Malone Accelerated Degree Completion Program in Management
Student Learning Assessment Guide

Part I – MMP Assessment Foundation

MALONE UNIVERSITY
2600 Cleveland Ave, N.W.
Canton, OH 44709

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Malone offers a Bachelor of Arts degree with a Major in Management through the School of Business and Leadership; Department of Management Studies. The program has been specifically designed to meet the needs of working adults. It successfully links theory and praxis with the learner’s occupational settings, while fostering the development of core competencies that are needed by the participants to set and achieve their personal and professional goals.

In harmony with the goals of the Malone Accelerated Degree Completion Program in Management, formerly known as the Malone Management Program (MMP), the purpose of Malone is to provide students with an educational experience based on faith in God and a sound foundation of biblical truth. It is our hope that this experience will prepare them to make informed, moral, and ethical choices, while equipping them to cope with a post-modern and pluralistic society. This preparation is realized through the intentional aspects:

- Facilitation of a life-long process of intellectual and spiritual growth.
- Development of critical thinking to foster a deeper level of thought and cognition.
- Discovery of knowledge through interaction with multiple disciplines of learning (e.g., Scripture, fine arts, sciences, and the humanities).
- Exposure to significant ideas in an environment of investigation and evaluation.
- Involvement in the life and institutions of urban society.
- Application of practical insights to solve everyday problems.
- Development of a global perspective through cross-cultural interaction.
- Providing of opportunities to understand and accept a personal faith in Jesus Christ.
Mission at Malone University

The mission of Malone University is to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community, and world.

The model below represents the assessment structure. In keeping with the assessment literature, the model conveys levels of relationship and linkage to the university’s mission. The pyramid structure also reinforces the notion that learning flows from the mission of the institution down to the units of instruction.

![Figure 1. Model of Assessment Structure](image-url)
Standards

Malone University admits students of any race, color, sex, religion, and national or ethnic origin, and does not discriminate on the basis of handicap, rights, privileges, programs, and activities generally accorded or made available to students at Malone University. It does not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or handicap in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

School Mission: School of Business & Leadership

The mission of the School of Business and Leadership is to develop the business and leadership capabilities of our students. This is accomplished by providing foundational knowledge, encouraging ethics based on Biblical principles, and integrating Christian values such as integrity and stewardship.

Department Mission: Management Studies Mission Statement

The Department of Management Studies is part of the School of Business & Leadership, exists to deliver dynamic, contemporary, faith based programs to the life-long learner. Our mission is to equip students with professional competencies based on management principles, Christian values, and ethical practices.

Program Goals: Malone Accelerated Degree Completion Program in Management

- To develop critical thinkers who effectively manage and lead within an applied management context.
- To develop managers who effectively integrate Christian faith and values within multiple contexts.
- To develop managers who ethically lead others and serve their community
To develop learners who aspire to continued intellectual growth through research and problem solving.

To develop leaders who demonstrate accomplished and applicable communication skills.

To conclude the pyramid image, detail of program and course outcomes are addressed throughout the assessment guide.

**Accreditation**

The University is fully accredited by the North Central Association, The Higher Learning Commission (HLC/NCA); authorized by the Ohio Board of Regents. In addition, accreditation for the Malone Accelerated Degree Completion Program in Management was awarded Accreditation Council for Business Schools and Programs (ACBSP), which certifies that the teaching and learning processes meet the rigorous educational standards established by ACBSP.

ACBSP is a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence. In 2001, ACBSP was recognized by the Council for Higher Education Accreditation (CHEA).

**Accelerated Bachelor of Arts Degree Completion**

The accelerated Bachelor of Arts degree-completion program in management offered five different areas of concentration for the academic year 2014/2015. They were as follows:

- Organizational Management
- Health Services Management
- Project Management
- Marketing Management
- Environmental Management
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The Concept

This guide documents the continuous learning and understanding of assessment. This assessment guide provides primary, secondary (single-course) instructors in the Program with a roadmap delineating the steps to the Bachelor of Arts degree with a major in Management. The Program is designed for adult learners, and the Student Learning Assessment Guide provides an overview of the Student Learning Assessment process for academic year 2014/2015 results. Companion resources include the Malone Accelerated Degree Completion Program in Management Faculty Guide, Student Handbook, and the Malone catalog.

A. The basic competencies developed during the program are in six general areas:

- increased understanding of management and leadership, development, and ethical behavior
- improved skills in areas such as listening, non-defense arousing reporting, conflict management, and written and oral communication
- improved research and problem-solving skills
- development of personal self assessment capabilities (life experience learning) through presentation of principles and the use of diagnostic tools
- investigate the integration of faith/living/learning – a Christian worldview and
- value the liberal arts in the education of the whole person

B. The three main components of the program include:

- a service learning project
- participation in a 54 class session, 12 course curriculum
- application of learning to work setting (laboratory approach)
Note: These three main components result in three student learning objectives: (1) the application of managerial principles, (2) the understanding of business ethics, and (3) the integration of faith and learning.

C. The profile of typical students involved in the Program’s class groups includes the following characteristics:

- a higher percentage of women to men
- age spans from 25-65, average age around 38
- approximately 18% minority representation
- various levels of transferable credits from accredited university, community or technical college

D. The reasons students cite for enrolling include but are not limited to: the need to meet academic requirements and develop professional skills for advancement with current employers, the need to meet hiring requirements for a new career, the need to increase their earning potential, the need to meet academic requirements to pursue master’s degrees, and the desire to meet personal goals (satisfaction, self-esteem, self-confidence).

E. The requirements for admission, tuition and fees, and graduation are similar to those for on-campus, traditional age, and undergraduate students. In addition, to qualify for the program students must:

- have 40 to 88 credit hours of undergraduate coursework from regionally accredited college or universities
- have a minimum cumulative GPA of 2.0
- have five years of work experience
• have demonstrated writing proficiency through college and or university English composition or a writing sample.

F. A student must have a minimum of 124 semester credit hours including the general education, liberal arts, and management curriculum requirements to complete the Bachelor of Arts degree with a major in management. A graduation plan is confirmed with the Malone University adviser prior to registration.

G. Experience with this program suggests that more than 70% of matriculating students graduate from the program. Certainly an indirect assessment measure or indicator.
The Malone Accelerated Degree Completion Program in Management

The Malone Accelerated Degree Completion Program in Management, formerly known as Malone Management Program (MMP) is designed for working adults. It meets the needs of adult learners by providing challenging academic pursuits, practical application of concepts, and convenient geographic and time accessibility. Students use concepts introduced in the curriculum to analyze their work experiences. The Program provides an environment designed for the exchange of ideas among the students as well as between students and their organizations and communities.

Throughout the Program, participants are required to develop self directed learning skills, i.e., they are expected to seek answers to their own questions, to identify and develop resources, and to take charge of their own learning. The Program design provides students with necessary structure and support to prevent excessive frustration while encouraging independence.

An Experience Based Model

Class groups are started at different times throughout the year (August through November, January through April). Currently, the average enrollment for a class group is 12 – 18 students (30 is the established standard).

The program emphasizes the development of interpersonal skills necessary for effective participation in groups. Learning teams are utilized in many of the class activities. Although the onus of learning focus is on the participants, faculty involvement and sensitivity are also keys to effective learning environments. The faculty of the Program is composed of full-time and adjunct Malone faculty who are qualified, competent practitioners with both a theoretical and a practical background in their respective disciplines. Faculty members receive program orientation, formal mentoring, and are required to attend regular faculty meetings and in-
service training when applicable. The ratio of full-time to adjunct faculty is based on student credit hours, per location, and is managed within the guidelines provided by the Ohio Board of Regents.
Student Learning Assessment

Among the public’s many expectations of higher education, the most basic is that students will demonstrate learning and, in particular, that learning will be indicative of the knowledge needed to attain personal success and fulfill their public responsibilities in a global and diverse society. Consequently, student learning is a collective effort involving students, faculty members, and the community.

Assessment can be defined as the systematic collection of information about student learning, use of time, knowledge, expertise, and resources available, to make informed decisions on how to improve learning. We are blessed with a knowledgeable assessment director, who has articulated, guided, and empowered our steps for developing and implementing learning outcomes assessment. Faculty was provided a Program Assessment Manual (2010) that included detailed steps:

- Adopt Mission & Goal Statements
- Articulate Program Intended Learning Outcomes
- Indicate Assessment Measurement (Means of Assessment) & Criteria for Success
- Collect & Summarize/Analyze Data
- Use of Assessment Results – Action Plans (pp.2-8)

Additionally, the Higher Learning Commission (HLC, 2011) has identified five criteria for accreditation. Specifically, Criterion Three: Student Learning and Effective Teaching, outlines the guidelines for student learning outcomes.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
b. The organization values and supports effective teaching.

c. The organization creates effective learning environments.

d. The organization’s learning resources support student learning and effective teaching (Criterion for Accreditation, Criterion Three).

**Fundamental Questions for Conversations on Student Learning**

Five fundamental questions serve as prompts for conversations about student learning and the role of assessment in affirming and improving that learning. We have continued to discuss these five fundamental questions throughout the past four cycles of assessment:

1. How is your stated student learning outcomes appropriate to your mission, program, and degrees?

2. What evidence do you have that students achieve your stated learning outcomes?

3. In what ways do you analyze and use evidence of student learning?

4. How do you ensure shared responsibility for assessment of student learning?

5. How do you evaluate and improve the effectiveness of your effort to assess and improve student learning?

Consequently, the answers to these questions are articulated in this *Student Learning Assessment Guide*. Importantly, the Program has a distinct mission, foundational principles, educational goals, and intended outcomes for student learning. Our documentation is built on principles of good practice. It is meaningful and useful. However, effective assessment of student learning is a matter of commitment, not a matter of compliance.

Using the framework, model provided by our internal assessment director, the forthcoming pages will illustrate and link between Malone’s educational goals to the Program’s intended learning outcomes (including the intended learning outcomes specific to
each major), to program (course specific) student learning outcomes, and to assessment tools.

The assessment tools can be referenced in the Appendixes.
Malone University Educational Goals/Program Intended Learning Outcomes

The linkage of Malone’s Educational Goals to the overall program’s learning outcomes to the appropriate assessment tool are exhibited in Table 1.

Table 1

*Linkage of Educational Goals to Malone Accelerated Degree Completion Program in Management Intended Learning Outcomes*

<table>
<thead>
<tr>
<th>Malone Educational Goals</th>
<th>Program Intended Learning Outcomes (PILO) for MMP</th>
<th>Program Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world.</td>
<td>Students will analyze and apply the basic concepts and theories of management.</td>
<td>• Pre/Post Program Exam&lt;br&gt;• Ethical Case Resolution&lt;br&gt;• Service Learning</td>
</tr>
<tr>
<td>Understand the biblical, historical, and theological foundations of the Christian faith.</td>
<td>Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles.</td>
<td>• Ethical Case Resolution&lt;br&gt;• Service Learning</td>
</tr>
<tr>
<td>Think critically and creatively and communicate effectively in multiple contexts.</td>
<td>Students will be able to communicate effectively in both an academic and business setting.</td>
<td>• Ethical Case Resolution&lt;br&gt;• BCTST</td>
</tr>
<tr>
<td>Attain expertise in at least one professional or academic discipline and lay the foundation for meaningful work or further studies at the graduate level.</td>
<td>Students will be able to develop and apply research and problem-solving capabilities applicable to management.</td>
<td>• Pre/Post Program Exam&lt;br&gt;• Ethical Case Resolution&lt;br&gt;• BCTST</td>
</tr>
<tr>
<td>Explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits.</td>
<td>The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values.</td>
<td>• Ethical Case Resolution&lt;br&gt;• Service Learning</td>
</tr>
</tbody>
</table>
Table 2 through Table 6 contains the Intended Learning Outcomes specific to MMP majors.

Table 2

**Linkage of Educational Goals to Organizational Management Intended Learning Outcomes**

<table>
<thead>
<tr>
<th>Malone Educational Goals</th>
<th>Program Intended Learning Outcomes (PILO) for MMP</th>
<th>Program Assessment</th>
</tr>
</thead>
</table>
| Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world. | **1** Students will analyze and apply basic concepts and theories of managerial principles. | • Pre/Post Program Exam  
 • Ethical Case Resolution  
 • Service Learning |
| Understand the biblical, historical, and theological foundations of the Christian faith. | **2** Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles. | • Ethical Case Resolution  
 • Service Learning |
| Think critically and creatively and communicate effectively in multiple contexts. | **3** Students will be able to communicate effectively in both an academic and business setting. | • Ethical Case Resolution  
 • BCTST |
| Attain expertise in at least one professional or academic discipline and lay the foundation for meaningful work or further studies at the graduate level. | **4** Students will be able to apply the general skills of organizational management utilized in the private and public sectors. Students will develop organizational focused research and problem-solving capabilities applicable to organizational management. | • Pre/Post Program Exam  
 • Ethical Case Resolution  
 • BCTST |
| Explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits. | **5** The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values. | • Ethical Case Resolution  
 • Service Learning |
Table 3

*Linkage of Educational Goals to Health Services Management Intended Learning Outcomes*

<table>
<thead>
<tr>
<th>Malone Educational Goals</th>
<th>Program Intended Learning Outcomes (PILO) for MMP</th>
<th>Program Assessment</th>
</tr>
</thead>
</table>
| Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world. | 1 Students will analyze and apply basic concepts and theories used in health services. | • Pre/Post Program Exam  
• Ethical Case Resolution  
• Service Learning |
| Understand the biblical, historical, and theological foundations of the Christian faith. | 2 Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles. | • Ethical Case Resolution  
• Service Learning |
| Think critically and creatively and communicate effectively in multiple contexts. | 3 Students will be able to communicate effectively in both an academic and business setting. | • Ethical Case Resolution  
• BCTST |
| Attain expertise in at least one professional or academic discipline and lay the foundation for meaningful work or further studies at the graduate level. | 4 Students will be able to apply the general skills of management to health care systems. Students will develop health services focused research and problem-solving capabilities applicable to management. | • Pre/Post Program Exam  
• Ethical Case Resolution  
• BCTST |
| Explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits. | 5 The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values. | • Ethical Case Resolution  
• Service Learning |
Table 4

*Linkage of Educational Goals to Project Management Intended Learning Outcomes*

<table>
<thead>
<tr>
<th>Malone Educational Goals</th>
<th>Program Intended Learning Outcomes (PILO) for MMP</th>
<th>Program Assessment</th>
</tr>
</thead>
</table>
| Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world. | 1 Students will analyze and apply basic concepts and theories of project management.                               | • Pre/Post Program Exam  
• Ethical Case Resolution  
• Service Learning                                                                   |
| Understand the biblical, historical, and theological foundations of the Christian faith. | 2 Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles. | • Ethical Case Resolution  
• Service Learning                                                                   |
| Think critically and creatively and communicate effectively in multiple contexts.       | 3 Students will be able to communicate effectively in both an academic and business setting.                     | • Ethical Case Resolution  
• BCTST                                                                                 |
| Attain expertise in at least one professional or academic discipline and lay the foundation for meaningful work or further studies at the graduate level. | 4 Students will be able to apply the general skills of project management utilized in the private and public sectors. Students will develop project focused research and problem-solving capabilities applicable to project management. | • Pre/Post Program Exam  
• Ethical Case Resolution  
• BCTST                                                                                 |
| Explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits. | 5 The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values. | • Ethical Case Resolution  
• Service Learning                                                                   |
Table 5

Linkage of Educational Goals to *Marketing Management* Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Malone Educational Goals</th>
<th>Program Intended Learning Outcomes (PILO) for MMP</th>
<th>Program Assessment</th>
</tr>
</thead>
</table>
| Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world. | 1 Students will analyze and apply basic concepts and theories of marketing management. | • Pre/Post Program Exam  
• Ethical Case Resolution  
• Service Learning |
| Understand the biblical, historical, and theological foundations of the Christian faith. | 2 Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles. | • Ethical Case Resolution  
• Service Learning |
| Think critically and creatively and communicate effectively in multiple contexts. | 3 Students will be able to communicate effectively in both an academic and business setting. | • Ethical Case Resolution  
• BCTST |
| Attain expertise in at least one professional or academic discipline and lay the foundation for meaningful work or further studies at the graduate level. | 4 Students will be able to apply the general skills of marketing utilized in the private and public sectors. Students will develop marketing focused research and problem-solving capabilities applicable to marketing management. | • Pre/Post Program Exam  
• Ethical Case Resolution  
• BCTST |
| Explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits. | 5 The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values. | • Ethical Case Resolution  
• Service Learning |
Table 6

**Linkage of Educational Goals to Environmental Management Intended Learning Outcomes**

<table>
<thead>
<tr>
<th>Malone Educational Goals</th>
<th>Program Intended Learning Outcomes (PILO) for MMP</th>
<th>Program Assessment</th>
</tr>
</thead>
</table>
| Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world. | 1 Students will analyze and apply basic concepts and theories of environmental management.                      | • Pre/Post Program Exam  
• Ethical Case Resolution  
• Service Learning |
| Understand the biblical, historical, and theological foundations of the Christian faith.  | 2 Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles. | • Ethical Case Resolution  
• Service Learning |
| Think critically and creatively and communicate effectively in multiple contexts.         | 3 Students will be able to communicate effectively in both an academic and business setting.                     | • Ethical Case Resolution  
• BCTST |
| Attain expertise in at least one professional or academic discipline and lay the foundation for meaningful work or further studies at the graduate level. | 4 Students will be able to apply the general skills of environmental management utilized in the private and public sectors. Students will develop environmental focused research and problem-solving capabilities applicable to environmental management. | • Pre/Post Program Exam  
• Ethical Case Resolution  
• BCTST |
| Explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits. | 5 The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values. | • Ethical Case Resolution  
• Service Learning |
The Program Courses/Student Learning Outcomes

This section of the guide contains descriptions of the course offerings during the period Fall 2014 through Summer 2015 (in course number order). In addition to the course description, the Student Learning Outcomes (SLO) at the course level is provided with the linkage to the Program Intended Learning Outcomes (PILO) as well as the Major Intended Learning Outcomes (MILO). For example, P1 represents linkage to the Program’s Learning Outcome number 1 as noted in Table 7; P2 represents linkage to the Program’s Learning Outcome number 2 and so forth. P/M represents linkage to both PILO and MILO.

Although not articulated in the forthcoming tables, it is important to note that alignment is demonstrated down to weekly objectives. Weekly instructional objectives are aligned with course SLOs, using the criteria of effective objective development. Alignment happens via planned and clearly articulated learning objectives and developing assessments based on those objectives. Through this practice, we believe objectives will be meaningful, and students will appreciate their value. When students believe in the authenticity of the program goals, and that the program objectives truthfully reflect what is expected of them, they possess an accurate framework through which they can assess their own progress and identify their own strengths and weakness. In fact, in keeping with adult learning theories, they are encouraged and expected to assume responsibility for their own learning. Sharing meaningful SLOs and objectives with students encourages the pursuit of life-long learning and empowers them to develop their own plans for directing activities toward meeting objectives. This is the reason we provide the SLOs in every syllabus and the weekly objectives in course content.
MMP201 Group & Organizational Behavior

Course description. This course offers a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on group decision making, conflict resolution, efficient and productive group management and determining which tasks are best handled by groups or individuals.

Table 7

Course – Group & Organizational Behavior (3 hours of credit – Org Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate knowledge and understanding of organizational behavior.</td>
<td>P/M1, P2, P3</td>
</tr>
<tr>
<td>Students will be able to analyze and apply group and individual decision-making techniques.</td>
<td>P/M1, P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will gain insight into personality style and how that affects problem solving.</td>
<td>P/M4, P5</td>
</tr>
<tr>
<td>Students will be able to apply Christian principles to organizational culture and working with others.</td>
<td>P/M4, P5</td>
</tr>
</tbody>
</table>
MMP203 Business Communication

**Course description.** This course is an introduction to the business communication process with special attention given to building skills in public speaking, listening, small and large group presentations, and audio-visual usage. A review of the writing of business letters, memos, and brief reports is also included. (Presentations are required for classroom and online students. Online students will be provided several options from which to choose in order to fulfill the course requirements.)

Table 8

*Course – Business Communication (3 hours of credit)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the five key areas of communication (professional, presentational, personal, group, and written) and how to effectively communicate within each.</td>
<td>P1, P2, P4</td>
</tr>
<tr>
<td>Students will understand individual personal strengths and areas for improvement in communicating through the five key areas of business communication.</td>
<td>P2, P3, P4</td>
</tr>
<tr>
<td>Students will understand how cultural diversity influences communication and how to adapt one’s communication style to that of other cultures.</td>
<td>P1, P2, P3, P4, P5</td>
</tr>
<tr>
<td>Students will understand how Christian values and ethics can be modeled in business communications.</td>
<td>P4, P5</td>
</tr>
</tbody>
</table>
MMP304 Principles of Management & Leadership

**Course description.** An examination of the basic functions of management: planning, organizing, influencing, and controlling. Emphasis is placed on motivational theory and its application to individual and group functioning in work situations. Leadership styles and their relationship to particular circumstances are analyzed.

Table 9

*Course – Principles of Management & Leadership (3 hours of credit)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop an understanding of management and leadership theory.</td>
<td>P1, P2, P4</td>
</tr>
<tr>
<td>Students will examine management and leadership styles and the implication on organizational culture.</td>
<td>P1, P2, P3</td>
</tr>
<tr>
<td>Students will understand personal leadership development.</td>
<td>P1, P2, P3, P5</td>
</tr>
<tr>
<td>Students will understand how Christian values and ethics can be applied to management and leadership dynamics.</td>
<td>P4, P5</td>
</tr>
</tbody>
</table>
MMP305 Research & Statistical Methods

Course description. This course covers investigation methods, experiment design, and results evaluation techniques are presented. Applications of statistical methods for the research project are covered with two experiment design options: hypothesis testing and measurement of objectives. Specific statistical information covered includes data display, central tendency and dispersion measures, probability, significance testing, and linear data correlation.

Table 10

Course – Research & Statistical Methods (3 hours of credit)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SILO)– Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the role of the course within the larger scope of the management program, especially as it relates to their Independent Research Project.</td>
<td>P1, P2, P3, P4, P5</td>
</tr>
<tr>
<td>Students will understand measures of central tendency, measures of dispersion, data display, and significance testing.</td>
<td>P1, P2, P4</td>
</tr>
<tr>
<td>Students will understand descriptive statistics.</td>
<td>P1, P2, P4</td>
</tr>
<tr>
<td>Students will be able to apply basic statistical analysis in a business setting.</td>
<td>P2, P4</td>
</tr>
<tr>
<td>Students will be able to interpret basic statistical data.</td>
<td>P1, P2, P4</td>
</tr>
<tr>
<td>Students will understand how Christian values and ethics can be applied to statistical analysis.</td>
<td>P4, P5</td>
</tr>
</tbody>
</table>
MMP STUDENT LEARNING ASSESSMENT

MMP308 Management Control Systems

Course description. This course is a review of the basics of financial accounting: financial statement ratio analysis, budgeting, and computer applications. This course also covers the tools used in information analysis and decision making.

Table 11

Course – Management Control Systems (3 hours of credit – Org Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the concepts, functions, and role the accounting system of a business plays in making business decisions.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand the legal ramifications of non-compliance to specified accounting standards such as the Sarbanes Oxley Act and the importance of following Generally Accepted Accounting Principles (GAAP).</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand the process by which financial reports are prepared and used within a business.</td>
<td>P/M1, P2, /M4</td>
</tr>
<tr>
<td>Students will understand how inventory is accounted for.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand the concepts of depreciation and how various calculations are made to determine depreciation amounts.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand how the process of financial planning is conducted.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will be exposed to the process of preparing and using budgets to better manage an organization.</td>
<td>P/M4, P5</td>
</tr>
<tr>
<td>Students will understand how Christian values and ethics can be applied to accounting principles.</td>
<td>P5</td>
</tr>
</tbody>
</table>
MMP323 Introduction to Marketing

Course description. This course is the study of the basic concepts of marketing. It is designed to view marketing from the perspectives of the consumer and the company. Students will explore the concept of the marketing mix (the four Ps: product, price, promotion, and place) through text, lectures, and case studies. Course work will include understanding consumer buying behavior, ethical marketing practices, and diversity issues in marketing.

Table 12

Course – Introduction to Marketing (3 hours of credit – Mktg Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to define marketing and discuss it core concepts.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will be able to define marketing management and compare the five marketing management orientations.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand customer relationship management and strategies.</td>
<td>P/M1, P3, P/M4</td>
</tr>
<tr>
<td>Students will realize the major challenges facing marketers in the new connected millennium.</td>
<td>P/M1, P3, P/M4</td>
</tr>
<tr>
<td>Students will be able to assign the importance of ethics and Christian values to the role that marketing plays with stakeholders.</td>
<td>P5</td>
</tr>
</tbody>
</table>
MMP STUDENT LEARNING ASSESSMENT

MMP325 Marketing Management

**Course description.** This course is designed to delve into the management decision making process of marketing. Students will explore targeting and segmenting of markets. Discussions of branding, services, product life cycles, and channel distribution options will be linked to a firm’s competitive strategies. Focus will also include marketing communications, advertising, and customer relationships. Students will learn to identify the criticisms of marketing, the impact of consumerism, and the role of ethics in marketing strategy.

Table 13

*Course – Marketing Management (3 hours of credit – Mktg Mgmt Major)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the importance of channel distribution – the value chain.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will know the major channel alternatives that are open to a company.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand the roles of retailers and wholesalers in the marketing channel.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will learn the steps in developing effective marketing communications.</td>
<td>P/M1, P/M4</td>
</tr>
<tr>
<td>Students will understand the roles of advertising, sales promotion, and public relations in the promotion mix.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand the personal selling process and how to distinguish between transaction-oriented marketing and relationship marketing.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will learn about direct marketing and its benefits to customers and companies.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will learn the fundamentals of competitive marketing strategies based on creating value for customers.</td>
<td>P/M1, P5</td>
</tr>
<tr>
<td>Students will discuss what distinctive Christian values might be employed in a competitive strategy.</td>
<td>P5</td>
</tr>
</tbody>
</table>
MMP327 Media Marketing

**Course description.** Beginning with an overview of electronic commerce, students will become familiar with the processes of eBusiness. From electronic storefronts to B2B commerce, supply chain and value chains will be explored. Strategies that take an organization from the “mortar to click” operation will be examined. Emphasis will be placed on the use of new and emerging media technologies as a strategic component of the marketing mix.

Casework and field studies of successful eBusinesses will focus on comparing and contrasting consumer behavior, customer relationships, promoting and selling, eTransactions, and the legal and ethical issues in eBusiness compared to the traditional marketplace.

Table 14

*Course – Media Marketing (3 hours of credit – Mktg Mgmt Major)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will analyze the similarities and differences between traditional and Internet marketing and marketing management.</td>
<td>P/M1, P/M4</td>
</tr>
<tr>
<td>Students will explore the state of the Internet economy and its future.</td>
<td>P2, P/M4</td>
</tr>
<tr>
<td>Students will review how enterprises and consumers are using the Internet.</td>
<td>P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will determine how enterprises and individuals use online marketing to meet their goals.</td>
<td>P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will understand how online security problems affect buyers and sellers.</td>
<td>P2, P/M4, P5</td>
</tr>
<tr>
<td>Students will discuss what distinctive Christian values might be employed in Internet marketing.</td>
<td>P5</td>
</tr>
</tbody>
</table>
MMP329 Sales & Marketing

Course description. The purpose of this course is to introduce the student to the field of professional selling and its relationship to marketing. This course will develop the fundamental concepts of sales that students heading for a career in marketing must understand. The impact the organization’s sales function has on customer relationships will be addressed. Students will gain an understanding of the importance of ethics and Christian values in the world of professional selling.

