



**Master of Business Administration (MBA)**

**Assessed by: MBA Faculty**

**Cycle of Assessment: Fall 2014-Spring 2015**

**Mission Statement:**

*The Malone University Department of Business provides its students with an education that integrates course-specific skills and knowledge with program-wide Christian values, including stewardship and integrity. This is accomplished by a faculty with solid academic credentials who combine practical experience and applied theoretical tools and systems. Independent analytical thought and evaluation are encouraged in the classroom, in an atmosphere of mutual respect.*

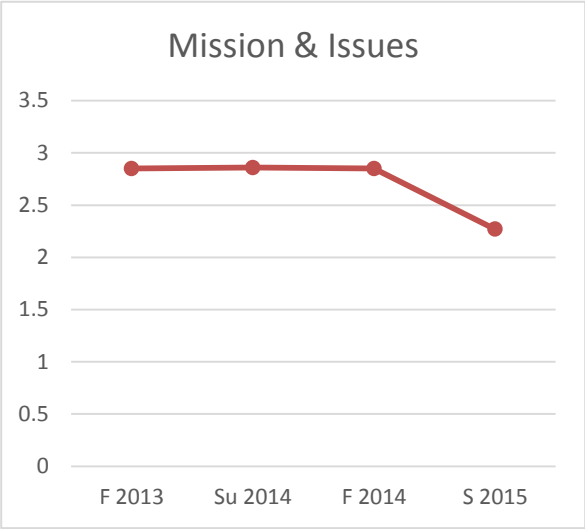
**Program Goals:**

1. Provide opportunities for students to reflect on the role of Christian faith in business.
2. Provide opportunities for students to engage in the study and resolution of business related problems.
3. Provide opportunities for students to network with those in other industries.
4. Provide opportunities for students to learn from colleagues in other industries.

