final
- written and oral reports
- class participation
- writing assessments
- portfolio review
- threshold courses
- capstone courses
- competency-based course grades
- grade distribution analysis
- core course review
- teacher and course evaluations
- faculty curriculum committees
- a review of academic standing for every student at the end of each semester, involving a faculty review for those students not achieving satisfactory progress

To assess outcomes that involve a broader audience, as we position our Business School within the wider context of higher education, we utilize the following assessment tools:

- case studies and case competitions
- peer advising
- mock interviews
- employer evaluations
- job placement rates
- alumni surveys
- student advisory groups
- corporate and alumni advisory groups
- Dean's forums
- National rankings
- Periodic accreditation review by the Association of American Schools and Colleges of Business (AACSB)

MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM

Philosophy of the University of Michigan Business School MBA Program

The demands of a global economy have changed the requirements for personal and business success. As a result, the University of Michigan Business School is leading an industry redefinition of traditional business education. Leveraging its academic depth; an international network of corporate partners; and a diverse, cooperative culture, Michigan delivers a distinctive leadership and management education experience. Graduates of the MBA program combine knowledge with action, gaining skills that produce results and improve business. The Michigan MBA offers an array of opportunities for education, personal and career development, community involvement, and social interaction. In the classroom, students get the latest in both theory and practical applications from top teachers and scholars. Traditional management education is complemented with high-impact, hands-on professional development. Michigan MBAs work within businesses and develop valuable skills in areas like leadership, teamwork, and decision making. Michigan MBA students also learn from each other as their classmates are a highly talented and diverse group of colleagues. As a result, the Michigan MBA program produces graduates who set a standard for effectiveness and leadership. The Business School offers both a full-time and a part-time program.

Full-Time Day MBA Curriculum

To make the first year of study cohesive and meaningful, the School divides each entering full-time class into six sections of approximately 70 students that forms a cohort for the first year: attending the same classes, working on group projects, and providing each other with a stable intellectual context and social network. The full-time MBA degree program consists of 60 semester hours completed over two full academic years in residence. Students enter in early September, complete the first year in late April of the following year, and have a four-month summer internship before returning in September for the second year of the program. One-fourth of the first year's core curriculum is dedicated to a multidisciplinary action project (MAP) in which students form small consulting teams and work on-site in a company to analyze and then create solutions for the company, under the guidance of a multidisciplinary group of faculty.

Students must meet the degree requirements in effect when they enter the MBA program. Courses offered in the first year of the program establish a basic understanding of the functional responsibilities of an organization. All students must complete either a Business Law or Ethics course at some point in the program, as well as the Communications requirement. During the second year of the program, students integrate concepts learned in the first year and take electives in their area(s) of interest while completing all degree requirements. The curriculum reflects an increased flexibility through modular scheduling allowing both seven- and fourteen-week courses.

Part-Time Evening MBA Curriculum

The part-time MBA program consists of 60 credit hours in residence. Students generally take four years to complete the Evening MBA Program and must meet the degree requirements in effect when they enter the program. If course or curriculum changes occur after a student commences the program, every effort will be made to implement the changes in the student's best interest. Degree requirements are the same as the day MBA program with the exception of the MAP project.

ASSESSMENT TECHNIQUES

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- course exams, both periodic and final
- written and oral reports
- class participation
- presentation of project results to both faculty and corporate sponsors of MAP projects
- writing assessments
- portfolio review
- competency-based course grades
- grade distribution analysis
- core course review
- teacher and course evaluations
- faculty curriculum committees
- a review of academic standing for every student at the end of each semester, involving a faculty review for those students not achieving satisfactory progress

To assess outcomes that involve a broader audience, as we position our Business School within the wider context of higher education, we utilize the following assessment tools:

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