Table 15

Course – Sales & Marketing (3 hours of credit – Mktg Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the relationship between professional selling and marketing.</td>
<td>P/M1, P/M4</td>
</tr>
<tr>
<td>Students will be able to define the sales process and understand its fundamental concepts.</td>
<td>P/M1, P/M4</td>
</tr>
<tr>
<td>Students will understand the importance of customer relationship management and its relation to sales strategies.</td>
<td>P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will understand the process of territory management.</td>
<td>P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will realize the opportunities facing salespersons in the “connected” millennium.</td>
<td>P2, P3, P/M4, P5</td>
</tr>
<tr>
<td>Students will be able to assign the importance of ethics and Christian values to the role that sales plays within the organization.</td>
<td>P5</td>
</tr>
</tbody>
</table>
MMP332 Financial Management

**Course description.** This course is a concise study and evaluation of finance performance, planning, and forecasting. The students learn to analyze the management of capital structures, cost of capital, and other related concepts.

Table 16

*Course – Financial Management (3 hours of credit – Org Mgmt Major)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the concepts, functions, and role financial management plays in making business decisions.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand the legal ramifications of non-compliance to specified standards that apply to the financial community.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand the concepts used by organizations to make realistic short-term and long-term financial decisions.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand the role financial decisions play in the global environment.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand how the process of financial planning and budgeting is conducted.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand how Christian values and ethics can be applied to sound financial management decisions and practices.</td>
<td>P/M4, P5</td>
</tr>
</tbody>
</table>
MMP341 Fundamental of Project Management

**Course description.** This course introduces the project management framework, including the basic project management phases of initiating, planning, executing, and terminating. It defines what a project is and the importance of project management. It covers the history of project management and outlines basic project management terms and concepts. It focuses on the role of project management as a part of the strategic plan of an organization.

Table 17

*Course – Fundamental of Project Management (3 hours of credit – Proj Mgmt Major)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand basic project management concepts.</td>
<td>P/M1, P2</td>
</tr>
<tr>
<td>Students will understand how effective project management contributes to achieving strategic goals and objectives.</td>
<td>P/M1, P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will understand the roles of project stakeholders, project team members, and the organizational client.</td>
<td>P/M1, P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will understand the importance of the organizations and the project manager’s decision making processes in terms of a Christian worldview.</td>
<td>P/M4, P5</td>
</tr>
</tbody>
</table>
MMP342 Scope and Time Management

**Course description.** This course focuses on developing the skills needed by the Project Manager for scope and schedule management. Students will learn about the importance of developing a project program, organizational communication plans, and how project team dynamics are integral to managing project scope development including the human resources components of assembling a project team. Time management skill will include how to determine the critical path for a project, how to use mathematical analysis techniques, such as CPM and PERT, how to develop project schedules, how to incorporate project deliverables into a milestone schedule, how to monitor and manage scheduled and project processes for identifying and recovering from problem situations.

Table 18

*Course – Scope and Time Management (3 hours of credit – Proj Mgmt Major)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the effective roles for scope and scheduling of a project.</td>
<td>P/M1, P2</td>
</tr>
<tr>
<td>Students will understand the integrated approach to managing and organizing project assets, exploring both technical and managerial challenges for deployment for predevelopment, design, and project implementation phases through project closeout.</td>
<td>P/M1, P2, P3</td>
</tr>
<tr>
<td>Students will understand that project management has become the management of technology, people, culture, stakeholders, and other diverse elements necessary to successfully complete a project.</td>
<td>P/M1, P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will understand the integration of a Christian perspective into the goals and objectives of the owner and consultants engaged in a project.</td>
<td>P3, P/M4, P5</td>
</tr>
</tbody>
</table>
MMP345 Cost and Risk Management

**Course description.** This course will focus on developing skills for establishing project cost models, managing costs and monitoring project cost impacts. The course will also include identifying, analyzing, and responding to risk throughout the project lifecycle in order to minimize consequences of adverse events and maximize results of positive events. Identification and quantification of risks are critical to being able to develop and implement a risk management plan and include an analysis of the human resources constraints and assets required to execute the project.

Table 19

*Course – Cost and Risk Management (3 hours of credit – Proj Mgmt Major)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop a comprehensive project budget from initial scope, including assigning project contingency values concurrent with project.</td>
<td>P/M1, P/M4</td>
</tr>
<tr>
<td>Students will select the processes to manage and communicate the project budget information and identify the appropriate team resources to update project costs.</td>
<td>P/M1, P3, P/M4</td>
</tr>
<tr>
<td>Students will verify and control project costs including application of value engineering studies.</td>
<td>P/M1, P3</td>
</tr>
<tr>
<td>Students will identify the range of project qualitative and quantitative risks and the appropriate strategies associated mitigating or managing those risks from a Christian worldview perspective.</td>
<td>P2, P/M4, P5</td>
</tr>
<tr>
<td>Students will implement risk monitoring program and risk management solutions for internal and external risks.</td>
<td>P/M4, P5</td>
</tr>
</tbody>
</table>
MMP STUDENT LEARNING ASSESSMENT

**MMP346 Project Quality Management**

**Course description.** The proficient application of communication skills in an increasingly electronic realm of interaction in projects to achieve, monitor, and maintain quality management of a project is an emphasis of this course. This course will also develop skills in quality management that begin with identifying quality standards and expectations for a project, determining how those standards will be measured and how the information captured can and should be used to assess performance and form the basis for corrective actions. The human relations component of the communication processes and project team integration for quality management is an integral part of this course.

Table 20

*Course – Human Resources Management and Quality Management (3 hours of credit – Proj Mgmt Major)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand quality management principles and processes.</td>
<td>P/M1, P2</td>
</tr>
<tr>
<td>Students will understand the relationship of quality management and project management.</td>
<td>P/M1, P2</td>
</tr>
<tr>
<td>Students will understand how to develop a plan for managing quality assurance and control in a project.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will understand the importance of HRM as a strategic partner.</td>
<td>P/M1, P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will understand quality management from the Christian perspective on ethical behavior, values, and performance.</td>
<td>P/M4, P5</td>
</tr>
</tbody>
</table>
MMP361 Survey of Community Health

Course description. This course provides an overview of community health organizations and their infrastructures at the international, national, and local levels. Factors that influence the health of a community will be discussed—including physiological, social, behavioral, and cultural influences. The dynamics associated with community organizing and the principles related to promoting and maintaining the health of the community will be explored. Details involving the necessary steps for effective community health program planning, implementation, and evaluation will be examined.

Table 21

Course – Survey of Community Health (3 hours of credit – Health Services Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to define the concept of “community”, and explain how health is interrelated with community ecology and organization.</td>
<td>M1, M3, M4</td>
</tr>
<tr>
<td>Gain an understanding of the community health infrastructure at the international, national, and local level.</td>
<td>M1, M4</td>
</tr>
<tr>
<td>Gain an understanding of the principles required to assess a local health problem and examine the steps necessary for community organization and program development.</td>
<td>P/M1, P3, P/M4</td>
</tr>
<tr>
<td>Understand how Christian values and ethics can be applied to community health issues.</td>
<td>P/M2, P/M5</td>
</tr>
</tbody>
</table>
MMP363 Fundamental Principles of Health in U.S.

Course description. This course provides an in-depth study of health care systems. Content focuses on describing the related industry institutions, examining various providers, scrutinizing delivery including both the pros and the cons, and analyzing the myriad reimbursement practices. Additionally, the course will explore issues regarding the integration of health care policies and the legislative process in this country.

Table 22

Course – Fundamental Principles of Health in U.S. (3 hours of credit – Health Svs Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate knowledge of healthcare-related concepts such as reimbursement, demographics, long-term care, and medical malpractice.</td>
<td>M1, M3, M4</td>
</tr>
<tr>
<td>The student will have the ability to understand electronic health records and choose an appropriate vendor.</td>
<td>M1, M4</td>
</tr>
<tr>
<td>The student will gain and understanding of administrative-related topics such as allied health personnel and non-physician providers.</td>
<td>P/M1, P/M3</td>
</tr>
<tr>
<td>The student will gain insight regarding the connection between ethical practices and health care.</td>
<td>M4, P/M5</td>
</tr>
<tr>
<td>The student will be able to understand the connection between Christian values and the importance of application during the delivery of health care.</td>
<td>P/M2, P/M5</td>
</tr>
</tbody>
</table>
MMP461 Principles of Epidemiology

Course description. Epidemiology is considered the study of the distribution and determinants of health-related states in specified populations. This course provides an overview of the basic principles, terminology, and measures used in epidemiology and biostatistics. Fundamental characteristics of descriptive and analytical epidemiology will be reviewed as well as the steps necessary to conduct a critical analysis of an epidemiologic study. Details regarding how epidemiology guides public health planning and decision making, as well as associated ethical implications concerning human research, will be examined.

Table 23

Course – Principles of Epidemiology (3 hours of credit – Health Services Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will define and identify the basic principles, terminology, and measures used in biostatistics and epidemiology.</td>
<td>M1, M3, M4</td>
</tr>
<tr>
<td>The student will describe the basic characteristics of descriptive and analytical epidemiology.</td>
<td>M1, P/M3, M4</td>
</tr>
<tr>
<td>The student will recognize applications for epidemiology and gain an understanding of how epidemiology guides public health planning and decision making.</td>
<td>P/M1, P3, P/M4</td>
</tr>
<tr>
<td>The student will understand how to apply the steps necessary for a critical analysis of an epidemiologic study.</td>
<td>P/M4</td>
</tr>
<tr>
<td>The student will understand how Christian values and ethics can be applied to the sciences of biostatistics and epidemiology.</td>
<td>P/M2, P/M5</td>
</tr>
</tbody>
</table>

Course description. This course is designed to introduce you to the study of legal and financial aspects related to the health care delivery system in various settings such as managed care organizations, clinics, hospitals, home health care agencies, and emergency care facilities. This course will examine the law as it pertains to issues of informed consent, patient rights, hospital liability, and the delivery of health care services as well as financial planning relating to the administration of healthcare organizations. Also discussed are management topics including governing boards, medical staff appointments, and third party reimbursement will also be explored.

Table 24

Course – Legal & Financial Aspects of Healthcare (3 hours of credit – Health Svs. Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate knowledge of the delivery of healthcare services in the United States.</td>
<td>P/M1, P/M3</td>
</tr>
<tr>
<td>The student will demonstrate knowledge of third party healthcare reimbursement found in the primary care, secondary care, and tertiary care settings.</td>
<td>M1, P/M3, M4</td>
</tr>
<tr>
<td>The student will gain insight into the legal aspects affecting healthcare providers and administrators.</td>
<td>P/M1, P/M4</td>
</tr>
<tr>
<td>The student will demonstrate knowledge of the specific organizational structure related to hospitals.</td>
<td>P/M4</td>
</tr>
<tr>
<td>The student will understand how Christian values and ethics can be applied to legal and financial decisions and practices as it relates to healthcare systems.</td>
<td>P/M2, P/M5</td>
</tr>
</tbody>
</table>
MMP371 Foundational Principles of Environmental Science

**Course description.** This course provides an introduction to the basic scientific principles governing ecosystems as they relate to the environmental consequences of resource development and industrial processes. The course will present an understanding of environmental science through exploration of basic principles in the natural, physical, and social sciences. Emphasis is placed on understanding how the atmosphere, hydrosphere, lithosphere, and biosphere functions, and how these spheres interact with human consumption, production, and technological progress. This course will examine several of the natural sciences that influence the management of the earth’s environment.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gain knowledge of the scientific environmental principles resident in biology, geology and chemistry as needed to work in the various environmental disciplines and form the basic foundation for learning.</td>
<td>P/M1, P3</td>
</tr>
<tr>
<td>Students will understand the scientific concepts, used by environmental scientists so that students can interact with other professionals in the workplace.</td>
<td>P/M1, P2, P3</td>
</tr>
<tr>
<td>Students will be able to apply and disseminate the knowledge and understanding of concepts to real world situations to become a contributing member of the environmental management discipline.</td>
<td>P3, P/M4</td>
</tr>
<tr>
<td>Students will prepare students to analyze information from life-world situations as needed to perform the requisite problem-solving activities in a professional manner using a Christocentric perspective.</td>
<td>P2, P/M4</td>
</tr>
<tr>
<td>Students will synthesize conceptual understanding, application, and analysis to form solutions to problems encountered by the environmental professional in the modern context.</td>
<td>P/M1, P3, P/M4</td>
</tr>
<tr>
<td>Students will be able to evaluate data such that new information can be presented and assessed from a Christian perspective.</td>
<td>P2, P5</td>
</tr>
</tbody>
</table>
MMP372 Environmental Regulation, Policy, and Law

Course description. This course explores the structure, design, and components of various environmental regulations and application of the statutory and regulatory mandates fundamental to environmental management that compel design, planning, and daily operations at federal, non-federal, not-for-profit, and commercial job-sits. The course will focus on acquiring a basic knowledge of federal legislation. The course will include a survey of regulations and emphasize implementation at the practical level.

Table 26

Course – Environmental Regulation, Policy, and Law (3 hours of credit – Envir Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gain the knowledge necessary to identify and manage environmental hazards relative to the regulations at modern job-sits.</td>
<td>P/M1, P3</td>
</tr>
<tr>
<td>Students will understand the concepts and functions that the regulatory provisions play in making environmental management decisions within the business context.</td>
<td>P/M1, P3, P/M4</td>
</tr>
<tr>
<td>Students will apply the knowledge and understanding of regulatory concepts and the legal ramifications of non-compliance with the various environmental regulations and the importance of following the generally accepted practices and principles of environmental management at modern job sites.</td>
<td>P3, P/M4</td>
</tr>
<tr>
<td>Students will prepare the student to analyze information from life-world situations in contrast with the exiting body of regulatory knowledge so that the student can segregate the components of each for a comparative analysis using a Christian perspective.</td>
<td>P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will synthesize the concepts, application, and analysis of environmental rules and regulations to form comprehensive solutions to problems in life-world situations.</td>
<td>P/M4, P5</td>
</tr>
<tr>
<td>Students will prepare students to evaluate existing jobsite data, regulations, and other information such that new information can be presented using a Christocentric approach.</td>
<td>P2, P3, P5</td>
</tr>
</tbody>
</table>
MMP374 Environmental Conservation and Sustainability

Course description. This course will introduce students to current and future trends in resource conservation, policy, and sustainability. This course will address environmental economics, environmental innovation diffusion, resource sustainability, and the environmental impacts of existing and emerging technologies. Topics will include source reduction, recovery, reuse, recycling, conservation, land use/reuse, material substitution, process modification, and waste minimization, with emphasis on pollution prevention, energy, and environmental sustainability techniques. Emphasis of this course is placed on the range of current and future environmental choices, and the role of energy choices in determining local environmental conditions and the global marketplace.

Table 27

Course – Environmental Conservation and Sustainability (3 hours of credit – Envir Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will present information so that students will gain the knowledge necessary for their active involvement with conservation, resource management, and sustainability in the modern context.</td>
<td>P/M1, P3</td>
</tr>
<tr>
<td>Students will understand the concepts imbedded within modern technologies of conservation and sustainability such that they can interact with other environmental professionals.</td>
<td>P/M1, P3, P/M4</td>
</tr>
<tr>
<td>Students will be able to apply the knowledge and understanding of conservation and sustainability concepts to analyze information from life-world situations using a Chrisocentric perspective.</td>
<td>P/M1, P2, P3</td>
</tr>
<tr>
<td>Students will enable students to synthesize the concepts, application, and analysis of the various conservation and sustainability contexts relevant for problem-solving actions as needed in the decisions for reduction, recovery, reuse, recycling, and conservation.</td>
<td>P3, P/M4, P5</td>
</tr>
<tr>
<td>Students will evaluate data using a Christian perspective such that new information can be presented in the modern context to assist management maximize their potential in the business environment.</td>
<td>P2, P/M4, P5</td>
</tr>
</tbody>
</table>
MMP471 Environmental Planning, Strategy, and Leadership

Course description. This course focuses on applying strategic management tools to incorporate considerations of environmental sustainability, conservation, and pollution control into leadership decision-making operations. Students will understand that some organizations incorporate environmentally sustainable practices because of an ethical conviction to do well for the environment; others are motivated by pressures from stakeholders to exploit environmental knowledge and experience for long term sustainable advantage. This course will examine how organizations develop and implement environmental management strategies to promote efficient management and resource maximization. Leadership roles and responsibilities of strategic managers are examined and students learn how to apply the tools of strategic business management to the problems of environmental management.

Table 28

Course – Environmental Plan, Strategy, and Leadership (3 hours of credit – Envir Mgmt Major)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use the knowledge gained through previous coursework to facilitate and expedite effective management strategies for sustainability, management, and organizational effectiveness.</td>
<td>P/M1, P3</td>
</tr>
<tr>
<td>Students will understand and apply the concepts learned from previous coursework to apply their knowledge to issues of environmental management so that they can become leaders within the organizational framework.</td>
<td>P/M1, P3, P/M4</td>
</tr>
<tr>
<td>Students will analyze information from both organizational and environmental life-world situation, synthesize conclusions to problem solving situation using a Christian point of view, and generate plans and strategies to manage the myriad of issues facing the organization and environment.</td>
<td>P/M1, P2, P/M4</td>
</tr>
<tr>
<td>Students will evaluate data from organizational and regulatory bodies, merge these with environmental science information, generate new information, and develop and implement strategies as leaders within the organizational framework.</td>
<td>P2, P/M4, P5</td>
</tr>
<tr>
<td>Students will prepare the student for leadership roles within organizations using a Christian perspective, applying a strategic management focus, and incorporating sound environmental management concepts for leadership roles in the environmental profession.</td>
<td>P/M1, P2, P3, P/M4</td>
</tr>
</tbody>
</table>
MMP406 Human Resources Management

**Course description.** This course is an exploration of policies and practices regarding recruitment, selection, training, development, and compensation of employees including EEO and OSHA legislation.

Table 29

*Course – Human Resources Management (3 hours of credit – Org Mgmt Major)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate knowledge of the pre-selection, selection, and post-selection phases of the employment cycle.</td>
<td>P/M1, P2</td>
</tr>
<tr>
<td>Students will understand and apply the basic human resource management (HRM) functions: HR planning, job analysis, recruitment, selection, training and development, performance management, compensation management, and employee relations.</td>
<td>P/M1, P2</td>
</tr>
<tr>
<td>Students will learn how HRM functions are impacted by legislative initiatives.</td>
<td>P/M1, P2</td>
</tr>
<tr>
<td>Students will describe how HRM can contribute to the achievement of a sustainable competitive advantage for the organization.</td>
<td>P/M1, P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will explore and recognize the importance of HRM as a strategic partner.</td>
<td>P/M1, P2, P3, P/M4</td>
</tr>
<tr>
<td>Students will learn how Christian values and ethics can be applied to HRM practices.</td>
<td>P/M4, P5</td>
</tr>
</tbody>
</table>
**MMP407 Faith & Worldviews**

**Course description.** In this Faith and Worldviews course, students will examine and analyze the roles that faith and worldview have in knowledge formation. A study of faith encourages students to find answers to questions of meaning, purpose, and joy, not only in their personal lives, but also in their public reasoning and cultural values that undergird people’s views of life. Worldview determines what people perceive as true, as certain, as attainable in this life. Faith and worldview are intricately connected. You will discover these kinds of connections in this course.

Table 30

*Course – Faith & Worldviews (3 hours of credit)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to articulate the interrelatedness between worldview, faith, and culture.</td>
<td>P2, P4, P5</td>
</tr>
<tr>
<td>The student will identify core concepts of a Christian worldview.</td>
<td>P3, P4, P5</td>
</tr>
<tr>
<td>The student will explain the relationship between worldview and faith integration.</td>
<td>P2, P5</td>
</tr>
<tr>
<td>The student will identify the key worldviews that influence Western culture.</td>
<td>P2, P2, P5</td>
</tr>
<tr>
<td>The student will classify major world religions.</td>
<td>P1, P3, P4, P5</td>
</tr>
<tr>
<td>The student will apply and understanding of faith and worldview to business management practices.</td>
<td>P1, P2, P3, P4, P5</td>
</tr>
</tbody>
</table>
MMP409 Personal Values & Business Ethics

Course description. This is a course designed to explore the intricacies of business and personal ethics. Ethical theories are applied to contemporary case studies about business and personal ethics problems. Corporate social responsibility is discussed and used to critically evaluate many organizations.

Table 31

Course – Personal Values & Business Ethics (3 hours of credit)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will recognize and analyze spiritual, ethical, and moral values within written theories, human situations, and people’s actions.</td>
<td>P1, P4</td>
</tr>
<tr>
<td>Students will recognize and anticipate ethical problems in business affairs.</td>
<td>P2, P2, P4</td>
</tr>
<tr>
<td>Students will discern the spiritual values implicit to ethical and moral responses and resolutions of human and business affairs.</td>
<td>P1, P3, P4, P5</td>
</tr>
<tr>
<td>Students will explain and justify the wisdom behind one’s ethical and moral decisions within the area of business ethics and its concerns.</td>
<td>P1, P2, P3</td>
</tr>
<tr>
<td>Students will assign the importance of ethics and Christian values to the role that managers play with stakeholders.</td>
<td>P4, P5</td>
</tr>
</tbody>
</table>
**MMP410 Capstone in Liberal Arts**

**Course description.** This course presents and considers various works in art, literature, and music. The curriculum is organized thematically and historically to show how different artists, writers, and composers in different times have approached some major issues of humanity: Love, War, Death, Nature, Religion, and the Human Situation.

Table 32

*Course – Capstone in Liberal Arts (4 hours of credit)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop and cultivate their aesthetic sensibilities through the study of art, music, and literature.</td>
<td>P2, P4, P5</td>
</tr>
<tr>
<td>Students will understand art, music, and literature as means of articulating internal experiences and responses to humanity’s themes.</td>
<td>P2, P4, P5</td>
</tr>
<tr>
<td>Students will explore the intellectual and spiritual connections expressed through art, music, and literature through the examination of the different approaches to the major issues of humanity each genre expresses.</td>
<td>P1, P2, P4, P5</td>
</tr>
<tr>
<td>Students will discover diverse approaches to Love, Nature, War, Death, and Religion by various artists, writers, and composers of different times.</td>
<td>P1, P2, P4, P5</td>
</tr>
<tr>
<td>Students will understand that all symbolic expressions represented in art, music, and literature are a form of rhetoric and can be analyzed by the messages they communicate.</td>
<td>P2, P4, P5</td>
</tr>
<tr>
<td>Students will discuss and share their own experiences and reactions to the vitality of the musical sounds, the visual images and the written rhetoric presented in the course material.</td>
<td>P2, P3, P4, P5</td>
</tr>
<tr>
<td>Students will understand that the content of the Capstone course is intended to provide the basis for further exploration in the humanities in order to deepen their sense of a Christian perspective.</td>
<td>P5</td>
</tr>
</tbody>
</table>
MMP441 & MMP442 Problem Solving in Management (Part I & II)

Course description. This course combines concepts and methods of problem solving within the context of the business setting, the community setting, and or the non-profit organizational setting. The course covers principles of problem solving, emphasizes analytical thinking skills that ensure objectivity, and requires the development of critical thinking skills needed for the problem solving process. Library research methods and resources are introduced to assist students in the development of this course. Additionally, the course serves as a tool to facilitate learning about successful management of a problem solving team. MMP441 and MMP442 require both written and oral presentations.

Table 33

Course – Problem Solving in Management (Part One (3) & Part Two (2) hours of credit)

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) – Course Level</th>
<th>MMP Intended Learning Outcomes (PILO) - Linkage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will improve skills in recognizing, stating, and solving problems in an objective manner.</td>
<td>P1, P2, P3, P4</td>
</tr>
<tr>
<td>Students will improve skills in interpreting and evaluating formal research.</td>
<td>P1, P2</td>
</tr>
<tr>
<td>Students will improve skills in evaluating proposals for programs and in evaluating completed programs.</td>
<td>P1, P2</td>
</tr>
<tr>
<td>Students will develop skills in conducting research and in writing research reports.</td>
<td>P1, P2, P3, P4</td>
</tr>
<tr>
<td>Students will improve oral presentation skills.</td>
<td>P4</td>
</tr>
<tr>
<td>Students will create a positive change in the project organization.</td>
<td>P1, P2, P3</td>
</tr>
<tr>
<td>Students will learn to communicate more effectively in writing and oral communication.</td>
<td>P4</td>
</tr>
<tr>
<td>Students will introduce the value of research in business and management.</td>
<td>P1, P2, P3</td>
</tr>
</tbody>
</table>
References


Malone Accelerated Degree Completion Program in Management  
Student Learning Assessment Guide  
Part II – MMP Assessment Tools  

MALONE UNIVERSITY  
2600 Cleveland Ave, N.W.  
Canton, OH 44709  

October 2015
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MMP304 Principles of Management & Leadership

Leadership is defined as
a. Telling people what to do
b. Influencing people to strive willingly to achieve group objectives
c. Giving out assignments and measuring results
d. Clearly setting objectives and answering questions

Culture strength relates to
a. The degree of agreement among members of an organization about specific values
b. The amount of art and music in which employees may be trained
c. The rules and practices followed clearly from top to bottom in an organization
d. The amount of authority given to managers in an organization

Theory Y proposes that employees are
a. Trustworthy and committed to perform well
b. Ignorant and need a great amount of training
c. Need to be prodded to do their jobs
d. Constantly looking to move to other companies

The highest component of Maslow’s Hierarchy of Needs is
a. Physiological
b. Social
c. Self-esteem
d. Self-actualization

What is the best definition of research?

What is the best definition of research?

What is the best definition of research?

What is the best definition of research?