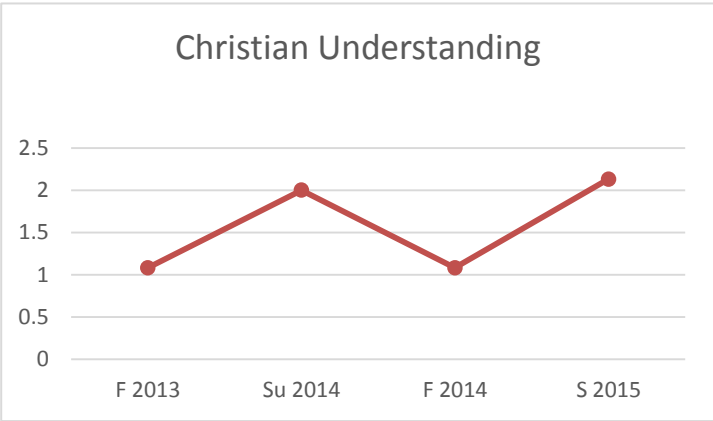
<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>										
<p>1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.</p>	<p>An Embedded Ethics Case (EEC) in the MBA 531 course was instituted in the Fall of 2014 now meets this outcome. The EEC is included in the MBA 531 course examines the following faith integration dimensions: ethical issues identification, evidence of Christian understanding, and explaining Christian wisdom. The overall score on the EEC is used to assess this outcome, as the ethical issues of the case are in the context of a business problem. (The maximum possible total score is 9 points.) We have set the benchmark at 5.</p>	<p>4 administrations of the EEC have occurred since fall 2014 up until this assessment cycle. 39 students participated in the assessment this past academic year. The spring 2015 average (6.23) meets the benchmark of acceptable performance (5). The fall 2014 average (4.92) does not meet the benchmark of acceptable performance (5)</p> <div data-bbox="863 716 1539 1268" style="text-align: center;"> <table border="1" style="margin: auto;"> <caption>Total Evaluation of MBA EEC</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>F 2013</td> <td>4.92</td> </tr> <tr> <td>Su 2014</td> <td>6.23</td> </tr> <tr> <td>F 2014</td> <td>4.92</td> </tr> <tr> <td>S 2015</td> <td>6.23</td> </tr> </tbody> </table> </div>	Term	Score	F 2013	4.92	Su 2014	6.23	F 2014	4.92	S 2015	6.23	<p>Continue to require an ethics assignment in each MBA course, as well as the EEC in the MBA 531 course. As additional data points are collected for the EEC, the overall standard (5.0) can be refined.</p>
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<p>2) Students will be able to demonstrate knowledge of current business practice and theory.</p>	<p>The Major Fields Test (MFT), the IVY MBA Test, the MBA 691 Comprehensive Exam (CE) and the EEC (see item #1 for the description) are used to assess this area.</p> <p>The MFT is included as a course requirement in the MBA 691 course (it used to be last course in program). The department of business faculty reviews the results and recommends areas for attention. Historically, the recommendation for attention was based on average assessment indicator scores outside of the interquartile range and/or institutional means outside of the interquartile range. (The MFT consists of 124 multiple-choice questions and is a proctored test that is closed-book. It lasts three hours.)</p> <p>The IVY MBA Test is an online test comparable to the MFT; however, the IVY Test can be taken by online students without being proctored. ACBSP average scores are used as the benchmark for the test results. (The IVY MBA Test consists of 130 multiple-choice questions and is not a proctored test. It's an open-book test lasting two hours.)</p> <p>The CE is a comprehensive exam</p>	<p>The MBA students through Cohort #38 continue to perform better in the area of management (MGT%) vis-à-vis the other areas. Management is a focus area (i.e., an intentional strength) of the MBA Program.</p> <p>As the STD% percentiles generally exceed the INST% percentiles, Malone's MBA performs better vis-à-vis larger MBA programs. (The STD% percentile accounts for program size in a count of the students.)</p> <p>There is a moderate positive correlation between the students' individual MFT scores and the number of courses completed in the MBA Program (beginning with Cohort #36).</p> <p>There is moderate positive correlation between the students' individual 691 scores and the number of courses completed in the MBA Program (beginning with Cohort #36).</p> <p>IVY scores are positively correlated with the 691 exam scores (statistical significance is not displayed). We NOTE THAT Online 691 exam scores are lower than the on-campus 691 exam scores.</p> <p>Most of the MFT scores are positively correlated with the corresponding 691 exam scores (statistical significance is displayed in the oldest and newest data).</p> <p>The IVY MBA Test results for the first online cohort graduating from the MBA Program showed the cohort doing worse than the ACBSP averages in the areas of finance, financial accounting, managerial accounting, and marketing, but doing better than the ACBSP averages in the areas of management and strategy.</p> <p>The average student CE score for the first graduating online cohort was 60.94. The average student CE score for the three most recent graduating on-campus cohorts were 74.13, 72.14, and 73.86. Although the correlations were positive, no statistically significant positive correlation existed between the CE and the MFT or the CE and the IVY MBA Test.</p> <p>The EEC results discussed in item #1 above are applicable to this</p>	<p>The MBA Program was significantly revised beginning in January of 2013. In particular, a modular structure was implemented that created the flexibility to allow students to join the MBA Program at multiple points in the Program. Although the students of Cohort #38 matriculated in January of 2013 and were recruited before the modularization of the MBA Program occurred, Cohort #38 marks the beginning of significant inflows of new students into cohorts already underway. One result is that when students take the MFT in the MBA 691 course, some students are finishing the MBA Program and its curriculum for them and some students are only partially through the MBA Program and its curriculum for them. This is a reflection of the modularization's flexibility. In addition, it allows for an analysis of the MFT results to differentiate the results across curriculum completion. Presumably, students further along in</p>
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	<p>administered in the MBA 691 (capstone) course. It covers several functional areas of the curriculum (e.g., management, strategy, business intelligence, etc.). (The CE consists of 50 multiple-choice questions and is an open-book test. It lasts two hours.) This test is being replaced by the IVY test, after this year.</p>	<p>area.</p>	<p>the MBA curriculum when they take the MFT will perform better on the MFT. This section of this report presents that analysis.</p> <p>An intended strength of the MBA Program is its focus on management and the results indicate success in this area; however, improvements in the areas of finance and accounting are desired. Specific steps include the increase in the breadth of coverage in the on-campus finance course and a close monitoring of the online cohorts' performances on the MFT, IVY MBA Test, and CE (with only one online cohort's data at present, it is difficult to reach general conclusions about the online program at this time). The Comprehensive Exam is being discontinued, replacing it with the IVY test.</p>
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<p>3) Students will be able to identify and address major issues presented by a business problem.</p>	<p>The MFT, IVY MBA Test, CE, and EEC are used to assess this area (see items #1 and #2 above for the descriptions).</p>	<p>The results as explained in items #1 and #2 above are applicable to this area.</p> <p>The chart below shows the specific results from the EEC.</p>  <table border="1"> <caption>Mission &amp; Issues</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>F 2013</td> <td>2.85</td> </tr> <tr> <td>Su 2014</td> <td>2.85</td> </tr> <tr> <td>F 2014</td> <td>2.85</td> </tr> <tr> <td>S 2015</td> <td>2.25</td> </tr> </tbody> </table>	Term	Score	F 2013	2.85	Su 2014	2.85	F 2014	2.85	S 2015	2.25	<p>The MBA 557 (business intelligence) course has been changed to focus less on information systems management and to focus more on analytical modeling of problems. This change includes a change in the textbook used for the course. This change is expected to effect an improvement in the problem-solving skills of the MBA students. The Comprehensive Exam is being discontinued.</p>
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F 2013	2.85												
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<p>4) Students will be able to identify and resolve ethical dilemmas, while taking into consideration the impact on God's world.</p>	<p>The EEC is used to assess this area (see item #1 above for the description).</p>	<p>As described in item #1 above, X-Bar control limits were constructed for the following areas: identification of ethical issues (2.24-3.00), evidence of Christian understanding (1.42-2.92), and explaining Christian wisdom (1.12-2.60). Each area had a possible score of 0-3. As was the case for item #1 above, no category area mean fell outside its relevant control limits; thus, indicating the associated process was in control in terms of the central tendencies. However, using the standard of 2.0 (the 2.0 used for the formerly used values integration case tool's standard for comparable areas out of a possible 3 points for each area), one area fell above the standard and one area fell below the standard. The mean for the evidence of Christian understanding was 2.17. The mean for the explaining Christian wisdom was 1.86. In addition, using the standard of 2.1 (the 2.1 used for the formerly used values integration case tool's standard for a comparable area out of a possible 3 points), an additional area fell above the standard. The mean for the identification of ethical issues was 2.62.</p>	<p>Continue to require an ethics assignment in each MBA course, as well as the EEC in the MBA 531 course. As additional data are collected for the EEC, the standards can be refined. The benchmark for the overall assignment will be set at 5 out of 9 possible points. The results in the area of explaining Christian understanding indicate a need for improvement. New assignments are set for the 2015 2016 academic year, within the course to help equip students with the knowledge base to perform better in this area. This weakness is also consistent with the problem-solving weakness identified in item #3 above. More supportive assignments are being put in place to address this following academic year. The change to the MBA 557 (business intelligence) course could positively impact the sophistication of explanations provided by students in this (item</p>
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Year	Score												
F 2013	1.0												
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