In APA, when a citation is used in the body of a paper, there must also be

In APA, when a citation is used in the body of a paper, there must also be

In APA, when a citation is used in the body of a paper, there must also be

In APA, when a citation is used in the body of a paper, there must also be

Contemporary leadership trends are

Contemporary leadership trends are

Contemporary leadership trends are

Contemporary leadership trends are
Greater cultural diversity in an organization
a. Will lead to conflict
b. Will be time consuming and slow down productivity due to different beliefs
c. Will cause employees to segregate into groups
d. May lead to more understanding about others and appreciate differences as a strength

Motivation
a. Is influenced by forward looking perceptions concerning the relationship between performance and rewards
b. Can be increased by improving hygiene factors
c. Is influenced by the receipt of past rewards and benefits
d. Focuses on how people achieve goals

One of the following is not a function of management
a. Planning
b. Producing
c. Organizing
d. Motivating

MMP203 Business Communications
When preparing visual aids using your computer, what size font should be used for the text should be no less than
a. 8 point font
b. 12 point font
c. 16 point font
d. 24 point font

Which of the following is not a purpose of an informative speech?
a. To change the minds of the audience members about an issue or idea
b. To increase what an audience knows about something
c. To improve an audience understands about something
d. To clarify an audience’s ideas about something

When doing research, why might commercial sources of information present a problem?
a. Commercial sources require payment
b. The information available through commercial sources might be biased
c. Advertisements reduce the amount of information seen on the screen
d. You might be asked to buy something

When using a visual aid, keeping the visual aid hidden until you are discussing the corresponding point is called
a. The principle of Reveal
b. The Rule of Seven
c. The principle Suspense
d. The Rule of Reflection
When you want to reach a number of people and need a record of your professional communications, which of the following forms of written communication is ideal?

a. Memos  
b. emails  
c. Texts  
d. Tweets

When giving a Monroe’s Motivated Sequence speech, use the following order

a. Attention, Need, Satisfaction, Visualization, and Action  
b. Creativity, Action, Imagination, Problem, Satisfaction  
c. Action, Visualization, Problem, Need, Attention  
d. Imagination, Need, Satisfaction, Attention, Action

When creating an effective visual aid, remember to follow these four (grading) criteria

a. Simplicity, accuracy, purpose, and main points  
b. Spacing, contrast, size, and dramatic effect  
c. Simplicity, visibility, layout, and color  
d. White space, dead space, utilized space, useless space

When quoting, paraphrasing, summarizing, or referring to someone else’s ideas, you are always required to

a. Use quotation marks  
b. Use a proper APA citation that attributes the source  
c. Simply mention the author’s name and year published in the sentence somewhere  
d. You did not need to do anything as long as it is not a direct quote

Most students receive the least amount of formal instruction about which communication activity?

a. Writing  
b. Speaking  
c. Reading  
d. Listening

**MMP201 Group & Organizational Behavior**

When a group member takes responsibility for keeping group progress on track, she/he is taking on which group role?

a. Dysfunctional role  
b. Task role  
c. Relational role  
d. Foundational role

The secrets of group life are found in the group’s communication among its members.

a. True  
b. False

A work group interacts primarily

a. To make decisions and help each other perform his/her responsibilities
b. To determine the process of goal accomplishment
c. With management to set organizational goals
d. Top accomplish goals

Functional conflict is
a. Conflict that is acceptable behavior in groups
b. Supports the goals of the group and improves its performance
c. Encourages openness
d. Expands the ability of a group to achieve success

How would you develop a group’s climate?
a. Create an opportunity of unity, support, and trust
b. Provide a questionnaire to check emotional status
c. Conduct many meetings
d. Be politically correct

A situation in which people feel a lack of openness and trust is
a. Competition
b. Conflict
c. Rivalry
d. Compromise

What Christian principle would you **not** apply to making a decision?
a. Being fair-minded
b. Doing what you want regardless of the consequences
c. Seeking counsel of well-informed associates or friends
d. Making sure you has all the facts and use discernment to sift through the data

The potential benefit of group decision-making is
a. Decisions are better
b. Accuracy
c. Involvement of more people
d. Shared leadership

Researchers have determined that it is important for an employee’s pay to be
a. Highest in the region
b. Increased annually
c. Fair and equitable
d. Kept confidential

Which of the following is **not** considered professional or scholarly research?
a. Literature Review
b. Case study
c. Blog
d. Published article
MMP406 Human Resource Management
The EEOC is
a. A federal agency, which oversees federal laws relating to equal opportunity for employment, regardless of race, color, religion, sex, age, disability, or national origin
b. An agency, which oversees hiring guidelines for government contractors
c. An Ohio state agency, which oversees state laws relating to hiring practices and work rules
d. An agency of the federal government, which regulates union activities

Which one of the following functions is typically not a human resource management responsibility?

a. Analysis and design of work
b. Demand forecasting
c. Performance management and development
d. Exit interviews

Reasonable accommodation is a legal term which requires employers to
a. Not discriminate in hiring because of age
b. Not discriminate in hiring because of gender
c. Consider viable strategies for helping people overcome a disability
d. Make a legal argument stating that accommodation is not reasonable because it would unduly burden the employer

Employee performance appraisal systems are typically least effective when
a. More than one rater is used to develop the rating
b. The rater judgments are based on job analysis criteria related to the appraisal form
c. Employees do not have an opportunity to review the rating prior to the appraisal meeting
d. Managers reward job performance rather than loyalty and seniority

What does it mean if information is current?

a. It’s up-to-date
b. It’s part of a new fad
c. It’s a hot topic
d. It’s probably outdated or obsolete

The term protected group is best described by which of the following statements

a. All workers covered by the Occupational Safety and Health Administration
b. All workers over age 40, but under age 70-1/2
c. All categories of people legally protected from discrimination in the workplace
d. All subcategories of people within a class who are protected from discrimination within the workplace

As a manager, you are tasked with hiring entry-level positions and perhaps even for some specialized upper-level positions. What source would best fit this staffing situation?

a. Internal selection
b. Referrals
c. Electronic recruiting
d. External selection

**MMP308 Management Controls**

Resources owned by a firm are known as

a. Money
b. Owner’s equity
c. Assets
d. Liabilities

The balance sheet

a. Tells the financial position of the firm at a point in time
b. Is a summary of the firm’s revenue and expenses for the accounting period
c. Shows the sources and uses of the firm’s cash
d. Is divided into contributed capital and retained earnings

The accounting equation states

a. Stockholder’s equity = income + assets
b. Assets = liabilities + stockholders’ equity
c. Income = assets + liabilities
d. Revenue = income – taxes

Financial statements are audited by outside accountants

a. Because it is a requirement stated in the Internal Revenue Code
b. Only when fraudulent financial reporting is suspected
c. Who then report on whether or not the company is a good investment
d. To increase the users’ confidence in the statements’ reliability

Financial ratios which assess the firm’s ability to meet its current obligations as they become due are

a. Solvency ratios
b. Profitability ratios
c. Liquidity ratios
d. Efficiency ratios

The amount of sales required to cover a firm’s fixed costs is

a. The contribution margin
b. The break-even point
c. The operating profit
d. The contribution revenue

The spreading out of a cost of a plant asset over a period of time the plant asset provides benefit to the company is called

a. Time value of money
b. Future value
c. Depreciation
d. Asset valuation
A measure of performance that evaluates the firm’s return or net income relative to the asset base used to generate the income is
a. Return on equity
b. Return on net assets
c. Return on inventory
d. Return on assets

The primary goal of the financial manager is
a. Minimizing risk
b. Maximizing profit
c. Maximizing wealth
d. Minimizing return

MMP332 Financial Management
The statement of cash flows includes all of the following categories except
a. Operating flows
b. Investment flows
c. Financing flows
d. Equity flows

The amount of money that would have to be invested today at a given interest rate over a specified period in order to equal a future amount is called
a. Future value
b. Present value
c. Future value interest factor
d. Present value interest factor

Which of the following terms typically applies to common stock but not preferred stock?
a. Par value
b. Dividend yield
c. Legally considered as equity in the firm
d. Voting rights

The payment of cash dividends to corporate stockholders is decided by the
a. Management
b. Stockholders
c. SEC
d. Board of directors

A stock split has ________ effect on the firm’s capital structure.
a. Little
b. No
c. A measurable
d. A detrimental

The sale of a unit of a firm to existing management is often achieve through
a. A limited partnership
b. A leveraged buyout
c. An employee stock option  
d. A cash exchange

The amount earned during the accounting period on each outstanding share of common stock is called
a. Common stock dividend  
b. Earnings per share  
c. Net profits after taxes  
d. Net income

_______ is a chance of loss or the variability of returns associated with a given asset.
 a. Return  
b. Value  
c. Risk  
d. Probability

**MMP407 Faith & Worldviews**

A worldview is
a. A theory of principles used in business  
b. A synonym for religion  
c. A person’s point of view  
d. A lens or framework through which one views and interprets all of life

Pantheism is the view that
a. The world is fully explainable by physical principles  
b. That the world was created by God  
c. That the world and the divine are one and the same  
d. That the world is not knowable

Atheism is the view that
a. The world is fully explainable by natural, physical principles only  
b. That the world was created by God  
c. That the world and the divine are one and the same  
d. That the world is not knowable

Which of the following statements does **not** reflect a Christian Worldview?
 a. Humans are valuable and worthy because we are made in the image of God  
b. Humans are naturally good and will make good choices if able  
c. Humans are sinful and need a Savior  
d. Humans have free will

The world religions that claim Abraham as their patriarch are
a. Buddhism, Pantheism, and Hinduism  
b. Postmodernism and Modernism  
c. Judaism, Islam, and Christianity  
d. Naturalism and Nihilism
Theism is the view that
a. The world is fully explainable by physical principles
b. That the world was created by God
c. That the world and the divine are one and the same
d. That the world is not knowable

Which of the following beliefs make Christianity unique?
a. The Incarnation, the Cross, and the Resurrection
b. The belief in One Sovereign God
c. The belief that humans are basically good
d. The establishment of rules and regulations as a means of achieving righteousness

The correspondence theory of truth asserts that
a. Truth corresponds to reality when reality is the way a proposition represents it to be
b. Truth corresponds to a person’s personal perception of reality
c. Truth can only be known by understanding the corresponding social context
d. There is no such theory of truth

The following worldview assumes that the preeminence of human reason leads us to truth and enlightenment
a. A Modern Worldview
b. A Postmodern Worldview
c. A Marxist Worldview
d. A Christian Worldview

**MMP305 Research & Statistical Methods**
A statement declaring a relationship between the dependent variable and an independent variable is
a. A theorem
b. A correlation ratio
c. A test for paired differences
d. A hypothesis

The mean, median, and mode are measures of
a. Distributions
b. Central tendencies
c. Confidence levels
d. Alternate distributions

A weakness of using the mean for analytical purposes is
a. It is influenced by extreme values
b. It is insensitive to extreme values
c. It may not be available for all measures
d. It is outside of the range of observations

The most frequent occurring observation in a data set is the
a. Mode
b. Median
c. Dependent variable  
d. Provides the moving average

The measure of the problem is considered  
a. The population  
b. The sample size  
c. The normal distribution  
d. The dependent variable

Which of the following are considered measures of dispersion?  
a. Mean and mode  
b. Mode and median  
c. Standard deviation and variance  
d. Skew and frequency

Chi-square is one method to calculate for  
a. Significance  
b. The limits of chi  
c. Experiment limits  
d. Validity

The following are considered the two types of statistics  
a. Valid and significant  
b. Normal and unbiased  
c. Descriptive and inferential  
d. Relative and cumulative

When the chi-square test for significance provides a calculated value less than the critical value, it would mean  
a. The research (or alternative) hypothesis is not statistically significant  
b. The research (or alternative) hypothesis is statistically significant  
c. That there is insufficient data to complete the evaluation  
d. That the evaluation lacks internal validity

The range of a data set is calculated by subtracting  
a. The mean from the mode  
b. The smallest observation from the largest observation  
c. The allowable sample size from the total population  
d. The frequency expected from the frequency observed

MMP442 Problem Solving in Management Part Two (Note: there is no SLO quiz for MMP441 Part One)  
What is the purpose of using an issue tree?  
a. Is a vehicle for ensuring logical thought and structured planning  
b. A benchmarking activity to understanding the nature of the organization  
c. It is a communication tool used in long-term strategic planning  
d. This is a component of De Bono’s six thinking hats
What type of questions could be asked to help identify the root cause of a problem?
   a. How
   b. When
   c. Why
   d. What

The Literature Review should do all of the following except
   a. provide new ideas and approaches to solving the presenting problem
   b. Reiterate quoted material irrespective of the credibility of the information
   c. Place the presenting problem in a broader context and show how it relates to earlier and perhaps less-effective solution efforts
   d. Reveal difficulties others have experienced regarding the presenting problem or weaknesses in their approaches or conclusions

What are we concerned with when we ask if a person providing information is an authority?
   a. Whether that person is in charge of people
   b. If that person knows who the author is
   c. If that person has relevant expertise in the subject being presented
   d. If the author knows something no other author knows

A Stakeholder Relationship Matrix is used for all of the following with exception of
   a. Identifies stakeholder influence
   b. identifies stakeholder support
   c. Provides information used to develop a communication plan
   d. Alleviates fears of stakeholder concerning communication truthfulness

Which of the following does not describe critical thinking processes?
   a. Separation of facts from opinions and assumptions
   b. Consideration given to different possible outcomes and consequences of decisions
   c. Accumulation and memorization of information
   d. Re-evaluation of decision results

To solve a problem, you always narrow your solutions down to one best choice.
   a. True
   b. False

Key performance indicators are used to
   a. Simplify the data gathering process
   b. Identify the range of profit variables
   c. Uncover the true cause of a problem
   d. Indicate the cost of a solution

The fundamental purpose for creating a problem statement is
   a. To establish the outline for developing problem solving hypotheses
   b. To expedite the processes needed to determine the solution for problem solving
   c. To outline all the vital issues stakeholders need to know about the problem
   d. To distribute the work-load evenly among problem solving team members
In order to help forge a common vision for solving a problem
a. Agreement should be secured from key decision-makers regarding the problem statement
b. Promises must be made about the intent for successfully solving the problem
c. Problem solving processes should be expedited to meet the needs of interested parties
d. Communication and ideas for solving the problem should be kept confidential

**MMP410 Capstone in Liberal Arts**

Musicians use rhythm, harmony, melody, tempo, and beat as a means of communicating, and they are creatively expressing
a. A message or story using language of sound in the medium of time
b. Romance and drama to create a message
c. The language of science and the beauty of mathematical precision
d. A philosophy of the Enlightenment era

An artist’s distinct use of color, line, and shape portrays something about
a. A coherent worldview
b. A metaphorical worldview
c. A cubist worldview
d. The artist’s personal worldview

Because literature, art, and music can be analyzed for the messages communicated, they can be considered a form of
a. Rhetoric
b. Propaganda
c. Cultural influence
d. Historical documentation

Many artists, writers, and composers communicate important human themes through their art; therefore, they want their art, literature, and or music to
a. Bring in the highest price
b. Make it to YouTube
c. Provoke an emotional, intellectual, and or spiritual response
d. Bring them fame and fortune

Which statement does **not** reflect the value of studying liberal arts?
a. It promotes critical thinking skills
b. It increases an understanding of common human experiences
c. It increases an appreciation of the human ability to create meaning in unique and beautiful ways
d. It increases the use of technical business skills

An awareness of the human condition can be gained through literature because the reader can
a. Interpret the literature any way she/he wants to
b. Identify common threads of experience woven into narratives
c. Fine errors in the author’s worldview
d. Understand the importance of rhyming structures in poetry
Which of the following statement is **not** true about what influences artists, musicians, and writers?

a. Artists, musicians, and writers are influenced by cultural and social forces
b. Artists, musicians, and writers are influenced by historical and political contexts
c. Artists, musicians, and writers are influenced by financial backing
d. Artists, musicians, and writers are influenced only by internal realities

Studying liberal arts leads to appreciating

a. The importance of linear, objective thinking
b. The importance of following the steps of the scientific process
c. The importance of understanding diversity and respecting the view of others
d. The importance of adhering to strictly prescribed rules

**MMP409 Personal Values & Business Ethics**

Which of the following statements best defines ethics?

a. Ethics refers to the concerns having to do with maintaining trust and integrity personally and in one’s relationships.
b. Ethics refers to one’s obedience to one’s nation’s laws that are issued to guide a citizen’s behavior.
c. The individual’s habits of being oneself
d. Ethics refers to those values that distinguish one culture from another

Why do managers need to study business ethics?

a. So the manager can present information in a fashion that will meet their needs and wishes within the situation
b. The study of ethics helps us predict the decisions of executives in competing firms and using these predictions, we can then develop strategies to counter their likely strategies
c. When making a decision, it is helpful to be able to identify the ethical theory that people use to help guide their decisions
d. Business is conducted for and by people, and so every decision impacts the relational ties of trust and integrity that binds us together in familial, communal, and social groups

The ethical belief that is concerned with maximizing the benefits, not of everyone, but only for the majority of people is

a. Utilitarianism
b. Virtue ethics
c. Cultural relativism
d. Natural law ethics

The view that moral beliefs and practices vary with and depend on human needs and social conditions is

a. Utilitarian
b. Cultural relativism
c. Consequential
d. Natural law

When doing research, why should you care if the information you are examining is complete?

a. You might need to pursue another research topic instead
b. You would not be able to publish it in your bibliography  
c. You might not have all the facts  
d. You do not need to know all of the facts

According to Natural law ethics, God’s intention for goodness is all things are revealed in nature through what?  
a. Human will  
b. The consequences of our actions  
c. Purpose  
d. Eternal law

Natural law ethics holds that moral law is  
a. Relative, just as the rules for football are relative to the country and league in which the game is played  
b. Ever-changing, just like the musical influences in the industry  
c. Simple, just like counting money, there are no subtleties to get in the way  
d. Universal as is the law of gravity

Corporate social responsibility refers to  
a. Initiating a social program to benefit employees  
b. Influencing lawmakers to eliminate environment guidelines  
c. An organization’s economic, legal, ethical, and philanthropic responsibility  
d. How the company spends proceeds on social goals

The essential values for making business decisions are  
a. Faith, family, and friends  
b. Spiritual, moral, ethical, and business  
c. Spiritual, moral, value-added, and responsibility  
d. Emotion, integrity, availability, and religious

A stakeholder is  
a. An individual or group that has more or more of the various kinds of stakes (an interest, a right or ownership) in business  
b. An individual representing various economic interests, all of which are sufficient to make a good business decision  
c. Potential shareholders, and so management must consider the intent of each and every shareholder  
d. One who synthesizes business and personal goals into one unified managerial judgment
Assessment Tool: Pre/Post Exam – Health Services Management Major

MMP361 Survey of Community Health

_______ is considered the approach to medicine that is concerned with the health of the society as a whole
a. Health and wellness
b. Holistic medicine
c. Societal prevention
d. Community/public health

Governmental health agencies are financed primarily by
a. Donations
b. Member dues
c. Voluntary giving
d. Tax dollars

_______ is considered the process through which communities are helped to identify common problems or goals, mobilize resources, and in other ways develop and implement strategies for reaching their goals they have collectively set.

a. Community development
b. Community organizing
c. Community effectiveness
d. Community strategizing

Safety belt laws are an example of what type of approach to unintentional injury prevention?

a. Education
b. Regulation
c. Automatic protection
d. Litigation

According to Healthy People 2020, physical activity, substance abuse, mental health, injury and violence, environmental quality immunization, and access to health care are all examples of
a. Community health strategies
b. Leading health indicators
c. Health profiles
d. Categorical programs

When organizing people to solve a community problem, it is best to begin with

a. Those causing the problem
b. A good group of volunteers
c. The victims of similar problems
d. Those who are already interested in seeing that the problem be solved

Which of the following does **not** represent a phase used in community health program planning?

a. Community health needs assessment
b. Setting goals and objectives
c. Social planning
d. Intervention development and implementation
e. Program evaluation

Which of the following is **not** one of the goals of OSHA?
a. Provide financial security to those injured in the workplace through Workers’ Compensation Insurance
b. Improve the safety and health for all workers, as evidenced by fewer hazards, reduced exposures, and fewer injuries, illnesses, and fatalities
c. Change workplace culture to increase employer and worker awareness of, commitment to, and involvement in safety and health
d. Secure public confidence through excellence in the development and delivery of OSHA’s programs and services

**MMP363 Fundamental Principle of Health in U.S.**
The primary objective of a healthcare system include all of the following **except**

a. To enable all citizens to receive health care services
b. To deliver healthcare services that is cost-effective
c. To deliver health care services using the most current technology, regardless of cost
d. To deliver health care services that meet established standards of quality

A major factor influencing growth in the health care sector of the US economy is

a. Declining deaths rates
b. Increasing fertility rates
c. The aging of the population
d. Medical professional shortage

The acronym MCO stands for

a. managed Clinical Office
b. Managed Care Office
c. managed Clinical Organization
d. Managed Care Organization

In addition to shifts in the socioeconomic status and behavioral lifestyles, which of the following affect not only the need for health care services but also how those needs will be met?

a. Cultural factors
b. Vulnerable populations
c. Access to care
d. Language barriers

All of the following are examples of ambulatory care with the **exception** of

a. Hospital outpatient services
b. Radiology services
c. Vaccinations
d. Open heart surgery
e. Preventive examination
Why do patients needing long-term care often require coordination among services?
  a. Elderly patients needing long-term care are not very coordinated so they need assistance
  b. To safeguard against insurance policy errors
  c. Financing long-term care can be difficult to coordinate
  d. To ensure the coordination and continuity of health care during transitional needs

With the growth of managed care, the balance of power in the medical marketplace has swung toward which of the following?
  a. Providers
  b. The supply side
  c. The demand side
  d. More regulation

A managed care organization functions much like
  a. A provider
  b. An insurer
  c. A regular
  d. A financier

What is Gross Domestic Product (GDP)?
  a. A measure of all of the goods and services produced by a nation in a given year
  b. A measure of all of the goods and services produced by a nation in a given year, divided by the total population
  c. A measure of all of the goods and services produced by a nation in a given year, minus the amount of money spent by the government
  d. A measure of all the goods and services produced by a nation in a given year, divided by the amount of money spend by the government

**MMP461 Principles of Epidemiology**
Which of the following activities demonstrates primary prevention?
  a. Public water sanitation
  b. Blood pressure screening
  c. Diabetes maintenance education
  d. Alcoholics Anonymous meeting

What type of epidemiology examines person (who), place (where), and time (when) in order to evaluate frequency and patterns of the distribution of health-related states or events?
  a. Analytic
  b. Descriptive
  c. Experimental
  d. Retrospective

Researchers observing events without altering them and then drawing conclusions based on those observation (sometimes by comparing subjects against a control group), describes what type of overarching study design?
  a. Experimental
  b. Convocation
  c. Observational
d. Environmental

A _______ study design is a study used to test cause-and-effect relationships between variables by implementing an experiment or manipulating a variable.
a. Educational
b. Experimental
c. Descriptive
d. Observational

_______ is a descriptive epidemiological study design that is used to examine the relationship between exposure and disease prevalence in a defined population at a single point in time. This type of study design does not permit a distinction between cause and effect.
a. Cohort study design
b. Cross-sectional studies
c. Case-control study design
d. Clinical trial

What is the purpose of implementing randomization in epidemiological studies?
a. To remove bias and other sources of extraneous variation, which are not controllable
b. To ensure that the study investigators are unaware of the exposure status of the individuals of the study
c. To ensure subject protection in human research
d. To provide an opportunity for prospective subjects to give their informed consent (or refusal) to participate in the study

Epidemiology is concerned with the frequency and pattern of health events in a population.
a. True
b. False

Which of the following represent the three basic standards of subject protection in human research in the United States as defined in the Belmont Report (issued in 1979)?
a. Vanity, humanity, and integrity
b. Beneficence, justice, and respect for persons
c. Volatility, liability, and perspicacity
d. Economy, advantage, and risk

Which of the following statements do not describe healthcare in the United States?
a. It accounts for the largest percentage of the gross domestic product
b. It is the fastest growing industry in the United States
c. It is considered the process of providing care to individuals to maintain and improve their physical and mental well-being

d. Men are living longer and will outpace women; thus there will be need for an increase in services specific to men
b. Experienced health care professionals will be retiring
c. The generation after the Baby Boomers will overwhelm the health care system
d. There will be an increased need for geriatric care


Which of the following best describes a copayment?
- a. Fee paid by employers and employees to the insurance companies
- b. The negotiated payment for services between the payer and the provider
- c. The portion of services paid by the patient
- d. The amount paid before the third-party payer begins to pay

Which of the following best describes a Premium?
- a. The portion of the services paid by the patient
- b. The amount paid before the third-party payer begins to pay
- c. The negotiated payment for services between the payer and the provider
- d. The fee paid by the employers and employees to the insurance company

Shareholders may exist in which business ownership configuration?
- a. Corporation
- b. Partnership
- c. Sole proprietorship
- d. Collaboration

All of the following are types of health care facilities except
- a. Physician’s office
- b. HMO
- c. Long-term care facility
- d. Hospital

John’s recent physician office visit was not paid by the insurance company. It was his first claim of the year. The claim total $200. The reason the claim was denied was most likely
- a. Copayment
- b. Subscription
- c. Deductible
- d. Premium

Prior to pursuing funding for a new imaging machine, the CFO assessed the economy, especially the prime rate. The CFO is concerned about the effect that the ______ will have on the ultimate cost of the imaging machine.
- a. Loan
- b. Credit
- c. Inflation
- d. Interest

The new hospital system that attempts to forge an exclusive deal with the primary health insurer in town may be in violation of which of the following?
- a. The Patient Protection and Affordable Care Act
- b. Clayton Act
- c. Sherman Act
- d. Medicare Condition of Participation
Assessment Tool: Pre/Post Exam – Project Management Major

**MMP341 Fundamentals of Project Management**

Development of a new product is an example of a project.
- a. True
- b. False

The planning phase of a project includes
- a. Defining project targets
- b. Identifying a need
- c. Performing the work of a project
- d. Rewarding personnel

A project _______ describes at a high level what is to be accomplished in a project and delegates authority to the project management.
- a. Plan
- b. Organizational chart
- c. Work breakdown structure
- d. Charter

As a project moves through its life cycle, the ability to influence the outcome of the project decreases.
- a. True
- b. False

Major projects are key building blocks in the design and execution of corporate
- a. Polices
- b. Profitability
- c. Strategy
- d. Risk

Project selection criteria should be based on
- a. Available resources
- b. The strategic goals and objectives of the organization
- c. The board of director’s recommendation
- d. A cost benefit analysis

An individual, group, or institution that has an interest in a project is called a project
- a. Manager
- b. Team member
- c. Stakeholder
- d. Member of the board

The organizational design of project teams superimposed on the traditional organizational hierarchy is
- a. A process organization
- b. A matrix organization
- c. A customer-oriented organization
- d. A functional organization
MMP342 Scope & Time Management
What is a project manager’s best option when an individual stakeholder has a request to add work scope?

a. Add the work to the project and bill the client since the client is always right
b. Notify the team of the intent to consider a work scope addition to get cost and time impact data as well as inform the management team
c. Add the work it is fits under the project contingency values remaining
d. Reject the work request and notify the stakeholder that they cannot add work scope without executive approval

A project manager’s project team is

a. Comprised of the best talent available for a successful project
b. Assigned by the Human Resources Department based on who is available
c. Developed based on matching up work scope, work packages, skill sets, and availability
d. Developed after Human Resources Department analysis of the project work scope

Project progress and work scope changes

a. Have a limited relationship to project costs
b. Should be monitored on a weekly basis
c. Should be validated with the complete stakeholder team quarterly
d. Cannot be monitored unless the project manager visits individually with each team member

If project work scope changes, a project manager should

a. Halt the project until a new budget and schedule are approved
b. Include both qualitative and quantitative components
c. Resign from the project to protect their individual integrity
d. Attempt to hide the change in work scope somewhere in the existing budget by cutting out something else

Project scope

a. Rarely stays the same from pre-design to project completion
b. Should be held constant by the project manager from pre-design to design completion
c. Is best defined early in the project down to the work package level
d. Cannot be estimated without a full design team on board

Outsourcing work to an organization that is unlikely to be paying legal wages to their employees or providing a safe work environment

a. Is a necessity in a challenging economic climate
b. Should only be considered if the project budget is very tight
c. Is not an acceptable solution regardless of project budget
d. Should only be considered if they have done work for your organization before and provided quality materials

Prior to creating a project network, it is important to

a. Identify all loops through activities
b. Identify the party responsible for each activity

c. Calculate the float for each activity

d. Understand the activity precedence

CPM stands for

a. Cost principles management

b. Cleveland process management

c. Critical path method

d. Critical project management

Critical chain project management principles

a. Seek to minimize buffers on a project-wide basis rather than task by task basis

b. Are only applicable to very large projects (> $10 million)

c. Were developed in post-war Japan by W Edwards Deming

d. Rely on a 40% buffer reduction factor

MMP345 Cost & Risk Management

The total cost to complete a project

a. Increases over duration of the project

b. Decreases over duration of the project

c. Cannot be managed without a comprehensive budget

d. Cannot capture all the risks from unforeseen conditions

Unforeseen conditions

a. Cannot be managed—hence the unforeseen title

b. Include both qualitative and quantitative components

c. Are chiefly internal project risks

d. Are easy to identify

Project contingency values

a. Decrease as scope becomes better defined

b. Increase with stakeholder feedback

c. Are not used by competent project managers

d. Are applied after value engineering studies

Cost estimates

a. Cannot be prepared without highly detailed project information

b. Are solely the responsibility of the estimating department

c. Come with defined levels of confidence

d. Are not valid without hard data from bids

Which of the following is the best risk management tool?

a. Internet based project management website

b. Weekly phone calls to the individual team members

c. Weekly project management level meetings

d. Quarterly budget reports
Project budget updates should be
a. Conducted quarterly
b. Copied to the entire team when generated
c. Reviewed no less than monthly
d. Reported only when major risk events are encountered

Risk management planning
a. Is a process that only applies to very large projects (>$10 million)
b. Cannot be conducted without a risk management expert
c. Is an integral part of pre-design project planning
d. Is most valuable when conducted at the completion of design and before commencing the project implementation phase

The best risk management plan
a. Is never implemented
b. Is updated daily, which changes distributed to the entire team via email
c. Cost less than 2% of the total project budget
d. Involves some form of formal casualty insurance coverage

**MMP346 Project Quality Management**
Contact quality measures are measurable performance levels or expectations that define the quality of customer contact.
a. True
b. False

The term ______ refers to approaches that produce exceptional results, and usually innovative in terms of the use of technology or human resources, and are recognized by customers or industry experts.
a. Best practices
b. Breakthrough practices
c. Innovation credits
d. Breakthrough standards

Customer and stakeholder focus is one of the basic principles of total quality
a. True
b. False

Statistical process control is a methodology for monitoring a process to identify special causes of variation and signaling the need to take corrective action when it is appropriate.
a. True
b. False

Value can be defined as
a. Conformance to specifications
b. Fitness for use
c. Least cost benefit
d. Quality relative to price
In services, customer satisfaction or dissatisfaction takes place during instances in which a customer comes in contact with an employee of the company. These instances are called

a. Critical to quality moments
b. Turning points
   c. Moments of truth
   d. Focal points

Concept engineering is a methodology used to ensure that customer’s requirements are met throughout the product design process and in the design and operation of production systems.

a. True
b. False

Product variety is a key quality-related dimension a business may concentrate on in order to differentiate itself from its completion.

a. True
b. False

c_______ is concerned with the plans, procedures, and methods for the design and evaluation of quality in goods and services.

a. Quality engineering
b. Reengineering
   c. Process improvement
   d. Customization
MMP313 Introduction to Accounting
Fossil is famous for fashion wristwatches and leather goods. At the end of a recent year, Fossil’s total assets added up to $393,000 and stockholders’ equity was $267,000. How much were Fossil’s liabilities?
- Cannot determine from the data given
- $267,000
- $126,000
- $393,000

The left side of an account is used to record which of the following?
- Increases
- Debits
- Debit or credit, depending on the type of account
- Credits

Adjusting the accounts is the process of
- Subtracting expenses from revenues to measure net income
- Recording transactions as they occur during the period
- Updating the accounts at the end of the period
- Zeroing out account balances to prepare for the next period

Which of the following is most closely linked to accounting conservatism?
- Lower-of-cost-or-market rule
- Materiality concept
- Disclosure principle
- Consistency principle

Which of the following methods of accounting for uncollectible receivables is approved under Generally Accepted Accounting Principles (GAAP)?
- Direct write-off method
- Dishonoring receivables method
- Allowance method
- Receivable turnover method

Which cost is not included as part of the cost of a building?
- Real estate commission paid to buy the building
- Construction materials and labor
- Concrete for the building’s foundation
- Annual building maintenance

Miller’s bonds payable carry a stated interest rate of 5%, and the market rate of interest is 7%. The price of Miller’s bonds will be at
- Par value
- A premium
- Face value
- A discount
A company’s own stock that it has issued and repurchased is called
a. Outstanding stock
b. Dividend stock
c. Issued stock
d. Treasury stock

On the statement of cash flows, the main categories of cash flow activities are
a. Direct and indirect
b. Current and long-term
c. Non-cash investing and financing
d. Operating, investing, and financing

**MMP315 Managerial Accounting**
Which is not a characteristic of managerial accounting information?
a. Emphasizes the external financial statements
b. Provides detailed information about individual parts of the company
c. Emphasizes relevance
d. Focuses on the future

Which of the following accounts does a manufacturing company have that a service company does not have?
a. Advertising Expense
b. Salaries Payable
c. Cost of Goods Sold
d. Retained Earnings

Michelle Darby receives cash from customers. Her other assigned job is to post the collections to customer accounts receivable. Her company has weak
a. Assignment of responsibilities
b. Ethics
c. Computer controls
d. Separation of duties

Companies enjoy many benefits from using Just-In-Time (JIT) costing. Which is not a benefit of adopting JIT?
a. Ability to respond quickly to changes in customer demand
b. Lower inventory carrying costs
c. Ability to continue production despite disruptions in deliveries of raw materials
d. More space available for production

Assuming that all costs remain unchanged, if a company increases its selling price per unit for Product A, the new breakeven point will
a. Increase
b. Decrease
c. Remain the same
d. More information is needed
Which of the following cost are irrelevant to business decisions?
   a. Avoidable costs
   b. Costs that differ between alternatives
   c. Sunk costs
   d. Variable costs

What part of a company’s annual report is written by the company and could present a biased view of the financial conditions and results?
   a. Balance Sheet
   b. Management’s Discussion and Analysis (MD&A)
   c. Auditor’s Report
   d. Income Statement

Which of the following balanced scorecard perspectives essentially asks, “Can we continue to improve and create value?”
   a. Customer
   b. Learning and growth
   c. Financial
   d. Internal business

**MMP317 Accounting Technology**
What is the file extension of a QuickBooks data file?
   a. .QBD
   b. .QBB
   c. .QBM
   d. .QBW

What documents should you have on hand when setting up a file in QuickBooks?
   a. Closed Invoices
   b. Trail Balance
   c. Cleared Checks
   d. All of the above

You decide that you want to set up a QuickBooks file to begin at the start of the calendar year. What state date should you choose?
   a. The current date
   b. January 1
   c. December 31 of the previous year
   d. The first day of the fiscal year

Excel can be used to
   a. Perform basic financial calculations
   b. Quickly add/subtract rows and columns of numbers
   c. Manipulate complex data through the use of formulas and functions
   d. Create simple and complex charts and graphs
   e. All of the above
Multiple calculations can be made in a single formula using
a. Standard formulas
b. Array formulas
c. Complex formula
d. Smart formulas

Excel is a software program used to
a. Create and organize Microsoft files in a hierarchical fashion
b. Organize, format, and calculate data with formulas using a spreadsheet system
c. Display financial data for large corporate presentations
d. Calculate the financial formulas used to create a balance sheet

Which of the following is not a financial report?
 a. Open Invoices
 b. Statement of Cash Flow
 c. Trial Balance
 d. Profit & Loss

You need to analyze which customers and jobs are most profitable. What might you generate?
 a. Sales Graph
 b. Collection Report
 c. Profit & Loss by Job
 d. Balance Sheet

**MMP319 Introduction to Tax Accounting**
In the formula (Tax=Tax Base x Tax Rate), what is the Tax Base consist of?
 a. What is actually taxed, usually expressed in monetary terms
 b. The gross earned income
 c. Supplemental income
 d. Unemployment income

What is not an employment tax?
 a. Medicare tax
 b. Social Security tax
 c. Excise tax
 d. Estate tax

The annual Corporate Federal Income Tax due date is
a. April 15th
b. March 15th
c. April 30th
d. June 15th

Tax evasion is defined as follows:
a. Willful attempt to defraud the government by not paying taxes legally owed
b. Legal act of arranging one’s transactions to minimize taxes paid
c. Leaving the county
d. Having a professional prepare your return
For tax purposes, the amount realized on the sale of an asset is as follows
a. The gross dollars received
b. Everything of value received from the buyer less any selling costs
c. Retail sales of goods and some services
d. Gross receipts less taxes paid

Salary, bonus, and wages are taxed to employees as
a. Extraordinary income
b. Unemployment income
c. Interest income
d. Ordinary income

Taxpayers should claim enough personal allowances on their W-4 to ensure that
a. Their pets are taken care of
b. The desired amount of tax is withheld from their paychecks
c. They take home more pay
d. They pay the government more money

If your company makes your car payment for you it is a
a. Tax free benefit
b. Taxable fringe benefit
c. Tax free depending on the car
d. Extraordinary income

Employees can contribute to a company-sponsored 401k plan
a. With taxable contributions
b. With gift money
c. With no limits of amounts contributed
d. With pre-tax contributions
Assessment Tool: Pre/Post Exam – Marketing Management Major

MMP323 Introduction to Marketing
What do companies call a set of benefits that they promise to consumers to satisfy their needs?

a. Market offering  
b. Value proposition  
c. Demand satisfaction  
d. Need proposition  
e. Evoked set

In a tiered market, companies target which of the following?

a. Affluent consumers only  
b. Consumers of modest means only  
c. The middle class only  
d. Consumers at all levels of income distribution  
e. Professionals only

Instead of focusing on managing individual purchases, a seller should focus on managing the _______.

a. Building a good reputation in the marketplace  
b. Organizational environment  
c. Use of blanket contract  
d. Order-routine specification  
e. Total customer relationship

Even though several options are available at any one time, there _______ to segment a market.

a. Is one single best way  
b. Is no single way  
c. Is a most effective way  
d. Are limited ways  
e. Are four ways

To differentiate them, many companies are going beyond products and services, they are developing and delivering customer_______.

a. Quality  
b. Experiences  
c. Brands  
d. Product lines  
e. Events

Value-based pricing is the reverse process of _______.

a. Variable cost pricing  
b. Cost-plus pricing  
c. Cost-based pricing  
d. Good-value pricing  
e. Value-added pricing
Tiffany & Co jewelry can only be found in a limited number of intermediaries. This is an example of _______ distribution.

a. Exclusive  
b. Intensive  
c. Quality  
d. High-end  
e. Independent

Retailers that carry narrow product lines with deep assortments within those lines are known as _______.

a. Chain stores  
b. Specialty stores  
c. Convenience stores  
d. Discount stores  
e. Off-price stores

**MMP329 Sales & Marketing**

_______ is the sales process is necessary if the salesperson wants to ensure customer satisfaction and repeat business.

a. Proper approach  
b. Professional presentation  
c. Handling objections well  
d. Follow-up

Salespeople are considered knowledge workers because

a. They position and lay out information in a way that helps buyers understand  
b. They gain knowledge of the product before they can sell it  
c. They repeat a script that they are given by their managers  
d. They develop understanding of the best practices of sales  
e. They create products themselves before they can sell them

The win-win strategy can best be summed up as which if the following statements?

a. Both buyer and seller come away from the negotiation having given up something they originally wanted  
b. Both buyer and seller come away from the negotiation believing that their best interests have been served  
c. Both buyer and seller come away from the negotiation believing that they have made a new friend  
d. Neither buyer nor seller comes away from the negotiation believing that they have made progress  
e. Neither buyer nor seller comes away from the negotiation having given up anything

An effective and practical way to minimize communication-style bias is to

a. Choose customers based on their communication styles  
b. Write presentation materials in a way that appeals to all the communication styles simultaneously  
c. Send trained communications to talk to customers  
d. Adapt your style to the way the customer communicates
e. Create a corporate policy matching salespeople with customers by communication style

Which of the following statements regarding product benefits is true?

a. People do not buy benefits, they buy features
b. A benefit provides the customer with personal advantage or gain
c. Prospects usually display equal interest in features and benefits
d. A feature is whatever provides the consumer with personal advantage or gain
e. Salespeople should never describe features, only benefits

The needs-satisfaction theory focuses the salesperson’s attention on five important factors that the customer is likely to consider before making a purchase.

a. True
b. False

Which of the following is a factor that would motivate a rational buyer?

a. Prestige
b. Nostalgia
c. Celebrity endorsement
d. Durability
e. Branding

The best-selling tool is most often

a. The product
b. A photograph or illustration
c. Testimonial of satisfied customers
d. Videocassette recordings
e. A referral

The best closing method is

a. The one the sales manager prefers
b. The one that is appropriate to the customer
c. The one the salesperson has rehearsed most often
d. Either the assumptive or the summary-of-benefits close
e. The multiple options close

**MMP Marketing Management**

Supermarkets are facing slow sales growth because of slower population growth, increased competition, and the rapid growth of out-of-home eating.

a. True
b. False

Service retailers in the United States are growing faster than product retailers.

a. True
b. False

A company can become so competitor centered that it loses its even more important focus on maintaining profitable customer relationships.

a. True
b. False

When managers use small convenient samples such as asking customers what they think or inviting a small group out to lunch to get reactions, they are using _______
  a. Experiments
  b. Informal surveys
  c. Observation
  d. marketing intelligence
  e. Direct marketing

The first step in initiating competitive marketing strategies is to conduct _______
  a. A private screening
  b. A competitive advantage analysis
  c. Management modifications
  d. Competitor analysis
  e. Absolute advantage processing

Bias against bids made by American companies is an example of a(n) _______
  a. Quota
  b. Tariff
  c. Boycott
  d. Nontariff trade barrier
  e. Exchange control

The overselling of private goods results in _______, such as cars causing traffic jams, air pollution, injuries, and deaths.
  a. Cultural pollution
  b. Misdirected funding
  c. Social costs
  d. Materialism
  e. Opportunity costs

Sustainable marketing calls for meeting the present needs of consumers and businesses while also preserving or enhancing the ability of future generations to meet their needs.
  *a. True
  b. False

**MMP327 Media Marketing**

A way for marketers to watch the trends of internet users is to _______.
  a. Monitor RSS feeds
  b. Monitor search terms entered at Google, Yahoo!, and other search engines/directories
  c. Measure the use of chat rooms
  d. Incorporate sophisticated spyware

_______ is leading to a large increase in wireless networks.
  a. High-end products for mass markets
  b. Tangible products that can be compared easily and purchased at relatively low prices
  c. Commodities available in bulk quantity
d. Increasing adoption of high bandwidth
Successful global e-marketers understand that one of the keys to success is to have a strategy that is similar in all countries.
   a. True
   b. False

The internet has shifted the balance of power from sellers to buyers.
   a. True
   b. False

Paid _______ search refers to companies buying listed positions within the results of search at search engine and directories.
   a. Short text messaging (STM)
   b. Spam
   c. Keyword
   d. Location-based

e-Marketing plans must focus on a single objective.
   a. True
   b. False

Thus far, _______ have been established as the primary means of protecting most content on the internet.
   a. Copyrights
   b. Patents
   c. Trademarks
   d. Licenses

All unsolicited email is considered spam.
*a. True
b. False

_______ refers to the type of media that is based on conversation and interaction between people online. It can include internet forums, blogs, podcasts, picture-sharing, and more.
   a. New media
   b. Social media
   c. Engagement media
   d. Mixed media
Assessment Tool: Pre/Post Exam – Environmental Management Major

MMP371 Foundational Principles of Environmental Science
The average number of children each woman has over her lifetime is called
a. Growth rate
b. Population momentum
c. Total fertility rate
d. Crude infanticide rate

Species are
a. A certain number of people that make up an interbreeding, reproducing group
b. A cluster of interacting ecosystems
c. Different kinds of living things in the community
d. The common name given to certain animals

Organisms that capture energy from the sun or from chemical reactions to convert carbon
dioxide to organic matter are called
a. Consumers
b. Herbivores
c. Producers
d. Decomposers

Renewable energy sources include all except
a. Hydropower
b. Natural gas
c. Biomass energy
d. Solar energy

Tracing the disease as it occurs in the geographic location as well as tracing the mode of
transmission and the consequences of the disease is called
a. Paleology
b. Phenomenology
c. Epistemology
d. Epidemiology

The largest two global risk factors are
a. Alcohol and tobacco usage
b. Unsafe water and sanitation
c. Cholesterol and overweight
d. Underweight and unsafe sex

Pollutants causing the gradual deterioration of a variety of physiological functions over a
period of years are called
a. Acute impacts
b. Carcinogenic impacts
c. Risk impacts
d. Chronic impacts
The advantages of recycling include energy saving and decreases pollution.

a. True
b. False

**MMP372 Environmental Regulation, Policy & Law**

The Kyoto Accord is an example of how the executive branch can implement environmental regulations thus bypassing Congress. This is an example of

a. Executive order
b. Signing statement
c. Treaty making
d. PAC involvement

The ideas that the federal government can dictate environmental regulations is provided in the

a. National Environmental Policy Act
b. Property Rights Act
c. Public trust doctrine
d. Lucas v. South Carolina Coastal Council

The judicial branch can affect environmental laws by

a. Interpretation
b. Writing new laws
c. Issuing executive orders
d. Making treaties

The major criteria air pollutants include all except

a. Ozone
b. Lead
c. Formaldehyde
d. Particulate matter

There have been many attempts at legislating air pollution control. These include all except

a. The Motor Vehicle Control Act of 1960
b. The Federal Rail Transportation Act of 1939
c. The Air Quality Act of 1967
d. The Air Pollution Control Act of 1955

Although they are not technically the same, the Federal Water Pollution Control Act is typically referred to as the Clean Water Act.

a. True
b. False

Developers of land where Bald Eagles roost can be regulated under the

a. National Aviary Control Act
b. The Clean Air Act
c. The Forest Stewardship Act
d. Endangered Species Act
The EPA program that encourages revitalization of age industrial properties is called
a. The Brownfields program
b. The Green Fields program
c. AHERA
d. The Source Remediation and Control Program

International environmental law, at the current time, has no provision for protection of endangered species.
ac. True
b. False

**MMP374 Environmental Conservation & Sustainability**

Events that cause populations to expand rapidly are examples of
a. Population momentum
b. Growth rate
c. Carrying capacity
d. Doubling time

The maximum number of individuals in a given species that an area can support in the long term without significantly depleting or degrading its resources is called
a. Biotic potential
b. Carrying capacity
c. Environmental support network
d. Environmental resources network

The purchase of forested land at a discounted rate in developing counties that, in return for debt reduction, save the forest as a natural preserve is called
a. Extractive reserve
b. Preserve
c. Conservation easement
d. Debt-nature swap

This is a requirement by governments to prevent deforestation in order to maintain the presence of indigenous peoples in a particular area
a. Deb-nature swap
b. Conservation easement
c. Individual transferable quotas
d. Extractive reserve

This is where an individual quota is assigned to a particular fish species and the amount is then divided into shares and sold to fishermen
a. Individual transferable quotas
b. Conservation easement
c. Debt-nature swap
d. Extractive reserve
Restrictions placed on these areas can range from minimal protection to full protection for an individual fish or animal species.

a. Protected areas, reserves or preserves
b. Extractive reserve
c. Individual transferable quotas
d. Debt-nature swap

When a manufacturer accounts for all costs in its product or service, including the costs of pollution management and disposal it is called what?

a. Levelizing
b. Macroeconomics
c. Microeconomics
d. Internalizing the externality

If a community is exposed to some level of pollution but only one individual brings a lawsuit against a polluting company, the rest of the community is

a. Free riding
b. Lazy
c. Cheap
d. Disinterested

What are the balance environmental managers must seek to achieve in implementing sustainability initiatives?

a. It must achieve environmental stewardship and resource conservation
b. It must be easy to implement and improve safety
c. It must improve environmental sustainability as well as profitability for the business
d. It must allow for production as well as consumption

MMP471 Environmental Planning, Strategy & Leadership

The strategic planning cycle includes all except

a. Individual transferable quotas
b. Formulating a green strategic vision
c. Determining enabling green capabilities
d. Establishing future state processes

Controlling and optimizing performance might include all except

a. Eliminating waste
b. Reducing variability
c. Reducing natural resource or energy consumption
d. Increasing personnel commitment

The program was developed by IBM to define the necessary tools to identify, implement, and sustain improvements

a. Environmental planning program
b. Product lifecycle management program
c. Green six sigma program
d. The renewable energy credit program
The initial attempts at defining leadership considered
a. Leadership behavior  
b. Leadership traits  
c. Leadership standards  
d. Leadership beliefs

Workers have an inherent dislike for work, and therefore, must be coerced, controlled, and directed, is a part of McGregor’s theory called
a. Leadership theory  
b. Progress theory  
c. Coercion theory  
d. Theory X: Theory Y

Ethicists suggest that leaders should be guided by all except
a. Monetary pursuit  
b. The ethics of justice  
c. The ethics of care  
d. The ethics of critique

Planning is required before implementing the Green Six Sigma or Lean Enterprise programs.

a. True  
b. False

Education is a key factor in furthering sustainability initiatives.

a. True  
b. False
Assessment Tool – Ethical Case Resolution Essay

Final Assignment - Case Study Resolution

Now that the group discussion regarding the selected case in Session 53 has ended, you will write a three to five page paper on your personal resolution to Case 7.2 "Conflicts of Conscience" found in textbook, *Beyond Integrity*, 2nd edition.

Instructions for Writing the Case Resolution Essay

In this essay, incorporate an explicit discussion of basic concepts and theories of management (learned throughout the program) as the case allows. Use one theory of ethics that was discussed in this course to resolve the case.

Below is checklist of factors to consider including in this essay:

1. Identify the moral agent on whom the case resolution will focus. This should be the decision-maker.

2. State the ethical dilemma, using the proper format of “good value vs. good value.”

3. Analyze the case for both managerial and ethical issues. Prioritize the choices being presented. Make clear to the reader what the primary source of the dilemma or problem is. Include discussion of underlying issues associated with the case.

4. Choose only one (of the three) ethical theory reviewed in this course to resolve the dilemma (i.e., Cultural Relativism, Natural Law, or Utilitarianism). Choose the one theory of ethics that you believe is the best for explaining ethical right and wrong in all situations (rather than fitting the theory to the case).

5. Defend the chosen theory of ethics, justify how it connects goodness to human nature and or to human society. This can be within the paragraph discussing the theory.

6. Analyze the case and its ethical, moral, spiritual, and business issues, using the dynamics of the ethics theory.

7. Discuss two theories of corporate social responsibility (CSR) at the organizational level that are connected to the case’s dynamics (i.e., stakeholder, stockholder). In addition, incorporate discussion of specific managerial theories and principles (learned throughout the Program) that relate to the case.

8. Discuss possible alternative resolutions to the case; eliminate the unreasonable and unethical ones. Choose one resolution, and defend the choice.

9. Discuss how Christian worldview and Christian values influence the choice or contrasts Christian values with one’s ethical belief.
This essay will be graded on your use of managerial theories and principles, ethical reasoning, and defenses for the positions. Additionally, incorporation of Christian worldview/values discussion and how well an understanding of the relevant information used to analyze the case will be used in the evaluation process.

To summarize, these are the steps to complete this assignment:

1. Review the case.
2. Write a three to five page paper using the “checklist of factors” above as a guide.
3. Adhere to the general writing requirements.
4. Submit the essay.

Assessment Tool – Case Study Resolution

CASE: CONFLICTS OF CONSCIENCE

ACME is a mid-sized company which is a joint venture between two pharmaceutical giants. One of the parent companies is located in the United States, the other in Japan. The regional sales manager at ACME Pharmaceutical has been employed in sales for the past 12 years. Prior to selling the current product, a drug to treat gastrointestinal problems, the regional sales manager sold the company’s synthetic hormone to obstetricians and gynecologists. It was used to treat many of the painful symptoms of endometriosis, a disease that affects the wall of the uterus. The hormone further treats a benign kind of uterine tumors called fibroids. This synthetic hormone has treated hundreds of thousands of women over the years and has enabled women of childbearing years to avoid a hysterectomy, thus preserving their ability to bear children. It has also enabled many women to avoid the crippling pain associated with endometriosis. But as is true with most pharmaceutical products, this synthetic hormone has some significant side effects. In this case, the side effects are hot flashes and bone loss, because the woman is put in a pseudo-menopausal state by taking the hormone.

In the past three years, the regional sales manager at ACME Pharmaceutical has gained valuable insight into the strategy of bringing a new drug to the market. His background and experience has made him the ideal person to assume a strategic position to launch a new product that Acme acquired from the parent company in Japan. This new drug has all the benefits of the original synthetic hormone he had been selling but none of the side effects that are such a concern. The drug will be used in the same way, but it has an added feature. Because of its unique safety at high doses, it will also be used to terminate an unwanted pregnancy. Unlike RU-486, this drug is not designed solely, or even primarily, as an “abortion pill.” Abortion rights groups are already putting pressure on the company to get the drug to market.

The regional sales manager is personally opposed to abortion and considers ending unwanted pregnancies morally very problematic. He does not see how he could participate in the sale of a drug that would be used in this way. Being the point person for the introduction of this drug to the market makes him very uncomfortable. In fact, he feels that he is involved in an immoral cooperation with a practice he believes to be wrong. The regional sales manager told his supervisor about his views of this product and his views of abortion, and he requested the company appoint someone else because he has a conflict of conscience with this product. His
supervisor suggests that this is a career-limited decision for the regional sales manager. The regional sales manager has asked for a meeting with his supervisor and the vice president for human resources.

(The “Conflicts of Conscience” case scenario has been adapted from the following reference: Rae, S.B & Wong, K.L (2004). Beyond integrity: A Judeo-Christian Approach to Business Ethics. Zondervan; Grand Rapids, Mi.)
### POST ETHICAL DILEMMA

**Student Assessment Evaluation Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
<th>Deficient</th>
<th>Sub Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will analyze and apply the basic concepts and theories of management.</td>
<td>Comprehensive and accurate explanation of all relevant theories and concepts.</td>
<td>Explain several concepts, some comprehensively and accurately.</td>
<td>Includes some concepts; explains adequately but not comprehensively.</td>
<td>Includes only a few concepts (misses some important concepts) and explains at simple level.</td>
<td>3</td>
</tr>
<tr>
<td>Points</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Students will be able to demonstrate an understanding of Christian worldview and values how they relate to management principles.</td>
<td>Provides clear and convincing application of multiple concepts; show excellent understanding of Christian worldview and how it relates to business situations.</td>
<td>Applies several concepts and seems to understand Christian worldview and its application to the business setting pretty well.</td>
<td>Applies a few concepts but does not always explain how they are related to Christian worldview; has a simple view of application in the work place.</td>
<td>Provides few applications; does not seem to understand Christian worldview and the business organization very well.</td>
<td>3</td>
</tr>
<tr>
<td>Points</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Students will be able to communicate effectively in both an academic and business setting.</td>
<td>Balanced presentation of application that fully supports decision and show a thoughtful, analysis of the assignment.</td>
<td>Information provides clear support of decision and displays evidence of a thorough analysis of the assignment.</td>
<td>Information adequately supports the decision. Analysis is basic or general.</td>
<td>Decision is not clearly identified, the analysis is vague or not evident.</td>
<td>3</td>
</tr>
<tr>
<td>Points</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Students will be able to apply problem-solving capabilities applicable to management</td>
<td>Consistently goes beyond description to more complex research, analysis, and evaluation; uses evidence well to support decision.</td>
<td>Demonstrates efforts to analyze and evaluate; often provides compelling evidence to support decision.</td>
<td>Occasionally goes beyond description to analysis and evaluation and occasionally uses evidence to support decision.</td>
<td>Mostly descriptive; uses very little evidence to support decision.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Points**: 12

**Comments**:
ASSIGNMENT #1 - SERVICE LEARNING REFLECTION PAPER

Service learning is "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (McCarthy & Tucker, 2002, p.630).

Throughout the Management Program, you have had opportunities to participate in a service learning project. There have been several elements of the project that have spanned the duration of the program. The concluding element of the service learning project is to write a reflection paper about your service learning experience.*

Write a three to five page reflection essay about your service learning/volunteer experience. Include the following elements:

- In one-two paragraphs explain your service learning/volunteer project (who did you serve and who was involved?)

- Discuss how Malone's mission was (or may have been) supported through the service/volunteer opportunity?

- Explain how the application of Christian worldview and Christian values influenced the managerial principles applied during the project. (Explicitly mention specific managerial principles and Christian values used.)

- Explain how the service/volunteer opportunity supported and enhanced your educational experience at Malone; explain how the experienced has influenced your thoughts about involvement in future community service projects/activities and will impact your professional and personal life in the future.

- Explain how your values and belief system were impacted by your involvement in a service/volunteer opportunity.

The paper is to follow general writing guidelines noted in syllabus. Include introduction and conclusion. First person voice is acceptable for this assignment. See the Service Learning Rubric (MGMT409 Student Course Material located under Course Home).

*(NOTE: If you were not part of a cohort service learning project, write about a volunteer activity that you personally participated in that addressed human and community needs. It will be necessary that you contact the instructor prior to completing the assignment regarding this situation.)
Reference

## Assessment Tool – Service Learning Assessment Rubric

### Christian Worldview & Values

**Student Assessment Evaluation Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
<th>Deficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles.</td>
<td>Provides clear and convincing application of multiple concepts; shows excellent understanding of Christian worldview and how it relates to business situations.</td>
<td>Applies several concepts and seems to understand Christian worldview and its application to the business setting pretty well.</td>
<td>Applies a few concepts but does not always explain how they are related to Christian worldview; has a simple view of application in the workplace.</td>
<td>Provides few applications; does not seem to understand Christian worldview and the business organization very well.</td>
</tr>
</tbody>
</table>

**Points**

| 3 | 2 | 1 | 0 |

The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values.

| The student weaves discussion of Christian values into appropriate sections of the essay. The student identifies, defines, critically appraises and uses or argues against these Christian values as an essential part of the student’s reasoned conclusion. | The student weaves some discussion of Christian values into appropriate parts of the essay. The student draws attention to Christian values and why they are useful or not in resolving the ethical concerns of the essay. | The student identifies some Christian values as being important to the concerns being raised, and the student offers some significant commentary that explains and either supports or rejects the Christian values for their relevance in resolving the dilemma. | The student fails to identify, define, or critically appraise significant Christian values in places where the discussion of values is appropriate. The student’s rationale for using or rejecting Christian values is cursory or unsupported. The conclusion contains value judgments not addressed in the student’s development. |

**Points**

| 3 | 2 | 1 | 0 |

**Total Points**

6

0

**Comments:**
Malone Accelerated Degree Completion Program in Management
Student Learning Assessment Guide

Part III – MMP Analysis of Assessment

(Fall 2014 through Summer 2015)
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  - Summary of Data Collected
  - Use of Results
  - Action Plan
- Post Ethical Case Resolution
  - Summary of Data Collected
  - Use of Results
  - Action Plan
- Business Critical Thinking Skills Test (BCTST)
  - Summary of Data Collected
  - Use of Results
  - Action Plan
- Service Learning Reflection Essay
  - Summary of Data Collected
  - Use of Results
  - Results of External Review
  - Action Plan

## References

## Appendices
- Appendix A (Student Roadmap to Success)
- Appendix B
Activity Summary & Development Opportunities

Development Opportunities - Fall 2014

We began the fall semester with the introduction of 11 new adjuncts into the Malone Management family:

- Paul Stallings – Finance
- Kirt Conrad – Environmental
- Tim Cobb – Finance
- Frank Alexander – Marketing
- Scott Knoch – Problem Solving and Finance
- Jeff Ives – Stats and Project
- Steve Riczo – Health
- Peter Kakoules – Marketing
- Bari Courts – Problem Solving
- Maureen Morton – Algebra
- Sharla Elton – Health and Finance

New hire orientation was conducted and each of the new members was assigned to a full-time faculty mentor. The mentoring opportunity for the full-time faculty also included existing instructors. Another addition was a dedicated writing consultant to assist with improving grammar, spelling, punctuation, vocabulary skills, and APA writing format with our adult learners, Jennifer Vannest. Jennifer served both ground and online students. She is currently the Director of Tutoring/Career Development Coordinator at Malone University.

We also launched the Learning House, Moodle platform migration with cohorts M268 and MO009. Faculty training and professional development; in-depth learning of the management system and pedagogy training for online course instruction was mandatory. Tutorial course MT203-03 Faculty Orientation was self-paced while BP501 Teaching Online was a five-week online course. The migration of the courses would be at least a full-year transition; 32 ground and 32 online for a total of 64 conversions (excluding PLA and workshops).

In addition to the migration to Moodle platform, we also concentrated on course development, revision, and material updates. Enrollment continued to decline; averaged 17
registered students for four fall cohorts (standard 30). It was necessary to suspend the offering of Environmental, Project, and Marketing majors from the spring schedule due to low enrollment.

In collaboration, we worked with VP Marketing & Communications regarding the repositioning of the Malone Management Program in the marketplace. We considered a name change to Malone Accelerated Degree Completion Program in Management. Renewed investment in advertising activities was launched. Additional collaboration was established with First Friends Church, Canton for their external review of the Service Learning Reflection Essay, which is a student assessment activity. More detailed information can be located in section “Analysis of Assessment.”

**Faculty Development Plan:**

- Learning Management System (Moodle) awareness and training sessions
- Critical Communication: How to Give (and Receive) Feedback and Criticism
- Coaching the “Uncoachable”
- Faculty Faith Workshop – to promote critical thinking that requires open-mindedness so that, as instructors, we can grow in respect to knowing, understanding, and expanding our own faith perspective and worldview. Conducted three, 5-week workshops.
- The Grading Process
- Online Program Development and Delivery: Building your playbook for success
- Creating Rubrics: tools to effectively assess learning outcomes

**Development Opportunities - Spring 2015**

The welcome of January 2015 brought strong winter storms and lots of below zero temperatures resulting in another nasty winter for Ohio. However, we persevered with continued Moodle migration, course development, and revision. Seven courses (14 master
templates) were scheduled for course revision and three new development courses for the Accounting Management major.

**Proposal for non-substantive change.** A proposal was submitted regarding the change in timing and frequency of course offerings that affected the accelerated degree completion program in Management. Our plan was to continue to offer Organizational Management and Health Services Management majors in the accelerated format, with other existing majors as 7-week online course curriculum within academic semesters as open enrollment. In other words, we were lifting the restriction of just open to MMP students. In addition, we proposed the change in prefix MMP to MGMT.

It was obvious that current enrollment did not support marketing and project major courses offered in the accelerated cohort format. The change of offering within academic semesters and lifting the restriction would offer the opportunity for all students to take additional online courses in fulfillment of graduation requirements. The proposal also supported the goal of cost containment. In collaboration with the Department of Business, we proposed the marketing courses in cross-listing fashion; BUS/MGMT.

The proposal was accepted by full faculty and was scheduled to launch fall 2015. The marketing courses would be offered fall (Term A and B) and spring 2016 (Term A and B). The project management courses would be offered Summer I, II and fall 2016 (Term A and B). It is important to note that the courses would be offered online only. Management Studies maintains ownership and thus the responsibility of scheduling and staffing. It was necessary to educate the management instructors to this change since it would affect the administration and teaching of the courses. Spring 2016 enrollment was maintained with an average of 17 registered students per cohort. We concluded the academic year with new enrollment of 101, which was a 6% decrease from previous academic year and down 34% from forecast.
Challenges. In spring 2015 the university offered an early retirement program to those over 60 years of age and Walt Poland, Associate Professor Management Studies, accepted. As this action was relevant to our cost containment initiative, the position was not approved to replace. Since 2009/2010, we have experienced a faculty/staff reduction of 7 ½ positions; another result of low enrollment. Despite the reductions, we have accomplished much for the Department of Management Studies:

- Established a regular schedule for course curriculum review and revision (1 ½ to 2 year cycle representing 64 course templates, Prior Learning Assessment, and five workshops (ground and 100% online)
- Added two new majors: Health Services Management and Environmental Management
- Total re-development of Marketing and Project Management major
- Deletion of Integrated Research Project (IRP), replaced with Problem Solving in Management I and II
- Established a culture for continuous improvements with data driven decisions and documentation of the student learning assessment process
- Implementation of a Service Learning Project
- Concentration of Christian values and faith integration embedded in every affiliated course of the program and workshops
- Developed and direct a faculty development program for both full-time and adjunct instructors
  - Staffing and orientation training of full-time faculty and average 25 - 28 adjunct instructors
We have also managed to increase the retention rate from 76% to 94%; program completion from 70% to 76%; and graduation rate at 64% (National degree completion = 40%). With renewed marketing and advertising initiatives, we are currently investigating new delivery models and methods.

**Special recognition.** We believe it noteworthy to revisit the acknowledgments of the Malone Accelerated Degree Completion Program in Management current and the past several years:


- **2013 – USNews & World Report** ranked MMP #33 for best online bachelor’s degree program of 190 colleges and universities (Release #6503, University Relations, 2013).

- **2014 – Top Degrees Online** released its evaluation of the top 25 universities offering the best financial aid for online bachelor’s degrees with Malone ranking #9 nationally, and the only Ohio college or university to make the list (Release #6912, 2014).

- **2014 – Edudemic** names top online colleges in Ohio with Malone University ranking #3 out of 23 universities that offer at least four bachelor’s degrees online (Release #7023, 2015).
• 2015 – *USNews & World Report* for best undergraduate online programs nationally ranked Malone #40 out of 282 colleges and universities (Release #7034, 2015).

• 2015 – “Online Bachelor’s Programs with the Highest 6-Year Completion Rates” posted in March 2015 from news.yahoo.com reported Malone #5.

• 2015 *USNews and World Report* released its list of top online programs with Malone ranking #40 of 282 colleges and universities ranked nationally. The only Ohio university ranking higher than Malone was Ohio State University at #8 (Malone.edu, 2015).

• Top Degrees Online released its evaluation of the top 25 universities offering the best financial aid for online bachelor’s degrees with Malone ranking #9 nationally (Release #6912).

• Christian Universities Online: list of most affordable Christian colleges and universities ranked Malone #30 out of their top 50 (Release #6945).

• Affordable Colleges Online (ACO)’s Best Lifetime Return on Investment list for the State of Ohio included Malone with the exceptional collection of distance learning options at a very affordable price (Release #6775).

**Development Opportunities – Summer 2015**

Summer ended with major revisions to degree completion web pages and our portion of the Malone Catalog due to the changes in the course offerings. We continued the learning management system migration from Pearson eCollege to The Learning House, Moodle platform. In addition, we concentrated on course revision, development, and material updates (i.e., standard syllabus, writing resource guidebook, student handbook, and program orientation audios). We brainstormed on the creation of the Malone Management Mentor Network (M³N). The purpose of this group will be to connect alumni with current and future management
students to encourage and inspire students to persevere, to promote Malone to friends, family, and co-workers. The mentoring role would include serving as a motivator, a resource, a coach, and a program advocate.

**University restructuring.** In addition to the early retirement program, there were position eliminations through restructuring. One of the groups affected was Graduate & Professional Studies (GPS). In May, we were requested to assist in the creation of a new and improved GPS. This request resulted in the development of job descriptions, specifications, performance measurements, and job postings. Interviews took place in June with five new hires starting in July. Once onboard, we organized the orientation and development program, which included numerous training and awareness sessions. We were instrumental in securing a resource to assist the new department personnel.

With restructuring comes the opportunity to improve and or to redesign processes. We focused on documenting the advising process. The role of advising the adult learner needed to be focused on a shared responsibility that enhanced student motivation and persistence, and to prepare the student for future decision-making situations. Unlike the typical traditional/faculty advising, there are three types of the advising processes as they relate to the adult student in the management program as well as nursing program, RN2BSN. All are considered prescriptive advising, which is a model primarily focused on providing students with information directly related to their academic program and progress (academic policies, major/program requirements, and course selection to meet graduation requirements).

- **Enrollment (recruiter) advising** – (potential new students) role of the advisor is to assess transcript(s) and determine a development plan upon registration into MGMT or RN2BSN program, and or prior learning assessment (PLA) process. (Duration – 30 to 60 days through admission/enrollment process)
• **Development (academic) advising** – (current active students) role of the advisor is to maintain retention--stick with the program, help the student look at immediate goals, and continue the plan to achieve graduation requirements. (Duration – at least 15-18 months)

• **Re-admittance (academic) advising** – (past students that did not complete program) role of the advisor is to determine what courses are necessary to complete the program, to create a new plan to finish the program, and to position student for graduation completion. (Duration – open ended…could be years…)

**The roadmap.** Focused on enrollment advising, a Roadmap was created. A Roadmap is a plan that integrates student’s educational needs at the beginning of their development journey at Malone University. It includes three elements: (a) evaluation of transfer credit, (b) program course requirements, and (c) credit options to meet graduation requirements. The Roadmap will be used to quickly communicate plans and goals, manage stakeholder expectations, and generate a shared understanding across team members. There are 10 reasons to Roadmap:

1. Roadmapping is just good planning for all areas that contribute to successful completion.

2. Roadmap incorporates an element of time.

3. Roadmap links education strategy; specific with planned activity.

4. Roadmap can reveal gaps in the planning process.

5. Roadmap can prioritize the most important objectives.

6. Roadmap helps set realistic targets

7. Roadmap provides a guide to the advising team to recognize and act on events that require a change in direction.

8. Sharing a roadmap allows strategic use of technology.
9. Roadmapping communicates plan to advising team. The team can clearly explain to others where they are going.

10. Roadmapping builds the development advising.

The goal of the Roadmap is to provide a climate of collaboration between the academic advisor(s) and the student. It can be a measure or “scorecard” for self-evaluation (Reference Appendix A). Some key characteristics of a roadmap would include:

- It gives a sense of goals and deliverables.
- Shows the plan in simple terms, not too detailed, just the high-level.
- Check-off list that is simple and focused.
- Can be read and understood in 3 minutes.
- Anyone who picks it up can understand what it’s about.

**The advising process.** It was determined that the GPS staff would continue the advising of the student from inquiry to enrollment. Once the student is registered for the degree completion program, the advising role shifts to the academic school, and we begin to link the Roadmap with the tools available through MaloneXpress. (Note: it takes approximately 30 days for the official evaluation of credit to be posted into MaloneXpress. The advisor would use the custom Roadmap until information from MaloneXpress is available.) In other words, the customized Roadmap is replaced with the Course Needs, Degree Audit, and Program Requirements, all data available through the advising features of MaloneXpress.

**Student responsibilities.** To position the student to take more responsibility for their learning, and for their graduation plan, responsibilities were communicated:

- Make appointments in advance.
- Be on time.
- Come prepared.
- Accept responsibility for making plans and decisions.
- Monitor the Roadmap as a check-off list.
- Become an educated consumer.
- Be aware of policies, procedures, and practices.
- Create positive relationships.
- Read University correspondence.
- Take advantage of University resources.
Analysis of Assessment

The Program Intended Student Learning Outcome Assessment process for the accelerated degree completion program’s students is a holistic effort. The intent is that, because of the accelerated nature of the program, all of the learning outcomes of the program (Program Intended Learning Outcomes or PILO) must be linked to each of the course Student Learning Outcomes (SLO). We have utilized four tools of assessment for fall2014/summer2015 assessment cycle: (1) Pre/Post Program Exam, (2) Ethical Case Resolution Essay, (3) Business Critical Thinking Skills Test, and (4) Service Learning Reflection Essay.

We seemed to have settled upon an assessment process that we believe to be effective. Student assessment measuring instruments have been embedded into course curriculum throughout the length of the degree completion program. Our assessment cycle is fall, spring, and summer. A tested best practice status worksheet was created for each of the assessment tools to help keep track of the assessment process. A sample of the headings is illustrated in Table 1. During the summer months, we allocate our time to review, evaluation, and calibration of the assessment results. Each fall we conduct the analysis and determine our action plan (data driven decisions), followed by preparation of the narrative report to the Dean of School of Business & Leadership, mid-October, and to the Director of Assessment, late October.

Table 1

Assessment Status Worksheet

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Program Ending Date</th>
<th>Primary Instructor</th>
<th>Student Completion</th>
<th>Collection of Assessment Data</th>
<th>Date to Reviewer(s)</th>
<th>Reviewer(s)</th>
<th>Date of Return</th>
</tr>
</thead>
</table>
Pre/Post Program Exam

Summary of Data Collected

The Pre/Post Program Exam is linked to intended learning outcomes P/M1, P2, P3, and P/M4. A 100 question exam, which consists of approximately seven to 10 questions directly relating to each of the 11 content courses students will be taking in the program, is administered online (we considered Problem Solving in Management Part I and II as one content course). We have an exam specific to each of the program majors: Organizational Management, Health Services Management, Project Management, Marketing Management, and Environmental Management. The management learning system (Learning House - Moodle) scores the exam and the student receives an overall percentage score after the exam had been completed. The exam is embedded into the first and last course of the program and is worth gradable points that are attributed to the course requirements. All Pre/Post Program Exam tools are located in the section Part II “Assessment Tools” of this guide.

Student learning is measured by comparing starting cohort data to completed cohort data. The student’s growth and understanding of management theory and application are measured through the overall score improvement taken from a comparison of pre-program exam scores to post-program exam scores.

The results (also referred to as Examples of Evidence by HLC) are used to strengthen and improve the capacity for student learning. The data was analyzed by all Management Studies full-time faculty and staff; all are responsible for creating effective learning environments at the course level and instructor level. At the course level, improvements in syllabi, session objectives, course content, and or revision to the exam questions may be recommended. The recommendations for improvements are discussed and approved and or future steps identified (noted in faculty meeting minutes).
The next level is the instructor level. Data from the Pre/Post Program Exam (direct cohort results), the course student feedback (indirect student perception and satisfaction elements that pertain to the student, course, instructor, and online learning system evaluation), and classroom observations are used for developmental purposes. If necessary, a customized development plan is created and implemented that may result in the instructor enhancing material, presentations, and teaching methods.

**Use of Results - Cohorts Ending Fall 2014 through Summer 2015**

We will begin by reviewing the action plan as a result of the previous assessment data. We established the *ideal state of expected performance* regarding the Pre/Post Program Exam to reflect 25% growth for test scores from pre to post. We continued to review and to re-write exam questions from knowing *about* to knowing *how* (practical application to real-world tasks); being careful to match objectives with measurement. We built better instruction and positioned the exam to allow more time to complete, continued the modified point allocation based on percentage of actual score of the exam, allowed the student to take the post-program exam twice (record the highest score), and followed through with motivational messages. Forthcoming are the results.

Data representing fall 2014 through summer 2015 is reflective of seven cohorts that indicates 27.26% increase from pre to post scores. That is a decrease of 4.26% from the previous cycle and only 2.26% above our ideal state of 25%. Over the past several years, our typically assessment cycle is about six or seven active cohorts with about 110 to 180 students.

Despite the downward trend of enrollment, the outcome of the changes made with the delivery of the program exam resulted in meeting the ideal state. Figure PE-F1 illustrates the history of the past eight assessment cycles; the last six as the most appropriate measurement. We
established the benchmark at 2009/2010 cycle due to the continuous significant changes to the exam in years prior.

![Figure PE-F1](image)  

*Figure PE-F1*. History of Pre/Post Program Exam Assessment Years 2006 – 2015. Note. 
Assessment tool revised in first three cycles. 2009/2010 is the established benchmark.

We maintain and accept that exam questioning is still an active and appropriate assessment measurement. In fact, part of a previous action plan was to re-write the questions conducive to application as opposed to memory. Writing good test questions is a skill that takes training, time, and feedback. We recognize the need for continuous adjustment.

Notwithstanding, we continued our analysis. Table PE–T1 illustrates the detail of the Pre/Post Program Exam with percentage of increase per cohort ending fall 2014 through summer 2015. The table includes three ground cohorts and four online cohorts. The major is identified with each cohort: Organizational Management (OM); Health Services Management (HM); Project Management (PM); Marketing Management (MM); and Environment Management (EM).
There were five cohorts that had multiple majors included. For example, cohort MO006 included Organizational Management (OM) and Environmental Management (EM). It is interesting to note that four of the five majors were associated with the percentage of deviation below the ideal state of 25%; Organizational, Environmental, Marketing, and Project Management. The students in the ground cohorts also scored higher than the online students (variance of 12.56%).

The students take eight foundational courses as one big group and they split into smaller groups for the four major specific courses. The Pre/Post Program Exam is specific to each major. Table PE-T2 represents the Pre/Post Program Exam results for each of the five completed majors.
Table PE-T2

**Pre/Post Exam for Organizational Management Major**

<table>
<thead>
<tr>
<th>Organization Mgmt Cohorts</th>
<th># Students Taking Exam</th>
<th>Average Score</th>
<th># Students Taking Exam</th>
<th>Average Score</th>
<th>Percentage of Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO006 (OM)</td>
<td>15</td>
<td>58.73</td>
<td>10</td>
<td>77.40</td>
<td>31.79%</td>
</tr>
<tr>
<td>M265 (OM)</td>
<td>21</td>
<td>56.57</td>
<td>18</td>
<td>78.70</td>
<td>41.62%</td>
</tr>
<tr>
<td>OM028 (OM)</td>
<td>10</td>
<td>61.40</td>
<td>9</td>
<td>77.44</td>
<td>26.12%</td>
</tr>
<tr>
<td>M267 (OM)</td>
<td>5</td>
<td>56.60</td>
<td>7</td>
<td>71.00</td>
<td>25.44%</td>
</tr>
<tr>
<td>MO008 (OM)</td>
<td>8</td>
<td>56.50</td>
<td>7</td>
<td>79.71</td>
<td>41.08%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td></td>
<td><strong>51</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>Pre</strong></td>
<td><strong>57.76</strong></td>
<td><strong>Post</strong></td>
<td><strong>76.85</strong></td>
<td><strong>33.05%</strong></td>
</tr>
</tbody>
</table>

**Pre/Post Exam for Health Services Management Major**

<table>
<thead>
<tr>
<th>Health Services Mgmt Cohorts</th>
<th># Students Taking Exam</th>
<th>Average Score</th>
<th># Students Taking Exam</th>
<th>Average Score</th>
<th>Percentage of Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M266 (HM)</td>
<td>8</td>
<td>60.75</td>
<td>9</td>
<td>80.00</td>
<td>31.69%</td>
</tr>
<tr>
<td>MO008 (HM)</td>
<td>7</td>
<td>60.57</td>
<td>4</td>
<td>71.50</td>
<td>18.05%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td></td>
<td><strong>13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>Pre</strong></td>
<td><strong>60.66</strong></td>
<td><strong>Post</strong></td>
<td><strong>75.75</strong></td>
<td><strong>24.88%</strong></td>
</tr>
</tbody>
</table>

**Pre/Post Exam for Project Management Major**

<table>
<thead>
<tr>
<th>Health Services Mgmt Cohorts</th>
<th># Students Taking Exam</th>
<th>Average Score</th>
<th># Students Taking Exam</th>
<th>Average Score</th>
<th>Percentage of Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M266 (HM)</td>
<td>8</td>
<td>60.75</td>
<td>9</td>
<td>80.00</td>
<td>31.69%</td>
</tr>
<tr>
<td>MO008 (HM)</td>
<td>7</td>
<td>60.57</td>
<td>4</td>
<td>71.50</td>
<td>18.05%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td></td>
<td><strong>13</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>Pre</strong></td>
<td><strong>60.66</strong></td>
<td><strong>Post</strong></td>
<td><strong>75.75</strong></td>
<td><strong>24.88%</strong></td>
</tr>
</tbody>
</table>

**Pre/Post Exam for Marketing Management Major**

<table>
<thead>
<tr>
<th>Marketing Mgmt Cohorts</th>
<th># Students Taking Exam</th>
<th>Average Score</th>
<th># Students Taking Exam</th>
<th>Average Score</th>
<th>Percentage of Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO007 (MM)</td>
<td>4</td>
<td>65.50</td>
<td>5</td>
<td>73.20</td>
<td>11.76%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
<td></td>
<td><strong>5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>Pre</strong></td>
<td><strong>65.50</strong></td>
<td><strong>Post</strong></td>
<td><strong>73.20</strong></td>
<td><strong>11.76%</strong></td>
</tr>
</tbody>
</table>

**Pre/Post Exam for Environmental Management Major**

<table>
<thead>
<tr>
<th>Environmental Mgmt Cohorts</th>
<th># Students Taking Exam</th>
<th>Average Score</th>
<th># Students Taking Exam</th>
<th>Average Score</th>
<th>Percentage of Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO006 (EM)</td>
<td>8</td>
<td>71.50</td>
<td>5</td>
<td>83.60</td>
<td>16.92%</td>
</tr>
<tr>
<td>M267 (EM)</td>
<td>4</td>
<td>61.50</td>
<td>2</td>
<td>81.50</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td></td>
<td><strong>7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>Pre</strong></td>
<td><strong>66.50</strong></td>
<td><strong>Post</strong></td>
<td><strong>82.55</strong></td>
<td><strong>24.14%</strong></td>
</tr>
</tbody>
</table>
Note: Only two majors scored above the ideal standard of 25%. Overall, the average decreased 7.98% regarding the majors from previous cycle 13/14.

Next, a historical comparison was done comparing the Pre/Post Program Exam scores from ground (classroom) to the online teaching environment. As online education moves from the fringes to the mainstream, a consistent question from HLC still persists: How do you know what the online students have learned? We believe that there are no simple answers; however, we maintain the same course learning outcomes, the same objectives, and the same assessment instrument. Online courses enable a strong student-centered approach to learning. Figure PE-F2 provides the comparison of online to ground instruction for the last six assessment cycles. The results reveal insufficient significance between students learning in ground versus the online environment.

![Figure PE-F2](image)

*Figure PE-F2. Comparing Ground versus Online, Pre/Post Program Exam Scores from 2009/2010 to 2014/2015.*

The current year assessment cycle did not include a hybrid model. Figure PE-F3 provides a comparison of ground and online percentages. It is interesting to note that this is the consecutive third year in which online has advanced over ground. In a recent article “Online College Students” researchers, Clinefelter and Aslanian, reported from the fourth annual survey of online college students (2015). Students were asked to compare the online learning experience
to the traditional classroom experience. “Seventy-eight percent of sampled students indicated that their online experience was better than or about the same as classroom instruction” (p.12).

![Bar chart comparing Ground and Online assessment 2014/2015](image)

**Figure PE-F3.** Comparison of Ground and Online. Note: All delivery systems are relative.

Overall, the scores appear somewhat consistent from 09/10 through 12/13, a bit of an upward jump for 13/14 with a surprising decline in current cycle. Past evidence pointed to the continued pattern of less students participating in the post from the pre. In fact, data from the 10/11 through 12/13 indicated more than 20% of the student population chose not to complete the post exam. Analysis from previous assessment cycles indicated that students were taking less than an hour to complete the exam. For the post-program exam, faculty agreed to *up the ante* by awarding points equal to the percentage of actual score, calculated against the grading scale (as oppose to 10 or 20 points just for taking the exam), and allowing the student to take the exam twice; we would record the higher of the two scores. We also positioned the exam as an integral part of the student’s learning process. Figure PE-F4 reflects the percentage of students taking the pre compared to taking the post for the current assessment cycle. Figure PE-F5 provides the percent difference.
Figure PE-F4. Number of Students taking Pre Program Exam compared to Post.

To conclude this analysis, Figure PE-F5 represents the comparison of average percent gap from pre to post-program for the last two assessment cycles.

Figure PE-F5. Average Percent gap from pre to post-program exam.
Additional analysis. Table PE-T3 illustrates statistical analysis of highest, lowest, and range of scores for the Pre/Post Program Exam for each of the majors involved in the current assessment cycle.

Table PE-T3

Pre/Post Program Exam Statistics

Organizational Management (fall 2014 – summer 2015)

<table>
<thead>
<tr>
<th>Major</th>
<th>MO006 PRE</th>
<th>MO006 POST</th>
<th>M265 PRE</th>
<th>M265 POST</th>
<th>OM028 PRE</th>
<th>OM028 POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>15</td>
<td>10</td>
<td>21</td>
<td>18</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Highest Score</td>
<td>75</td>
<td>97</td>
<td>72</td>
<td>92</td>
<td>79</td>
<td>94</td>
</tr>
<tr>
<td>Lowest Score</td>
<td>20</td>
<td>45</td>
<td>22</td>
<td>65</td>
<td>50</td>
<td>61</td>
</tr>
<tr>
<td>Range</td>
<td>55</td>
<td>52</td>
<td>50</td>
<td>27</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>14.19</td>
<td>13.64</td>
<td>11.99</td>
<td>7.33</td>
<td>9.34</td>
<td>11.48</td>
</tr>
</tbody>
</table>

Organizational Management – continued

<table>
<thead>
<tr>
<th>Major</th>
<th>M267 PRE</th>
<th>M267 POST</th>
<th>MO008 PRE</th>
<th>MO008 POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Highest Score</td>
<td>63</td>
<td>78</td>
<td>63</td>
<td>92</td>
</tr>
<tr>
<td>Lowest Score</td>
<td>52</td>
<td>56</td>
<td>50</td>
<td>56</td>
</tr>
<tr>
<td>Range</td>
<td>11</td>
<td>22</td>
<td>13</td>
<td>36</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>4.16</td>
<td>8.67</td>
<td>4.9</td>
<td>13.74</td>
</tr>
</tbody>
</table>

Health Services Management

<table>
<thead>
<tr>
<th>Major</th>
<th>M266 PRE</th>
<th>M266 POST</th>
<th>MO008 PRE</th>
<th>MO008 POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Highest Score</td>
<td>67</td>
<td>92</td>
<td>85</td>
<td>96</td>
</tr>
<tr>
<td>Lowest Score</td>
<td>49</td>
<td>57</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Range</td>
<td>18</td>
<td>35</td>
<td>37</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>5.82</td>
<td>10.3</td>
<td>12.25</td>
<td>19.49</td>
</tr>
</tbody>
</table>
We have verified that the exam is appropriate for our adult students given the age range, skill levels, and experiences. We have reviewed the learning outcomes and believe that the exam questions are measuring what is to measure; moving from measuring knowing *about* rather than knowing *how*.  

### Project Management

<table>
<thead>
<tr>
<th></th>
<th>M266</th>
<th>M266</th>
<th>MO007</th>
<th>MO007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Respondents</strong></td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td><strong>Highest Score</strong></td>
<td>79</td>
<td>92</td>
<td>78</td>
<td>90</td>
</tr>
<tr>
<td><strong>Lowest Score</strong></td>
<td>51</td>
<td>59</td>
<td>52</td>
<td>63</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>28</td>
<td>33</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
<td>7.54</td>
<td>9.63</td>
<td>8.72</td>
<td>9.41</td>
</tr>
</tbody>
</table>

### Environmental Management

<table>
<thead>
<tr>
<th></th>
<th>MO006</th>
<th>MO006</th>
<th>M267</th>
<th>M267</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Respondents</strong></td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Highest Score</strong></td>
<td>84</td>
<td>103</td>
<td>75</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Lowest Score</strong></td>
<td>53</td>
<td>68</td>
<td>51</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>31</td>
<td>35</td>
<td>24</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
<td>9.18</td>
<td>14.17</td>
<td>10.33</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Marketing Management

<table>
<thead>
<tr>
<th></th>
<th>MO007</th>
<th>MO007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Respondents</strong></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Highest Score</strong></td>
<td>77</td>
<td>86</td>
</tr>
<tr>
<td><strong>Lowest Score</strong></td>
<td>47</td>
<td>63</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
<td>12.9</td>
<td>9.73</td>
</tr>
</tbody>
</table>
Action Plan

Our prime objective is to position the adult learner to succeed. The maturity, focus, and experience that typically come with adults are qualities that younger students tend to lack. However, one disadvantage that adult students may have is rustiness when it comes to school activities such as test taking. For the 14/15 program exam, we adjusted the questions from 110 back to 100. The exam questions relative to each of the courses were posted as a Student Learning Outcomes (SLO) quiz in the last session/unit for Web-assist (ground) and online Moodle master parent templates (1 point per question). Instructors were reminded to teach to the exam. Course learning outcomes are linked to the exam questions.

1. We believe it necessary to not adjust the exam for 15/16 assessment cycle, and allow a full calendar year to realize the benefits from the SLO quiz.

2. We will explore the creation of a study guide or some test-taking tips for our adult students.
Post Ethical Case Resolution

Summary of Data Collected

The Ethical Case Resolution is an assessment linked to program intended learning outcomes P/M1, P2, P3, P/M4, and P5. The Ethical Case Resolution essay is currently part of the final assignment in the last course of the program, MMP409 Personal Values & Business Ethics, believing that assessment embedded in an existing course produces more reliable student learning results. The Case Resolution Essay is based upon a selected case “Conflicts of Conscience” found in the 2nd edition of textbook, *Beyond Integrity* (Rae & Wong, 2004, pp. 281 - 282). The students are required to write a three to five page paper on their personal resolution to the case. The case is about a pharmaceutical organization preparing to launch a new drug that has an added feature to terminate unwanted pregnancy. The student is to incorporate as much of the managerial methodology as the case allows and consider the values distinctions of spiritual, ethical, moral, and business. The student is to use one theory of ethics to resolve the case.

A student assessment evaluation rubric was applied that measured student learning by the knowledge gained throughout the program. The review team was independent to the cohort. The assessment instrument and rubric are located in the Part II “Assessment Tools” of this guide.

The student’s understanding and increased development as a result of program discussion of managerial principles, ethics, and Christian values are measured through the overall score of the assessment rubric. Students must identify, define, support, and critically appraise these three elements as an essential consolidated part of their reasoned conclusions.

As with the results from the Pre/Post Program Exam, the result of the Ethical Case Resolution was used as further evidence for effective learning environments. Both instruments are quantitative and results will inform improvement in curriculum, instructional resources, and student services at the course and instructor level.
Use of Results – Cohorts ending Fall 2014 through Summer 2015

In compliance with the action steps established in the 2013-14 program student assessment report action steps, the following changes were accomplished:

1. The evaluation rubric from the current four categories (Excellent, Good, Acceptable, Deficient) to a three category rubric (Exceeds, Meets, Does Not Meet) was revised.

2. The student instructions for the Post Ethical Resolution Case were revised to better reflect the expectations of the Program Intended Learning outcomes that this case is intended to measure.

Table ECR-T1 shows the updated rubric.

Table ECR-T1

<table>
<thead>
<tr>
<th>Updated Ethical Case Resolution Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Students will analyze and apply the basic concepts and theories of management.</td>
</tr>
<tr>
<td>Points</td>
</tr>
<tr>
<td>Students will be able to demonstrate an understanding of Christian worldview and values and how they relate to management principles.</td>
</tr>
<tr>
<td>Points</td>
</tr>
<tr>
<td>Students will be able to communicate effectively in both an academic and business setting.</td>
</tr>
<tr>
<td>Points</td>
</tr>
<tr>
<td>Students will be able to apply problem-solving capabilities applicable to management</td>
</tr>
<tr>
<td>Points</td>
</tr>
</tbody>
</table>

Total Points 8 4 0 3
Table ECR-T2 illustrates the detail of the Post Ethical Dilemma with the average scores per cohort ending fall of 2014 through summer 2015. The major is identified with each cohort: Organizational Management (OM); Health Services Management (HM); Project Management (PM); Marketing Management (MM); and Environment Management (EM).

Table ECR-T2

*Review Team Scores for Post Ethical Case Resolution Results per Cohort*

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Random Post 25%</th>
<th>Review team score #1</th>
<th>Review team score #2</th>
<th>Review team score #3</th>
<th>Review team score #4</th>
<th>Review team score #5</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO006 (OM, EM)</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3.20</td>
</tr>
<tr>
<td>M265 (OM)</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3.20</td>
</tr>
<tr>
<td>M266 (HM, PM)</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3.20</td>
</tr>
<tr>
<td>OM028 (OM)</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>MO007 (MM, PM)</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>5.40</td>
</tr>
<tr>
<td>M267 (OM, EM)</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>MO008 (OM, HM)</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td></td>
<td>5.25</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.70</strong></td>
</tr>
</tbody>
</table>

Note: (1) Essay assessed with rubric, (2) review completed as a team, and (3) available points = 8.

This table reveals that the average score in aggregate fell below the *Meets* score of 4. There were two cohorts that the scores fell above the meets category; both of these cohorts were online mixed online cohorts, or cohorts that had multiple majors included. Tables ECR-T3, ECR-T4, ECR-T5, ECR-T6, ECR-T7 show the results per cohort.

Table ECR-T3

*Review team scores for Post Ethical Case Resolution for Organizational Management Major*

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Random Post 25%</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO006 (OM)</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>M265 (OM)</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3.20</td>
</tr>
<tr>
<td>OM028 (OM)</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>M267 (OM)</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>MO008 (OM)</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.34</strong></td>
</tr>
</tbody>
</table>
### Table ECR-T4

**Review team scores for Post Ethical Case Resolution for Project Management Major**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Random Post 25%</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>M266</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>MO007</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td></td>
<td></td>
<td>6.33</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>5.17</strong></td>
</tr>
</tbody>
</table>

### Table ECR-T5

**Review team scores for Post Ethical Case Resolution for Health Services Management Major**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Random Post 25%</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>M266</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>MO008</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5.50</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.75</strong></td>
</tr>
</tbody>
</table>

### Table ECR-T6

**Review team scores for Post Ethical Case Resolution for Marketing Management Major**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Random Post 25%</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO007</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>6.50</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>6.50</strong></td>
</tr>
</tbody>
</table>

### Table ECR-T7

**Review team scores for Post Ethical Case Resolution for Environmental Management Major**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Random Post 25%</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>MO006</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>M267</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.25</strong></td>
</tr>
</tbody>
</table>
Figure ECR-F1 illustrates comparison of average cohort score per major.

ECR-F1. *Average Cohort Score per major.* Note. Red arrow indicates *Meets* category score.

This demonstrates that two of the five cohorts in aggregate scored below the meets category.

Table ECR-T8 shows the criteria results per category as chosen by reviewers.

Table ECR-T8

*Ethical Case Resolution Rubric Criteria Results per Category*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
<th>Sub Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will analyze and apply the basic concepts and theories of management.</td>
<td>Comprehensive and accurate explanation of relevant theories and concepts.</td>
<td>Includes some concepts; explains adequately but not comprehensively.</td>
<td>Includes only a few concepts (misses some important concepts) and explains at simple level.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>5</td>
<td>19</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>Students will be able to demonstrate an understanding of Christian worldview and values and how they relate to management principles.</td>
<td>Provides clear and convincing application of multiple concepts; show excellent understanding of Christian worldview and how it relates to business situations.</td>
<td>Applies some concepts but does not always explain how they are related to Christian worldview; has a simple view of application in the work place.</td>
<td>Provides few applications; does not seem to understand Christian worldview and the business organization very well.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>5</td>
<td>16</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>Students will be able to communicate effectively in both an academic and business setting.</td>
<td>Excellent writing, reflects academic standards; excellent writing mechanics</td>
<td>Adequate writing, reflects academic standards; adequate writing mechanics</td>
<td>Poor writing, does not reflect academic standards; poor writing mechanics</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>7</td>
<td>21</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>Students will be able to apply problem-solving capabilities applicable to management</td>
<td>Consistently goes beyond description to more complex research, analysis, and evaluation; uses evidence well to support decision.</td>
<td>Occasionally goes beyond description to analysis and evaluation and occasionally uses evidence to support decision.</td>
<td>Mostly descriptive; uses very little evidence to support decision.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>5</td>
<td>18</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>Total Points</td>
<td>22</td>
<td>74</td>
<td>28</td>
<td>124</td>
</tr>
</tbody>
</table>

Note. Yellow highlight indicates category most chosen by reviewers.
This table reveals that reviewers awarded the most points in the Meets category, while the Exceeds and Does Not Meet categories are close. Overall, this reveals that reviewers find that the essays mostly meet the assessment expectations. This is in contrast to the previous assessment cycle, in which two of the criteria categories were chosen more often than the Acceptable category, which is comparable to Meets. The scores for the current assessment cycle were lower than last cycle’s scores. Our expected state for this assessment outcome is that all student essays fall within or above the Meets category.

**Action Plan**

In accordance with our action plan from 2013-2014 assessment, we believe the change of assignment directions to align with the rubric and the simplification of the rubric was a good move that reflects a more accurate alignment between rubric and assignment. We will continue to discuss and evaluate the Post Ethical Case Resolution. We do not know yet whether the outcomes of this assessment cycle were an anomaly; thus, no conclusions about trends can be drawn without further assessment cycle data.

1. We believe the future benchmark for this assessment tool is that 100% of the essays should be at the Meets category or above.

2. We will not make any changes until we have more assessment data using updated assignment instructions and rubric.
Business Critical Thinking Skills Test (BCTST)

Summary of Data Collected

In May 2012, we entered into a contract with Insight Assessment, a division of California Academic Press. This organization is located in Millbrae, CA, and offers critical thinking resources to support teaching and learning. We purchased the Business Critical Thinking Skills Test (BCTST) as an external assessment tool to benchmark Malone Accelerated Degree Completion Program in Management students against other business students nationally. This is a case-based reasoning skills assessment tool designed to evaluate the critical thinking skills of business students and working professionals.

Through a five step critical thinking problem solving and decision making process (referred to as Ideas), the student will need to: (1) Identify the problem and set priorities, (2) Deepen understanding and gather relevant information, (3) Enumerate options and anticipate consequences, (4) Assess situation and make a preliminary decision, and (5) Scrutinize the process and self-correct as needed (as cited in Insight Assessment, 2013). The Business Critical Thinking Skills Test (BCTST) assesses critical thinking on six factors: analysis, inference, evaluation, induction, deduction, and numeracy.

- Analysis refers to analytical reasoning skills that enable people to identify assumptions, reasons, and claims, and to examine how they interact in the formation of arguments.
- Inference skills enable us to draw conclusions from reasons and evidence.
- Evaluative reasoning skills enable us to assess the credibility of sources of information and the claims they make.
- Induction refers to decision making in contexts of uncertainty.
- Deduction also refers to decision making in precisely defined contexts.
• Numeracy skills are used when applying knowledge of numbers, arithmetic, measures, and mathematical techniques to situations that require the interpretation or evaluation of information. (Insight Assessment, 2013, pp.16-17)

In educational settings, the BCTST is used for “learning outcomes assessment and to gather program evaluation, accreditation and research data at the baccalaureate and MBA level” (Insight Assessment, 2013, BCTST Overview section). The test presents case-based reasoning scenarios with multiple-choice answers.

The tool was delivered to the student electronically as an embedded assignment. To motivate students to complete the test, the assignment was associated with course points. Students also received their scores immediately, which provided feedback and an explanation of scores. There were 35 questions, and they were given 50 minutes to complete the test. This assessment tool is linked to the following Program Student Learning Outcomes:

• PILO 1 – Students will analyze and apply the basic concepts and theories of management.

• PILO 3 – Students will be able to communicate effectively in both an academic and business setting.

• PILO 4 – Students will be able to develop and apply research and problem-solving capabilities applicable to management.

This assessment tool also links to the following Malone Educational Goals: Students will

a. Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world.

b. Think critically and creatively and communicate effectively in multiple contexts.

c. Attain expertise in at least one professional or academic discipline and lay the foundation for meaningful work or further studies at the graduate level.
Use of Results – Cohorts Ending Fall 2014 through Summer 2015

In compliance with the action steps established in the 2013-14 student assessment report, the following were accomplished during this assessment cycle:

- The student user ID login codes were revised to streamline login process and data retrieval (per recommendation of Insight Assessment). This improved user flexibility with data collection and report generation.
- A full assessment cycle has been completed (i.e., 2014-15) with the BCTST tool embedded as an assignment in the MMP 441: Problem Solving in Management Part Two course. This seems to be a good fit.
- Standard delivery instructions were provided to MMP 441: Problem Solving in Management Part Two course instructors regarding BCTST and its assessment significance.

The BCTST report included an overall account of individual students, which included each student’s scores on the following indicators: overall score; percentile, indicative of the benchmarked group; each individual’s scores on each of the six critical thinking skills; minutes spent on the test; percent of questions answered; and demographic information specific to program test-takers. In addition to a spreadsheet of individual scores, Insight Assessment sent a report of group scores (refer to Table BCTST-T1).

The following tables and figures were received from Insight Assessment with the results and associated analysis verbiage for the 2014-15 BCTST assessment cycle.
Table BCTST-T1

*Overall Program Scores 2014-2015*

<table>
<thead>
<tr>
<th>Skill/Attribute Name</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>SE Mean</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Quartile 1</th>
<th>Quartile 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL</td>
<td>105</td>
<td>84.1</td>
<td>84</td>
<td>5.4</td>
<td>0.5</td>
<td>74</td>
<td>97</td>
<td>80</td>
<td>89</td>
</tr>
<tr>
<td>Analysis</td>
<td>105</td>
<td>88.8</td>
<td>90</td>
<td>6.8</td>
<td>0.7</td>
<td>69</td>
<td>100</td>
<td>83</td>
<td>93</td>
</tr>
<tr>
<td>Inference</td>
<td>105</td>
<td>79.9</td>
<td>79</td>
<td>6.2</td>
<td>0.6</td>
<td>67</td>
<td>95</td>
<td>74</td>
<td>84</td>
</tr>
<tr>
<td>Evaluation</td>
<td>105</td>
<td>86.1</td>
<td>86</td>
<td>7.1</td>
<td>0.7</td>
<td>69</td>
<td>100</td>
<td>83</td>
<td>93</td>
</tr>
<tr>
<td>Induction</td>
<td>105</td>
<td>86.7</td>
<td>88</td>
<td>5.7</td>
<td>0.6</td>
<td>72</td>
<td>98</td>
<td>83</td>
<td>91</td>
</tr>
<tr>
<td>Deduction</td>
<td>105</td>
<td>80.9</td>
<td>79</td>
<td>6.8</td>
<td>0.7</td>
<td>70</td>
<td>100</td>
<td>77</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>105</td>
<td>83.1</td>
<td>84</td>
<td>7.1</td>
<td>0.7</td>
<td>69</td>
<td>98</td>
<td>77</td>
<td>88</td>
</tr>
</tbody>
</table>

**Descriptive Information: Overall.** The Reasoning Skills Overall score (refer to *Figure BCTST-F1*) describes overall strength in using reasoning to form reflective judgments about what to believe or what to do. High Overall scores are attained by test takers who excel in the sustained, focused and integrated application of core thinking skills measured on this test, including analysis, interpretation, inference, evaluation, explanation, induction and deduction. The Overall score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.

*Figure BCTST-F1. Distribution of Program Student Overall Scores.*
Analysis. Analytical reasoning skills (refer to Figure BCTST-F2) enable people to identify assumptions, reasons and claims, and to examine how they interact in the formation of arguments. We use analysis to gather information from charts, graphs, diagrams, spoken language and documents. People with strong analytical skills attend to patterns and to details. They identify the elements of a situation and determine how those parts interact. Strong interpretation skills can support high quality analysis by providing insights into the significance of what a person is saying or what something means.

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>SE Mean</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Quartile 1</th>
<th>Quartile 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>88.8</td>
<td>90.0</td>
<td>6.8</td>
<td>0.7</td>
<td>69</td>
<td>100</td>
<td>83.0</td>
<td>93.0</td>
</tr>
</tbody>
</table>

*Figure BCTST-F2. Distribution of Program Student Analysis Scores.*
**Inference.** Inference skills (refer to Figure BCTST-F3) enable us to draw conclusions from reasons and evidence. We use inference when we offer thoughtful suggestions and hypotheses. Inference skills indicate the necessary or the very probable consequences of a given set of facts and conditions. Conclusions, hypotheses, recommendations or decisions that are based on faulty analyses, misinformation, bad data or biased evaluations can turn out to be mistaken, even if they have been reached using excellent inference skills.

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>SE Mean</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Quartile 1</th>
<th>Quartile 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>79.9</td>
<td>79.0</td>
<td>6.2</td>
<td>0.8</td>
<td>67</td>
<td>95</td>
<td>74.0</td>
<td>84.0</td>
</tr>
</tbody>
</table>

*Figure BCTST-F3. Distribution of Program Student Inference Scores.*
Evaluation. Evaluative reasoning skills (refer to Figure BCTST-F4) enable us to assess the credibility of sources of information and the claims they make. And, we use these skills to determine the strength or weakness of arguments. Applying evaluation skills we can judge the quality of analyses, interpretations, explanations, inferences, options, opinions, beliefs, ideas, proposals, and decisions. Strong explanation skills can support high quality evaluation by providing the evidence, reasons, methods, criteria, or assumptions behind the claims made and the conclusions reached.

### Figure BCTST-F4. Distribution of Program Student Evaluation Scores.
**Induction.** Decision making in contexts of uncertainty relies on inductive reasoning. We use inductive reasoning skills (refer to *Figure BCTST-F5*) when we draw inferences about what we think is probably true based on analogies, case studies, prior experience, statistical analyses, simulations, hypotheticals, and patterns recognized in familiar objects, events, experiences and behaviors. As long as there is the possibility, however remote, that a highly probable conclusion might be mistaken even though the evidence at hand is unchanged, the reasoning is inductive. Although it does not yield certainty, inductive reasoning can provide a confident basis for solid belief in our conclusions and a reasonable basis for action.

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>SE Mean</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Quartile 1</th>
<th>Quartile 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>88.7</td>
<td>88.0</td>
<td>5.7</td>
<td>0.6</td>
<td>72</td>
<td>98</td>
<td>83.0</td>
<td>91.0</td>
</tr>
</tbody>
</table>

*Figure BCTST-F5.* Distribution of Program Student Induction Scores.
**Deduction.** Decision making in precisely defined contexts where rules, operating conditions, core beliefs, values, policies, principles, procedures and terminology completely determine the outcome depends on strong deductive reasoning skills. Deductive reasoning (refer to *Figure BCTST-F6*) moves with exacting precision from the assumed truth of a set of beliefs to a conclusion which cannot be false if those beliefs are true. Deductive validity is rigorously logical and clear-cut. Deductive validity leaves no room for uncertainty, unless one alters the meanings of words or the grammar of the language.

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>SE Mean</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Quartile 1</th>
<th>Quartile 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>80.9</td>
<td>79.0</td>
<td>6.8</td>
<td>0.7</td>
<td>70</td>
<td>100</td>
<td>77.0</td>
<td>85.0</td>
</tr>
</tbody>
</table>

*Figure BCTST-F6. Distribution of Program Student Deduction Scores.*
Numeracy. Numeracy skills (refer to Figure BCTST-F7) are used when applying knowledge of numbers, arithmetic, measures, and mathematical techniques to situations that require the interpretation or evaluation of information. Numeracy refers to the ability to solve quantitative reasoning problems, or make judgments derived from quantitative reasoning in a variety of contexts. More than being able to compute a solution to a mathematical equation, numeracy includes the understanding of how quantitative information is gathered, manipulated, and represented visually, such as in graphs, charts, tables and diagrams.

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>SE Mean</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Quartile 1</th>
<th>Quartile 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>83.1</td>
<td>84.0</td>
<td>7.1</td>
<td>0.7</td>
<td>69</td>
<td>98</td>
<td>77.0</td>
<td>88.0</td>
</tr>
</tbody>
</table>

*Figure BCTST-F7. Distribution of Program Student Numeracy Scores.*
Categories of Scores

The data for the overall scores are divided into five categories of cut scores (Insight Assessment, 2014, p. 34):

1. **Superior** – indicates critical thinking skill that is superior to the vast majority of test-takers. Skills at the superior level are consistent with the potential for more advanced learning and leadership.

2. **Strong** – consistent with the potential for academic success and career development.

3. **Moderate** – indicates the potential for skills-related challenges when engaged in reflective problem-solving and reflective decision-making associated with learning or employee development.

4. **Weak** – predictive of difficulties with educational and employment related demands for reflective problem solving and reflective decision making.

5. **Not Manifested** – consistent with possible insufficient test-taker effort, cognitive fatigue, or possible reading or language comprehension issues.

Table BCTST-T2

*Recommended Cut Scores that Correspond to the 100 Point Form*

<table>
<thead>
<tr>
<th>Recommended Categorical Interpretations</th>
<th>BCTST-N Overall Scores – Categorical Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Scores</td>
<td>Not Manifested</td>
</tr>
<tr>
<td>BCTST-N</td>
<td>50-72</td>
</tr>
</tbody>
</table>
Steps for Interpreting Group Results (Insight Assessment, 2014, p. 40):

1. Examine the value of the mean BCTST Overall Score
   a. The group mean represents the average of overall group scores, and is the best measure of the group’s overall level of achievement relating to the tested critical thinking skills; this provides a measure by which to compare group scores over time as a means of assessing program effectiveness in developing student critical thinking.
   b. The group mean for Program students was 84.1, representing almost a full point decrease from the previous year’s group mean of 85.1. However, this group mean is nearly equal to the group mean of 2012-2013. Overall scores range from 74-97 (which is the identical range as 2013-2014). It should be noted that no scores were in the not manifested category, which is the same result as 2013-2014. The 25th percentile score for this group is 80 and the 75th percentile score for this group is 89. This means less than 25% of Program students had scores below 80, and less than 25% of Program students had scores above 89. Therefore, 50% of the Program students fell within the range of 80-89, which is within the moderate to strong categories. Refer to Figure BCTST-F8 for the BCTST Year to Year Comparison of Overall Scores.
2. Examine the Percentile Ranking, i.e., the average of group percentile scores.

a. Based on the distribution of the overall score percentiles for the test takers in the Program, as compared to an aggregate sample of BCTST undergraduate business students, the average percentile score of Program students is 47.

b. It should be noted that although percentiles are a great way to compare Program student scores against the BCTST percentile scores of undergraduate business students who have also taken the test during this assessment cycle, percentile scores are directly influenced by the overall capacity of test takers participating in the BCTST during this specific assessment period. Since the percentile ranking of a score only demonstrates the percentage of scores that are equal to or lower than it in that particular year, a year to year comparison of percentile ranking scores may not indicate a trend. A longer term analysis may be needed to indicate a trend.

c. Overall, an average percentile score for Program students of 47 indicates that 47 percent of the aggregate sample of BCTST undergraduate business students
scored lower than the average of the Program students, and 53 percent of the aggregate sample of BCTST undergraduate business students scored higher than the average of the Program students for the 2014-15 assessment period (refer to *Figure BCTST-F9*).

3. Determine strength of mean BCTST overall score using categorical cut score table.
   a. The mean BCTST overall score for the Program students was 84.1, which is in the moderate category in the categorical cut score table (see Table BCTST-T2).
   b. Although the range of test scores shows some were weak (19) and some were superior (9), the overall distribution appears to follow a bell curve indicative of a normal distribution (see *Figure BCTST-F1*), with the majority of students scoring in the moderate (44) and strong (33) categories.

4. Interpret the mean BCTST scale scores for group.
By examining the scores in Table BCTST-T3, and using the coloration of the cut scores that correspond to the 100 point form, we can deduce that generally Program students score in the moderate to strong categories; there are some weak scores manifested in Quartile 1, and mostly strong categories in Quartile 3, with one moderate and two superiors. This table also illustrates areas of strength and weakness:

a. Strengths – Analysis, evaluation, and induction are the highest skills – manifesting in the strong category. These categories were also the strongest among Program students in the previous year’s results. Program students scored particularly well in the analysis and evaluation categories, which is also consistent with the previous year’s results.

b. Weakness – Inference, deduction, and numeracy are the lowest – manifesting in both the moderate and weak categories. The scores were slightly lower than last year, especially with regards to scores manifesting in the weak category. The weakness in the areas of inference, deduction, and numeracy may suggest these critical thinking skills need to be intentionally addressed at
the curricular level. As with previous years, this will continue to be an action step.

**Action Plan**

The action plan for the upcoming assessment year is as follows:

1. Several scores were flagged as exhibiting “lack of test taker effort” because the student finished the test in less than 15 minutes and had a lower score (approximately lower than 10th percentile). Although these scores were eliminated from the overall analysis, it is suggested that the Malone Accelerated Degree Completion Program in Management faculty team re-investigate how the BCTST is tied to overall point achievement in the PS II course. Revisions may be necessary.

2. Program faculty will continue to evaluate overall programming and curriculum to strengthen areas identified as “weak” in the BCTST results (i.e., inference, deduction, numeracy).

3. Further educate Program adjunct faculty regarding the use and administration of the BCTST.

4. Continue using the BCTST as an assessment tool. The year to year data from the BCTST show consistent results, even though a score decline was noted in this 2014-15 cycle.
Service Learning Reflection Essay

Summary of Data Collected

The Service Learning Reflection Essay is linked to intended learning outcomes, P/M1, P2, P3, P/M4, and P5. The Service Learning Reflection Essay is the final assignment for the Service Learning project (SL). Malone Accelerated Degree Completion Program in Management faculty launched the concept of the Service Learning Supplemental Model in the spring of 2011 (ground cohorts) and fall 2012 (online cohorts). The model incorporates three required elements: preparation, service, and reflection. We believe there are many advantages to adding service learning to the program. The service learning experience aligns with the mission of Malone University:

- Students “engage in activities that address human and community needs.”
- Students are prepared “to be active and engaged members of society.”
- Students demonstrate Christ’s Kingdom First through serving those in need and reaching out to the community.

The service learning experience aligns with all Management Program intended learning outcomes (PILOs):

- Students are given structured opportunities to promote student learning and development that is applicable to the basic concepts and theories of management and Christian worldview.
- Students are given the opportunity to develop managerial skills, practice effective communication skills, increase sensitivity to moral issues, improve critical thinking, and increase motivation.
- Students are able to apply managerial theories and practices and Christian worldview within a real world context.
The service learning experience fits the adult learning model, because it is application oriented:

- Students learn through experiential education.
- Students implement course learning (group work, decision making, planning, public speaking, advocacy, public relations).
- Students exercise practical application of managerial concepts and skills.

There are SL touch points throughout the program:

- Program Student Orientation Video – SL component is introduced.
- MMP304: Principles of Management & Leadership (first course of program)
  - Detailed discussion that includes expectations.
  - In-class activity comprised of a brainstorming session to identify potential organizations for selection that are in alignment with Malone’s mission. This activity is tied to the learning objectives/outcomes of the course. In fact, it can be tied to the first of the four functions of management: planning, organizing, influencing, and controlling.
  - Online SL threaded discussions are scheduled that serve as a continuation of the brainstorming session.
  - Consensus exercise that ends with the appointment of a student coordinator. The exercise is tied to the four functions of management: planning, organizing, influencing, and controlling.
- MMP203: Business Communication Course
  - Groups collaborate and present service learning project group speech.
- MMP409: Personal Values & Business Ethics (final course of program):
Includes two activities: (1) culmination service learning threaded discussion, and (2) written summary of the project experience.

Students who re-take the Personal Values and Business Ethics course or students who for some reason were not involved in the cohort specific SL project (due to course re-take or program re-admittance after cohort SL project) are directed to write a SL Reflection paper based upon their involvement in a service/volunteer opportunity. The paper is three to five pages and includes the following areas:

- Discuss how Malone’s mission was or may have been supported through the service/volunteer opportunity.
- Discuss how the service/volunteer opportunity supported and enhanced your educational experience at Malone.
- Describe the impact you made on the organization/environment and the people involved, and how this experience has influenced your involvement in future community service projects/activities.
- How have your Christian values been impacted by your involvement in a service/volunteer opportunity.

The SL project was first implemented for ground cohorts in spring 2011 and the SL project was successfully implemented online in fall 2012; this assessment tool has been used in assessment cycles since.

The online program also has touch points embedded into course work.

- Program Student Orientation Video – SL component is introduced.
- Course 1: MMP304 Principles of Management & Leadership
  - Introduces the service learning component in lecture format.
o Two threaded discussions embedded into the course that allows students to identify potential national organizations and consensus selection as a group project.

- **MMP201: Business Communications:**
  o Assignment requiring group collaboration resulting in a group PowerPoint presentation. In addition to the presentation, an individual journal is posted that is connected with their service learning experience.

- **MMP409 Personal Values & Business Ethics (final course of program):**
  o Includes two activities: (1) culmination service learning threaded discussion, and (2) written summary of the project experience.

**Use of Results – Cohorts Ending fall 2014 through summer 2015**

In compliance with the action steps established in the 2013-14 program student assessment report action steps, the following were changes were accomplished:

1. External reviewers were used and trained.

2. The SL Reflection Essay assignment instructions were revised to meet both course learning objectives and assessment objectives.

3. The assessment rubric was adapted. The rubric was simplified and revised to include only three categories (rather than four): *Exceeds* (2 points), *Meets* (1 point), and *Does Not Meet* (0 points).

4. The expectation is that all students will *Meet* the established assessment criteria threshold, in correspondence with revised assessment rubric the benchmark was set at 2.0 or higher.
Tables SL-T1 shows the updated rubric used in this assessment cycle.

Table SL-T1

Service Learning Reflection Essay Assessment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to demonstrate an understanding of Christian worldview and how it relates to management principles.</td>
<td>Demonstrates excellent understanding of Christian worldview/values as it applies to business settings and management principles. Mentions specific management principles.</td>
<td>Demonstrates an understanding of Christian worldview/values and its basic application to business settings and managerial principles. Mentions some managerial concepts.</td>
<td>Does not demonstrate an understanding of Christian worldview/values or its application to business settings and managerial principles. Provides few or no managerial concept applications.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values.</td>
<td>Excellent discussion of Christian worldview/values into appropriate sections of the essay. Excellent discussion of how Christian worldview/values were impacted and or apply to professional and personal areas.</td>
<td>Adequate discussion of Christian worldview/values in a few sections of the essay. Brief discussion of how Christian worldview/values were impacted and or apply to professional and personal areas.</td>
<td>Poor or no discussion of Christian worldview/values in a few sections of the essay. No discussion of how Christian worldview/values were impacted and or apply to professional and personal areas.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

SL-T2, SL-T3, SL-T4, and Figure SL F-1 represent the aggregate analysis for the majors represented in the Fall 2014 through Summer 2015 student enrollment: Organizational Management (OM), Health Services Management (HM), Project Management (PM), Environmental Management (EM), and Marketing Management. A random sampling of the essays from each cohort was taken to represent 25% of each major in the cohort. The essays were evaluated according to the new rubric with possible scores ranging from 0 to 4 points.

SL-T2 shows the Reviewer Team Scores for each assessment essay sample. There were four reviewer teams; faculty members were not given samples from cohorts they instructed.
Reviewer teams consisted of two faculty members; both faculty members read the essays and rated them individually using the rubric; then, reviewers met together and discussed scores and agreed on a final rubric score (entered below).

**Table SL-T2**

*Analysis of Service Learning Reflection Essay*

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Random 25% Sample (n)</th>
<th>Christian Worldview &amp; Values Assessment Service Learning Reflection Essay</th>
<th>Avg. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internal Reviewer Scoring</td>
<td>Review Team Score Sample #1</td>
<td>Review Team Score Sample #2</td>
</tr>
<tr>
<td></td>
<td><strong>M265</strong></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>M266</strong></td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>M267</strong></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>OM028</strong></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>MO007</strong></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>MO006</strong></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>MO008</strong></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Samples</strong></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Note: Red font indicates scores below the *Meet* category. Yellow highlight represents Organizational Management Major; Orange highlight represents Health Management Major; Blue highlight represents Project Management Major; Green highlight represent Environmental Major; Pink highlight represents Marketing Management Major.

In addition to the overall cohort aggregate data, the average scores for each type of major (OM: Organizational Management, HM: Health Services Management, PM: Project Management, EM: Environmental Management, and MM: Marketing Management) were calculated. The scores by major showed that Organizational Management, Project Management, Environmental Management, and Marketing Management cohort aggregate scores were at or above the benchmark of 2 (*Meets*); the Health Services Management aggregate scores fell below
the benchmark of 2 (Meets). Table SL-T3 and Figure SL-F1 show average cohort score by major.

Table SL-T3

Service Learning Reflection Essay Average Scores by Major

<table>
<thead>
<tr>
<th>Key:</th>
<th>OM</th>
<th>HM</th>
<th>PM</th>
<th>EM</th>
<th>MM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average by Major</td>
<td>2.13</td>
<td>1.75</td>
<td>2</td>
<td>2.88</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: Red font indicates scores below Meet category.

Figure SL-F1. Service Learning Reflection Essay Average Scores by Major.

Note: Orange represents cohort aggregate scores below benchmark. Blue represents cohort aggregate scores at or above benchmark.

Table SL-T4 shows the difference between ground cohort average scores and online cohort average scores. Ground cohorts (average 1.93) scored more poorly than online students (2.34). Overall, the ground students scored below the benchmarked goal of 2 or higher. The online cohorts scored above the benchmarked score of 2 (Meets).
Table SL-T4

*Service Learning Reflection Essay Average Scores by Cohort Type*

<table>
<thead>
<tr>
<th>Key:</th>
<th>Ground</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average by Cohort type</td>
<td>1.93</td>
<td>2.34</td>
</tr>
</tbody>
</table>

Note: Red font indicates aggregate score below benchmark

In the 2014-2015 assessment cycle, 21 of 30, or 70%, of sample scores were at *Meets* (2) or above. Nine of 30, or 30%, of scores fell into the *Does Not Meet* Category. This is in contrast to the previous year 2013-2014 assessment results in which 2 of the 29, or less than 1%, samples were in the *Deficient* category (using the previous four category rubric), which is comparable to *Does Not Meet* category of the 2014-2015 rubric (See Figure SL.1).

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>above benchmark</td>
<td>above benchmark</td>
</tr>
<tr>
<td>99%</td>
<td>70%</td>
</tr>
<tr>
<td>1%</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Figure SL.1*

Comparison between those scores above and below benchmarked score of 2 (*Meets*).

Overall, the scores indicate a downward trend in essay scores. The faculty reviewers believe that the changes made to clarify the assignment instructions to align with the rubric were good changes that give us assurance that our assessment tool and the assignment are in alignment.

The change to the rubric involved removing one category. Consequently, the drop in scores during this assessment cycle is curious to us. This may be an anomaly, and we will need more data from future assessment cycles to determine trends.
Results of External Review

In compliance with the action steps from the student assessment cycle 2013-2014, the program engaged three external reviewers to assess the service learning essays. Dr. Laura Foote made arrangements with the leadership of Canton First Friends Church for external reviewers of the SL Reflection Essay assessment piece. The assessment was specific to criteria relating to demonstration of understanding of Christian values and Christian worldview. Additionally, Dr. Foote provided external reviewer training.

Table SL-T5 illustrates the criteria results per category that were used in the analysis rubric for the SL Reflection Essay and a comparison between Malone reviewer scores and external reviewer scores. The table indicates that both Malone and external reviewers scored similarly according to category in aggregate.

Table SL-T5

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to demonstrate an understanding of Christian worldview and how it relates to management principles.</td>
<td>Demonstrates excellent understanding of Christian worldview/values as it applies to business settings and management principles. Mentions specific management principles.</td>
<td>Demonstrates an understanding of Christian worldview/values and its basic application to business settings and managerial principles. Mentions some managerial concepts.</td>
<td>Does not demonstrate an understanding of Christian worldview/values or its application to business settings and managerial principles. Provides few or no managerial concept applications.</td>
<td></td>
</tr>
<tr>
<td>Malone Review</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>External Review</td>
<td>7</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values.

| Malone Review | 10       | 14   | 6            | 30    |
| External Review | 4       | 17   | 9            | |

Note: Yellow highlight reflects category of majority points assessed by Malone and external team reviewers.
Figures SL-F2 and SL-F3 illustrate the variance between reviewers in times a category was chosen in each rubric section.

**Figure SL-F2**

Note: Comparison between Malone reviewers and external reviewers in terms of times category chosen in section relating to Christian worldview and managerial principles.

**Figure SL-F3**

Note: Comparison between Malone reviewers and external reviewers in terms of times category chosen in section relating to Christian worldview and managerial principles.

In the comparison between Malone reviewers and external reviewers in terms of times, a rubric category was chosen in the section related to Christian worldview and managerial principles.
Figure SL-F2 illustrates the Malone reviewers were not as varied in their scoring range as the external reviewers. The Malone reviewers gave more *Exceeds* scores than the external reviewers, and the external reviewers gave more *Does Not Meet* scores than the Malone reviewers. This graphic illustrates that reviewers were only one at a one point variance per *Meets* and *Does Not Meet* categories, but there was a two point variance in the *Exceeds* category. In the 2013-2014 assessment cycle results showed that external reviewers overall rated scores higher. In contrast, there was more variance in category choices in the second category. Table SL-T6 shows the external reviewer scores.

Table SL-T6

*External Evaluator Scores*

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Random 25% Sample (n)</th>
<th>Christian Worldview &amp; Values Assessment</th>
<th>Service Learning Reflection Essay</th>
<th>Avg. Score External Review</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>External Reviewer Scoring</td>
<td>Sample #1</td>
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<td>Sample #3</td>
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<td>M265</td>
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<td>M266</td>
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<td>4</td>
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<td>Total Samples</td>
<td>30</td>
<td>Overall Avg.</td>
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Note: Red font indicates scores below the *Meet* category. Yellow highlight represents Organizational Management Major; Orange highlight represents Health Management Major; Blue highlight represents Project Management Major; Green highlight represents Environmental Major; Pink highlight represents Marketing Management Major.

This table shows that the external review scores were lower overall by a 0.47 variance. This indicates a small gap in agreement about rubric scoring between Malone reviewers and external reviewers. We noticed that one person rated essays lower in two cases, which we believe indicates a possible need for better reviewer training. The variance between Malone
reviewer scores and external reviewer scores is of some interest since the external reviewers marked more Does Not Meet categories and fewer Exceeds categories than the Malone reviewer teams. This is in contrast to the 2013-2014 cycle in which external reviewers rated essays a full point higher than Malone reviewers. Consequently, we believe we need to consider changes that need to be made in external reviewer training. It is important to note that the external evaluators in this cycle were not the same reviewers as the last cycle. The Management faculty reviewers believe we have become better evaluators and more consistent through practice; we can assume that external evaluators would become better and more consistent as well.

**Action Plan**

The following action plan has been established as a means of continuous improvement for the SL Reflection Essay assessment piece. In order to successfully achieve the established benchmark score of 2 (Meets) or better for the SL Reflection Essay assessment, the following recommendations have been made:

1. Maintain assessment tool as is.
2. Wait to compare with future assessment cycles before determining trend indications.
3. Continue to improve external reviewer training.
Assessment/Reviewer Teams

The Malone Accelerated Degree Completion Program in Management utilized internal teams for assessment. The internal teams consisted of full time Malone University faculty members (within Management Studies). Several external review teams from Canton First Friends were also utilized with the review of the Service Learning Reflection Essays for the fall2014/summer2015 assessment cycle. It is worthy to note that the complete assessment process (including results and analysis) will be reviewed with adjunct faculty of the program as well as with members of the Business Advisory Board. Adjunct faculty certainly understands the program and its application in business and society. The Business Advisory Board members are leaders in their organizations, communities, and religious affiliations. As practitioners and accomplished individuals, both groups would understand appropriate business responses and management approaches for dealing with stakeholders and with social, political, environmental, technological, and global issues. They would have an appreciation of ethical issues and the influence these issues have on society, management decision making, behavior, policies, and practices.

Conclusion

Student learning is measured by the knowledge gained throughout the program. As educators, we have an ethical responsibility every time we assess students. Basic to this responsibility is the recognition that assessment is a means to an end, not an end in itself. It is essential that students realize that instructors do not assess people; they assess whether characteristics of excellence are evident or not in student work. In our continued pursuit of improved practices, we will begin the next assessment cycle, fall 2015 through summer 2016, with revision in our measuring assessment tools.
We consider this assessment guide (and the information herein) to be a working document, all subject to revision and continuous improvement. We will commit to review their usefulness as more is learned from others engaged in assessment as well as the expectations gleamed from the Higher Learning Commission. The Department of Management Studies’ staff, administrators, and faculty welcome comments and feedback regarding our guidelines and the use of good practices relating to student learning assessment. Again, we will continue to establish a convincing pattern of evidence as it exists to support our institution’s current and planned activities.
References


### Appendix A

**Student Name: Insert Student Name and ID # Your Roadmap to Success**

Your Roadmap illustrates the courses and credits that you need to successfully meet requirements for graduation. The first page of your Roadmap (Reference "Eval. of Cr. Upon Acceptance") contains the official transfer of credit evaluation; the second page (Reference "Program Courses") contains the courses necessary to complete in the degree completion program; and the third page (Reference "Other Courses & Credit") contains the remaining courses with credits options that you need to meet graduation requirements. The options provided are the most popular. You can contact your advisor or review the Malone Academic Catalog and Course Schedules. The schedule for online courses is on the web page [https://jics.malone.edu/ICS/Course_List/Undergraduate_Online_Course_List.jnz](https://jics.malone.edu/ICS/Course_List/Undergraduate_Online_Course_List.jnz). A complete course schedule is located at [https://jics.malone.edu/ICS/Course_List/](https://jics.malone.edu/ICS/Course_List/).

#### Steps to Success

1. Review your Evaluation of Credit for Degree Completion Program. (Page 1)
2. Review the Accelerated Degree Completion program courses. (Page 2)
3. Check off the courses of the program as you successfully complete each.
4. Review the other courses with credit options that you need, if any, and plan when to complete. (Page 3)
5. Consider selecting from the most popular Malone courses and CLEP test options to meet your graduation plan.
6. Check off the other courses and credit as you successfully complete each.

#### Access Your "Custom Advising Worksheet" 24/7 Through MaloneXpress

You can check your progress toward graduation on your Custom Advising Worksheet. Whenever you would like to access your advising worksheet for courses completed and course needed, you can view it online. From the Malone homepage, log in through MaloneXpress using your user name and password. For assistance logging in, please contact the Malone Help Desk: helpdesk@malone.edu. Once you’ve logged in to MaloneXpress, (1) click on the "Student" tab, (2) click "Academic Advising" in the left navigational bar, (3) click "Course Needs," (4) click "Click Here" to view the course needs for "your name," (5) click "Recalculate Student Progress," and, (6) click "Custom Advising Worksheet" giving it time to load.

#### Advising Appointments

Advising appointments can be scheduled. To make an appointment (in person and or phone conference) the student schedules in advance using the link to their academic advisor’s Google Calendar. Student's Google calendar is available through MaloneXpress: click on the "Student" tab. Come prepared for appointment (reference Student Advising Responsibilities explain below) with your Recruiter/Advisor.

#### Prior Learning Assessment (PLA) - Credit for Life Experience and Training

Students enroll in GEN111 Prior Learning Assessment, which is a 3 credit course. The course teaches students how to leverage their college-level learning experiences through the PLA petitioning process. Students learn to write life-learning essays to gain college credit and how to apply professional and technical training toward college credit. Students can earn up to 31 credits through the PLA process. Contact your recruiter for registration form.

#### College Level Exam Program (CLEP)

Malone proctors CLEP exams. ([http://www.malone.edu/student-success/testing/](http://www.malone.edu/student-success/testing/)) Registration and payment for a CLEP test is completed by the student online through the CLEP website ([https://clep.collegeboard.org/](https://clep.collegeboard.org/)). Once a registration ticket has been issued by CLEP to the student, the student contacts the Center for Student Success for scheduling: 330-471-8249.

#### Student Advising Responsibilities

1. Make advising appointments in advance, especially during busy registration periods.
2. Come to appointments on time, and cancel if you cannot attend.
3. Come prepared for appointments by writing down question/concerns in advance. During the advising period for registration, also come with a list of courses you are interested in taking outside MGMT or RN2BSN to fulfill graduation requirements. This information will be used with the Roadmap.
4. Accept responsibility for making your own plans and decision. An advisor may provide advice, not make your plans or decision for you.
5. Review requirements you have already completed and plan for those not yet fulfilled. Keep your Roadmap current.
6. Define a primary plan to achieve your goals but also have an acceptable alternative.
7. Become an educated consumer so you can make well informed decisions; ask for guidance and advice from reliable sources, get advise from multiple sources, and when the advice you receive does not meet your goals or "feels" wrong, get a second opinion. Ultimately, all decisions are yours.
8. Be aware of the program’s policies, procedures and practices, and when needed, ask for clarification.
9. Create positive relationships with the management advisors, faculty, and staff.
10. Read all University correspondence sent to you via the US mail and email. Respond if required.
11. Take advantage of University resources that will improve your educational experience.
### Insert Name and ID#

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<tr>
<th>Cohort: insert cohort number</th>
<th>Credits</th>
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<td>MGMT304 Principles of Management &amp; Leadership</td>
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<td>MGMT203 Business Communications</td>
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<td>MGMT201 Group &amp; Organizational Behavior</td>
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<td>MGMT406 Human Resource &amp; Personal Management</td>
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<td>MGMT332 Financial Management</td>
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<td>MGMT407 Faith &amp; Worldviews</td>
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<td>MGMT442 Problem Solving in Management Part II</td>
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<td>MGMT410 Capstone in Liberal Arts</td>
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<td>MGMT409 Personal Values &amp; Business Ethics</td>
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<p>| Total Program Credits | 36 |                  |</p>
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<th>General Education (one course each)</th>
<th>Most Popular Course Options (OL=Online) 2015-2016</th>
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<td>CLEP College Composition</td>
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<td>Math</td>
<td>MMP101 Business Survey of Algebra (Workshop)</td>
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<td>MATH125 Introductory Algebra</td>
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<td>MATH130 OL Intermediate Algebra</td>
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<td>Natural Science</td>
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<td>FS101 Conservation of Natural Resources (Credit/No Credit Workshop)</td>
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<td>FS103 Survey of Natural Areas (Credit/No Credit Workshop)</td>
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<td>CLEP Biology</td>
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<td>CLEP History of the U.S. II: 1865 to Present</td>
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<td>CLEP Western Civilization I Ancient Near East to 1648 (Malone HIST111)</td>
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<td>Social Science</td>
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<td></td>
<td>ECON202 OL Principles of Macroeconomics</td>
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<td>ECON203 OL Principles of Microeconomics</td>
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<td>SOC310 OL American Minorities</td>
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<td>ENG322 OL World Literature</td>
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<td>Fine Arts</td>
<td>ENG270 OL World Cinema</td>
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<td>MUS374 OL Survey of World Music</td>
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<td>FS104 Art Analysis (Credit/No Credit)</td>
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<td>Philosophy</td>
<td>PHIL200 OL Central Questions in Philosophy</td>
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<td>Foreign Language</td>
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<td>Second Natural Science</td>
<td>See natural science course options listed above. A second natural science course can be used to fulfill a liberal arts course need.</td>
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<td>Free Electives - Any courses that you are interested in taking</td>
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**Total General Education, Liberal Arts, and Fee Elective Credits**: 0

**Evaluation of Credit upon Acceptance**: 0

**Program Credit**: 36

**Total Credit Toward Graduation**: 36

**Total Credits Needed for Graduation**: 124
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<th><strong>How to Register</strong></th>
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<tr>
<td><strong>Malone courses online and on campus</strong></td>
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<tr>
<td>There are three ways to register:</td>
</tr>
<tr>
<td>1. Via MaloneXpress</td>
</tr>
<tr>
<td>2. Call the Registrar's Office at 330-471-8128</td>
</tr>
<tr>
<td>3. Stop by the Office of the Registrar from 9 a.m. to 4:30 p.m. located in Founders Hall.</td>
</tr>
</tbody>
</table>

| **Prior Learning Assessment (PLA)** |
| **FS101 Conservation of Natural Resources (Credit/No Credit Workshop)** |
| 1. Obtain registration form from your academic advisor |
| 2. Call 330-471-8500 or email gps@malone.edu |
| 3. If planning to pay through Financial Aid, contact the Malone Financial Aid (FA) office (330-471-8159) to obtain a FA code for your payment option. |

| **FS103 Survey of Natural Areas (Credit/No Credit Workshop)** |
| **MMP101 Business Survey of Algebra (Workshop)** |
| **FS104 Art Analysis (Credit/No Credit)** |
| **CLEP Exams** |
| Malone University's Center for Student Success proctors CLEP tests. Registration and payment for a CLEP test is completed by the student online through the CLEP website. Once a “registration ticket” has been issued by CLEP to the student, the student contacts the Center for Student Success for scheduling. |
| The Center for Student Success can be phoned at: 330-471-8250. Visit the center's website at: [http://www.malone.edu/student-success/testing/clep-testing.php](http://www.malone.edu/student-success/testing/clep-testing.php) |
| Please visit the CollegeBoard web-site for more information and to create a user account. [clep.collegeboard.org](http://www.clep.collegeboard.org) |
Appendix B

FULL-TIME FACULTY MEETING NOTES

- Includes full-time program members.

- Meetings are held twice a month (first and third week).
MMP Team Meeting 7/17/2014

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob

Agenda Items:

1. Enrollment (handout)
   a. M268 – 9OM/2MM
   b. MO009 – 3OM/3HM
   c. M269 – 1EM/0PM
   d. MO010 – 0PM/2OM

2. Course Revision Update
   a. Capstone (LF) – in process
   b. Intro to Marketing (WP) – complete
      i. Need an update regarding conversion to Web Assist (J Koshmider)

3. Learning House Conversion
   a. Principles (JK) – in process
   b. Bus Com (LF) – in process
   c. Training – expect to receive instructions for orientation from J Koshmider with the next week

4. MyManagementLab – Pearson
   a. Cindy and Jamie to review (7/23/14) for consideration to course, MMP201 Group & Organizational Behavior

5. Student Assessment Update
   a. Next due date – 8/4 reviews should be completed

6. New Hires
   a. Approved:
      i. Jeffery Ives – primary OM, PM, Stats, and PS (with M269)
      ii. Bari Courts – online only, secondary OM, MM, PM
      iii. Scott Knock – secondary Fin Mgmt, PS
   b. In process of approval:
      i. Maureen Morton – secondary algebra
      ii. Timothy Cobb – secondary Finance
      iii. Paul Stallings – secondary Finance
      iv. Frank Alexander – secondary MM
   c. In documentation process:
      i. Steve Riczo – primary OM, HM
      ii. Kirt Conrad – secondary EM
   d. Pending interviews:
      i. Peter Kakoules – secondary MM and Finance
      ii. Bill Prenosil – secondary PM
      iii. Sharla Elton – secondary HM and Finance

7. Moving day for GPS – 7/28 (Monday)
   a. Morning treats – 7/24 (Thursday)
8. Visit to Walt’s Place – rescheduled to 8/8 (Friday)

9. August Events:
   a. 8/19 – Faculty Retreat at Atwood Lake Resort
   b. 8/21 – MMP Team Student Assessment Action Steps

10. Update on budget

11. Introduction of VP Marketing – Tim Bryan
   a. Consideration of name change:
      i. Accredited Degree Completion: Malone Management Program (ADC:MMP)
      ii. Degree Completion: Malone Management Program (DC:MMP)
      iii. Accredited Bachelor Completion: Malone Management Program (ABC:MMP)
MMP Team Meeting 8/21/14

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob (off-site)

Agenda Items:

1. Student Assessment Action Steps
   a. Reviewed previous assessment reports:

Assessment Discussion and Action Steps

ACBSP

Review ACBSP material

- Align our assessment date with ACBSP requirements
- Coordinate to be in alignment with quality assurance report
- Make a decision about next alumni report (when to administer)

CFCDS

- Add demographic information about majors
- Add cohort numbers for students to choose from rather than having them write cohort #
- Embed instrument in all cohorts – Capstone – Learning House
- Ask Learning House to process data and get aggregate reports
- Add points to the gradebook associated with the tool (so students have investment in tool)

BCTSD

- Work out software problems with the company
- 2013-2014 will serve as baseline
- Score of 4 is established benchmark
- Continue to gather data
- Ask Learning House if they have access to another critical thinking tool
- Use current tool unless we find a better one to replace it
- Take inventory of how many we have available to us
- Show data in aggregate, per cohort, and major

Ethical Case Resolution

- 8.25 as performance benchmark
- Change rubric and assignment instructions so they align
- Use three categories in rubric: does not meet, meets, and exceeds

Service Learning

- Change rubric and assignment instructions so they align
- Use three categories
- Send essays to reviewers; make sure reviewers have some kind of training

Pre-Post Test

- Replaced IRP
- Added new questions to focus on research
- Shortened the pre/post-test to 100 questions
- Create pre/post-test for accounting major
- Add SLO quizzes in every course (last component in template) – both ground and online
- Students can retake the exam as many times as needed within course time frame (implement w/M268).
- Need clarification from Learning House about aggregate reports provided
- Include discussion about changes since changing the test
MMP Team Meeting 9/25/14

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob (1/2 day PM)

Agenda Items:

1. Assessment chart/table review
   a. Reviewed assessment graphic and supporting detail
   b. Format:
      i. Cindy – Intro, Table of Contents, Status Update, and Pre/Post Exam. Will pass to Walt…
      ii. Walt – Ethical Resolution, once complete will pass to Laura
      iii. Laura – CFCDS and results from external review of Service Learning; will pass to Jamie to finish
      iv. Jamie – BCTST and Service Learning

2. Due date: provide to Director Student Assessment, Charles Lartey no later than 10/31/14
MMP Team Meeting 10/2/14 & 10/16/14

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob (1/2 day PM)
(Note: Items in red are specific to MMP)

Agenda Items:

      i. Chart “Meetings and guest invitations of Advisory Board Members” to revise the measurement to be number of elements of service (“I can help” questionnaire). Need to focus on outcomes not number of meetings (outcomes of service). Someone needs to track.
      ii. Chart “Student Projects from the School of Business and Leadership Done with Outside Organization” to note that MMP cohort has at least one project per cohort (Service Learning).
   b. Table 5.1 Standard 5 – Faculty and Staff-Focused Results (page 23)
      i. Question the value of counting the number of sabbatical request. Should be measured on the outcomes of the sabbatical or scholarship. Need to explain trend
      ii. Faculty satisfaction chart does not identify an action or a trend. Need to identify by year…
   c. Table 5.1.2 Faculty and Staff Focused Results (p.26)
      i. Will exclude MMP faculty climate survey and focus on faculty development events and number of conferences attended.

2. Quality Assurance Report
   a. Operational key performance indicators
      i. Graduation rates
      ii. Retention rates
      iii. Enrollment
   b. Stakeholder satisfaction
      i. Student satisfaction
      ii. Alumni satisfaction (decided to focus every other year; next one Fall16)
   c. Faculty and staff focus
      i. Professional development
      ii. Scholarly activity
      iii. Faculty qualifications
   d. Support key performance indicators
      i. Computer support
      ii. Library research support
      iii. Administrative support

3. Action Steps 2015/2016:
   a. Collect student feedback from end of program evaluation
      i. Add question “how satisfied were you with the Management Program?”
      ii. Need to identify the process for alumni (Robinson, random 25% population?)
MMP Team Meeting 11/6/2014

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob

Agenda Items:

1. Enrollment (handout)
   a. M268 – 19 (Fall)
   b. MO009 – 16
   c. MO010 – 15
   d. M269 – 7 (Spring)
   e. MO011 – 2
   f. M270 – 1
   g. MO012 – 0

2. Course Revision Update
   a. Ground Marketing – need PowerPoints for all
   b. MMP323 Intro to Mktng (WP) – Web assist status
   c. MMP363 Prin of Health (JK) – in process
   d. MMP341 Fun Proj Mgmt (PO) – in process
   e. MMP308 Mgmt Controls (PS) – in process

3. Student Assessment
   a. Report turned in to Charles Lartey one week early!
      i. Documentation was posted to the SOBL Shared Drive (T:) as well as to MMP website pages
   b. Impact report to SOBL 10/27/14 (to be completed by end of December)
   c. ACBSP – updated student feedback and evaluation form to include “satisfaction” questions
      i. The six “end of program” survey questions were provided to Jamie, who will create a survey in Google Docs for distribution in MO006 (Nov) and M265 (Dec). Cindy to write an introduction.

4. Student Feedback and Evaluation
   a. Online Moodle – need to correct Principles of Management & Leadership and Business Communications to delete the last section “end of program”
   b. Ground – no support of service; therefore, need discussion about pencil/paper process. Discussion lead to solution to create a survey using Google forms (Jamie and Cindy)

5. Faculty Development: Audio presentations – to include our normal work session activity
   a. Critical Communication – How to Give (and Receive) Feedback and Criticism (58 minutes) – November 19, 1:30
   b. Coaching the “Uncoachable” (56 minutes) – January 8, 9:30

6. Faculty Faith Workshop (5 weeks)
   a. 6/1/15 – 7/3/15 (Walt Poland)
b. 4/6/15 – 5/8/15 (Laura Foote)
c. 1/12/15 – 2/15/15 (Jamie Krob)

Respectfully submitted,
Barb Walker
MMP Team Meeting 11/19/2014

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob, Barb Walker

Agenda Items:

1. Accounting/finance position update
   a. Six applications received so far, none to pursue.
   b. Position will be pulled and re-posted in January.

2. Read&Write software
   a. The University has obtained a site license for Read&Write software. This software assists hearing and visually impaired students, but can be used by faculty and any student for better reading and writing skills. This software is now available on all computer lab computers.
   b. See Anna Meadows to have this software loaded on your computer (ameadows@malone.edu, or x8496).
   c. Watch for more information coming in January to make Read&Write available to all faculty and students.

3. Student evaluation issue
   a. No mechanism available for Web Assist courses. Jamie to create Google Forms survey from our current survey to be used in ground courses.
   b. There is a real need for universal University survey instead of surveys specific to Schools, but in the meantime MMP will continue with current.

4. Learning House (feedback)
   a. MBA okay so far
   b. BSN okay so far
   c. MMP experiencing issues

5. Forecast for 2015-2016
   a. Question came up around who provides the Forecast for enrollment. Pending.

6. Update: Dean, School of Business
   a. Discussion continues about when and if to post position.

7. Jen Vannest
   a. Potential new writing consultant for MMP
   b. Would serve ground and online students
   c. Discussion about how to launch, and present to students – possibly develop and distribute brochure to introduce.

8. MMP-MAOL
   a. First candidate has been interviewed by Cindy for starting with M269.
   b. Desk copies have been ordered for the first two courses.

9. International or Regional Service Learning for MMP
a. Ryan Donald, Associate Director of the Center for Cross-Cultural Engagement, met with Cindy to encourage thoughts about offering opportunities to our students to serve internationally and or regionally.
b. Submit any ideas to Cindy.

10. Advisory Board Member Record of Activity
a. Table created to be used to record all activity provided by any of the School of Business & Leadership Advisory Board members.
b. Find this file in the Business Advisory Board folder located on the School of Business shared drive: scb$ on ‘srv-noah’ (T:).

Respectfully submitted,
Barb Walker
MMP Team Meeting 12/04/2014

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob, Barb Walker

Agenda Items:

1. Enrollment – handout
   a. M269 – 7 OM, 1 BAM
   b. MO011 – 4 PM

2. Migration
   a. 6 online complete
   b. 4 web assist complete
      i. Two pending: Survey of Community Health; Fundamental Principles of Health Services US

3. Moodle Update
   a. Changes to the templates effective 12/21/14.
   b. See blue notebook (conference room) for updates.

4. Greg Miller
   a. Discussion around three questions submitted by Greg Miller regarding proposed changes to GEN Eds.

5. Dennis Kincaid
   a. Resigning as chair of MBA and MAOL effective 6/30/15.

6. Walt – End of Program Survey (M265)
   a. Will submit the six ‘satisfaction’ questions to students (results needed for ACBSP assurance)

7. Scholarly and Professional Activities – three handouts for review
   a. Created by Promotion and Tenure Committee (Lauren Seifert)
   b. Identifying levels of faculty
   c. Criteria for promotion and tenure

8. Christmas Lunch
   a. Gervasis’, Wednesday, December 17, 1:30

Respectfully submitted,
Barb Walker
MMP Team Meeting 12/17/2014

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob, Barb Walker

Agenda Items:

1. Faith Workshop
   a. Need to meet 2-3 times
   b. Considered a Hybrid course
   c. Tech fee is $70 per adjunct
   d. Total cost for all three workshops (includes book) is $1890. Workshops will be offered as Professional Development at no cost to faculty on behalf of Management Studies.

2. Tony Perez – released effective 12/18/14

3. 2015-2016 Cohort Offerings
   a. Released to GPS, Business Office, and Financial Aid Office 12/17/14
   b. Calendars will be built pending feedback

4. What is unique about the School of Business & Leadership?
   a. If you could put in one or two sentences what you see as the most unique, defining, or compelling reason(s) someone should choose Malone over any other business school, what would you say?
   b. Ideas to be submitted to Cindy.

5. Enrollment Update
   a. M269 (starts 1/22/15) – 7 OM, 2 BAM

6. Next MMP team meeting Thursday, January 8, 9:30a.m.
   a. Includes “Coaching the Uncoachable”

Respectfully submitted,
Barb Walker
MMP Team Meeting February 5, 2015

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob, Barb Walker

Agenda Items:

1. Enrollment
   a. M269, 14 students (OM), started 1/22/15
   b. M270, 7 students (HM), starts 3/10/15
   c. MO011, 5 students (PM), 10 students (OM), starts 3/23/15

2. MMP-MAOL
   a. Eileen Osborn withdrew from M269 after first week
   b. Chastin Pirillo is a potential candidate for MO011

3. Moving forward on proposal for non-substantive change
   a. Objective – to cross list as many major courses as we can
   b. Effective Fall 2015 (proposal on wheel by March) – to offer major courses online (7-week courses)
   c. Possible financial aid limitations with “cross-over enrollment” (trimesters/semesters) discussed with Laura and Linda
   d. LHRN start with MM, EM, PM
   e. Book inventory to TOL – Barb will work with instructors and Derek Myers
   f. Session with Gary to determine “open enrollment” schedule
   g. Possible program offering change from trimesters to semesters (9 credits per semester)
   h. Load = 3.0

4. ASL
   a. Pool of 49 candidates fulfilled requirements (3.50 gpa, and completing two trimesters). From this pool we pull the top 10%. This year we have six top candidates who tie with a 4.00; eligibility letters sent to six instead of five.

5. Visit by Pearson rep Michelle Garcia-Juchter
   a. Schedule visit to talk about using MyLabs in non-financial courses
   b. Possible 3/24/15 – date of next all MMP faculty meeting

6. Events
   a. 2/10 – Pizza with the Provost, 11:30 – 1:00 in BC
   b. 2/13 – Faculty lunch, 12:00 – 3:00 in JC
   c. 2/16 – Community Forum, 10:00, JC
   d. 2/19 – MMP Team, 9:30 (Coaching the Uncoachable)

Respectfully submitted,
Barb Walker
MMP Team Meeting February 19, 2015

Attendees: Cindy Wilson, Laura Foote, and Jamie Krob

Agenda Items:

1. Enrollment
   a. M269, 14 students (OM), started 1/22/15
   b. M270, 8 students (HM), starts 3/10/15
   c. MO011, 18 students (6, PM), (12, OM), starts 3/23/15

2. Update on Non-Substantive Change proposal
   a. In agreement with Department of Business to cross-list the marketing courses
   b. Still pending agreement with School of Nursing regarding two health services courses
   c. Plan to post on the “formative wheel” first week of March

3. Michelle Garcia-Juchter visit (Pearson rep)
   a. Planned for Thursday, March 19, 9:30 a.m.
   b. May be a bigger group – invites from John (may need to move to TLC)

4. Full-time faculty load – in process; however, cannot complete until we receive the scheduled major courses from Registrar’s Office

5. Hartville Migrant Ministry (Dr Lora Wyss, Professor of Nursing & President)
   a. Potential visit with Deb Arner (adjunct and board member)
   b. Service learning project for MMP students?

6. Special recognition “OL Bachelor with highest 6-year completion rates”
   a. How do we leverage?

7. Jamie to provide list of names regarding BCTST to Scott Knoch (M267)

8. Events
   a. 3/05 – MMP Team, 9:30
   b. 3/18 – Pizza with the Provost, 11:30 – 1:00 in BC
   c. 3/19 – MMP Team, 9:30; visit with Pearson/MyLabs
   d. 3/23 – SOBL meeting, 10:00 in TLC
   e. 3/24 – Full MMP faculty meeting, 4:00 in TLC

Respectfully submitted,
Barb Walker
MMP Team Meeting March 5, 2015

Attendees: Cindy Wilson, Laura Foote, and Jamie Krob

Agenda Items:

1. Enrollment
   a. M269, 14 students (OM), started 1/22/15
   b. M270, 9 students (HM), starts 3/10/15
   c. MO011, 25 students (7, PM), (18, OM), starts 3/23/15

2. Proposal for Substantive Change
   a. MMP to MGMT
   b. PSI, II may need renumbered (possible conflict with HED 442 - Biostatistics and Epidemiology)
   c. Met with GPS 3/9/15 to discuss changes
   d. Plan to post on the “formative wheel” Monday, 3/9

3. Load complete
   a. Schedules distributed

4. MMP-MAOL candidates (MO011)
   a. Two approved candidates: Chastin Pirillo and Marisa Bellanca

5. Hartville Migrant Ministry (Dr. Lora Wyss, President, Nursing Director)
   b. Nicole Bowman, Volunteer Coordinator
   c. Potential service learning project for MMP students (March through October). Possible start with M270.

6. APA handout

7. Faculty Development – April
   a. Review and grading process (Cindy to create PowerPoint presentation)
   b. Rubrics
   c. Pull examples of good and not so good papers (Laura and Jamie to prepare papers for review in group session)

8. Events
   a. 3/18 – Pizza with the Provost, 11:30 – 1:00 in BC
   b. 3/19 – MMP Team, 9:30; visit with Pearson/MyLabs
   c. 3/23 – SOBL meeting, 10:00 in TLC
   d. 3/24 – Full MMP faculty meeting, 4:00 in TLC
MMP Team Meeting April 2, 2015

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob

Agenda Items:

1. Spring cohort starts
   a. So far no withdrawals!

2. Non-Substantive proposal approved UAPC (Sat, 3/28/15)
   a. Waiting for Registrar’s office to schedule, then can schedule with Learning House
   b. Karen to start Catalog changes

3. Faculty capacity
   a. ACBSP – 80% Undergrad: doctorate or professional qualification (Mgmt Studies 100% in compliance)
   b. OBR – 1 full time faculty to 30 full time students (Mgmt Studies at 1:31 ratio)
   c. HLC – No information listed regarding faculty capacity

4. Course revision
   a. MMP332 Fin Mgmt – in process (PS)
   b. MMP406 HRM – completed (CW)
   c. MMP363 Fundamental Prin Healthcare – completed (JK)
   d. MMP201 Group (Ground) – misc. updates in process (JK)
   e. Revision & Migration
      i. Summer
         1. Proj (PO)
         2. Mktg (WP)
         3. Stats (BP)
         4. F&WV – already completed (LF)
         5. PSI, II (JK)
      ii. Fall
         1. Capstone (LF)
         2. Ethics (CW)
           Note: CW to confirm with John Koshmider regarding migration scheduled for Gen Ed courses (i.e., PLA, Writing Skills, Algebra)

5. Faculty Faith Workshop
   a. Continues on schedule (4/6 – 5/8/15)

6. Summer Work
   a. Reference/link to library (MMP orientation) – WP; complete by early August
   b. Web-Assist syllabus – JK; complete early Aug
   c. Writing Resource guide book – LF; early Aug
   d. Management mentor – All; Offsite session June 18
   e. Student Handbook – CW; early Aug
   f. Faculty Guide – CW; early Aug
   g. Possible revision of MMP304 – JK; early Aug
h. P&T – Management Studies template – All: Offsite session July 16
i. Update Orientation Video – JK; early Aug
j. Explore options for shared material – BW; early Aug

7. Assessment
a. Pre/Post exam (CW)
   i. Download instructions completed
   ii. SLO in every course; in process with migration
b. Post Ethical Case Resolution (WP)
   i. Revise assignment instructions
   ii. Revise assessment rubric
c. BCTST (JK)
   i. Inventory update
   ii. Research other instruments
d. Service Learning
   i. Revise assignment instructions
   ii. Revise assessment rubric

8. Grading Process Workshop 4/22/15
a. PPT presentation (CW)
b. Sample assignments and rubrics (LF, JK)
c. Break into groups (4)
   Note: rehearsal on 4/15 at 1:30 p.m.

9. Higher Ed Hero – Registration completed
a. “Creating Rubrics: Tools to Effectively Assess Learning Outcomes” – 4/14 at 1:00 p.m. (Tuesday) $200.00
b. Barb to check TLC availability

10. Faculty development event: “Coaching the Uncoachable”
    a. 5/7 at 9:30 a.m., Team Table

11. April events
    a. 4/10 – Senior Banquet, 6:00 p.m., JCD (deadline 4/6)
       i. Walt, Laura, and Cindy to attend
    b. 4/14 – Higher Ed Hero: “Creating Rubrics” 1:00 p.m. (location TBD)
    c. 4/15 – MMP Team Meeting (Preparation for Grading Workshop), 1:30 p.m.
    d. 4/22 – Pizza with the Provost, 11:30 a.m. – 1:00 p.m., BCC
    e. 4/22 – Faculty: “Grading Process” Workshop, 4:00 p.m., TLC
    f. 4/27 – Faculty Senate, 10:00 a.m., Silk Auditorium
    g. 5/07 – MMP Team Meeting: “Coaching the Uncoachable”, 9:30 a.m., Team Table
    h. 5/08 – Baccalaureate http://www.malone.edu/graduation/schedule.php
    i. 5/09 – Commencement http://www.malone.edu/graduation/schedule.php
MMP Team Meeting May 7, 2015

Attendees: Cindy Wilson, Walt Poland, Laura Foote, and Jamie Krob

Agenda Items:

1. Enrollment
   a. 2 – OM029 (8/31)
   b. 2 – M271 (9/29)
   c. Inquiries down 27% from last year

2. MGMT
   a. Calendars updated 2015-2016 calendars have been updated to MGMT effective August, 2015
   b. Catalog – in process
   c. Website – in process

3. Course revision
   a. Financial Management – completed
   b. Human Resource/Personnel Management – completed
   c. Research & Statistical Methods – in process
   d. LEAD 545 Financial Management Principles – development and migration just starting (set up, bw)
   e. Project Management courses – in process
   f. Marketing courses – revision and migration just starting

4. Migration in process
   a. Research & Statistical Methods
   b. Project courses
   c. Marketing courses
   d. Problem Solving in Management, Parts One and Two

5. Mark your calendars
   a. Grading workshop – June 9, 4:00 – 6:00, TLC
   b. Learning House Advanced tools: Discussion Boards and Gradebook, May 13, 1:15 - 2:45, TLC
   c. Learning House Advanced tools: Discussion Boards and Gradebook, May 19, 9:45 – 11:15, TLC

6. Learning House
   a. Learning House shared what they can offer regarding marketing, enrollment, and retention (for online courses only)

7. Quick Mail
   a. Can be used to email all students in course, groups
   b. Advantage is attachments can be included in email
   c. Learning House will not include in Master Parent because SPAM filters may block and students will not receive emails
d. Not recommended, but here are instructions for adding to your course:
   i. Turn Editing on
   ii. At bottom “Add a Block”
   iii. Click drop down box
   iv. Click “Quick Mail”
   v. Turn Editing off

8. Assessment
   a. Fall 14/Spring 15
      i. MO006
      vi. M265
      vii. M266
      viii. OM038
      ix. MO007
      x. MO008

9. May events
   a. 5/08 – Barb Easlick retirement, 12:00 – 2:00, MH201
   b. 5/08 – Baccalaureate http://www.malone.edu/graduation/schedule.php
   c. 5/09 – Commencement http://www.malone.edu/graduation/schedule.php
   d. 5/11 – Final grades due (for graduates)
   e. 6/04 – Team meeting, 9:30 a.m.
   f. 7/16 – P&T workshop
   g. 8/06 – Team meeting, 9:30 a.m.
   h. TBA – Walt’s retirement!

10. Faculty Development – “Coaching the Un-coachable”

Respectfully submitted,
Barb Walker
MMP Team Meeting August 6, 2015

Attendees: Cindy Wilson, Walt Poland, Laura Foote, Jamie Krob, Barb Walker

Agenda Items:

1. Enrollment
   a. 9 – OM029 (8/31)
   b. 6 – M271 (9/29)
   c. 1 – MO012 (10/26)

2. MGMT
   a. Catalog and all web pages are now completed

3. Course revision
   a. Marketing courses – in process (MCH)
   b. Project – 3 of 4 completed (PO’B)

4. Migration
   a. Completed: Problem Solving in Management, Parts One and Two – JK
   b. Completed: Capstone – LF
   c. In process: Ethics – CW
   d. In process: LEAD547 MQ (MCH to revised MAOL Ethics course, then will copy into template to revise for the combo program
   e. On track: Finance Management (includes LEAD545) – PS
   f. Completed: Prior Learning Assessment – LF
   g. In process: Writing Skills – LF
   h. Need to check with Distance Learning about Algebra – CW

5. GPS/Advising Process Update
   a. Cindy is working with Sharon McFarlane to document the advising process for degree completion with a implementation date of 8/24/15
   b. Creating a roadmap students can use to track and check off courses needed for program completion and graduation
   c. Training date 8/20/15: 9:00 a.m. – 12:00 noon (CL24)

6. Mentor network
   a. 72 invitations were sent out 7/20/15
   b. 13 confirmed responses received (target 20)
   c. Faculty to make follow-up calls
   d. Needed: develop training, schedule a kick-off meeting

7. ACBSP Quality Report – Faculty Climate Survey
   a. Data needs updated for use at the November faculty meeting (quality report due in February 2016)

8. Assessment (Fall 14/Spring 15)
a. 8/31 – All reviews complete and rubrics handed off for analysis (start the narrative process)
b. 9/10 – Review analysis and develop action plan
c. 9/28 – Narrative compiled in doc. and submitted to CW
d. 10/15 – Assessment Report to Nate Phinney
e. 10/30 – Assessment Report to Charles Lartey

9. Summer Work – pending
   a. Faculty Guide – CW; early Aug (in process)
   b. Update Orientation Video – JK; early Aug (in process)
   c. Shared drive – BW, CW (in process)
   d. Library into with link – WP (in process)
   e. Update vita for all MGMT faculty – CW; complete by end of December

10. Upcoming events
   a. 08/18 – Faculty retreat
   b. 08/20 – Advising training, 9:00 a.m., CL24
   c. 08/20 – Retirees reception, 3:30 p.m., Johnson Center
   d. 9/3 – Team meeting 9:30 a.m.
   e. 09/10 – Team assessment, 12:00 noon
   f. 09/10 – All MGMT faculty meeting, 4:30 p.m., TLC
   g. 09/28 – Assessment data to CW

Respectfully submitted,
Barb Walker
Appendix C

FULL FACULTY MEETING NOTES

- Includes full-time and adjunct program members.

- Meetings are held every other month through academic year (August or September, November, January, March or April)
Malone Management Program (MMP) Faculty Meeting  
September 4, 2014

Agenda

I. Devotion and prayer - Jamie Krob
II. Introductions
III. Q & A regarding:
   a. MMP New Faculty Update
   b. Migration of The Learning House (visit with John Koshmider, Director Distance Learning)
   c. Course Development, Revision & Material Update
   d. Fall 2014 Enrollment
   e. Student Assessment
   f. Faculty Development
   g. Announcements
IV. Group Activity – “Meet your Mentor”
V. Close with prayer - Laura Foote

Detailed Information – Items of Activity:

• MMP New Faculty Update – Let us welcome 11 new adjuncts into our Malone MMP family:
  o Paul Stallings – Finance
  o Kirt Conrad – EM
  o Tim Cobb – Finance
  o Frank Alexander – MM
  o Scott Knoch – Problem Solving/Fin Mgmt
  o Jeff Ives – Primary: OM,PM/Problem Solving/Statistics
  o Steve Riczo – Primary: OM, HM/Human Resources
  o Peter Kakoules – MM
  o Bari Courts – Primary: OM, MM, PM
  o Maureen Morton – Algebra
  o Sharla Elton – HM/Finance

• Learning House Migration
  o Curriculum management and course development launched fall 2014 with M268 and MO009
    ▪ Ground – Web Assist
    ▪ Online – Learning House Moodle
  o Faculty training and professional development; in-depth learning of management system (Moodle) and pedagogy training for online course instruction
    ▪ MT202-03 2014 Faculty Orientation
    ▪ BP5041 Teaching Online (mandatory prior to teaching first online course)
  o Migration will continue through fall 2015 as scheduled; 32 ground and 32 online for a total of 64 conversions (Note: excluding PLA and workshops)
  o Current Migration Status:
- MMP304 Principles of Management & Leadership – ground and online completed
- MMP201 Business Communication – ground and online (in process to launch 10/8/14)
- MMP201 Group & Organization – ground and online (in process)
- MMP361 Survey of Community Health – ground and online (in process)
  - Current Combined MMP/MAOL Migration Status:
    - LEAD543 Leadership Theory – online in technical review, targeted for completion 9/8/14
    - LEAD541 Leadership Communication – online in process, targeted for completion 10/8/14
- Course Development, Revision & Material Update
  - New Development Fall 2014
    - MMP313 Introduction to Accounting (online first, then modify to ground)
    - MMP315 Managerial Accounting (online first, then modify to ground)
  - Revision Summer 2014
    - MMP410 Capstone in Liberal Arts (excluded customized textbook and added Unit 6)
    - MMP203 Group & Organizational Behavior (textbook edition change and revised activities)
    - MMP201 Business Communication (revision of curriculum: 50% Oral/50% Written)
    - MMP323 Introduction to Marketing (textbook edition change)
  - Revision Fall 2014
    - MMP329 Sales & Marketing (ground modification)
    - MMP363 Fundamental Principles of Health in U.S. (textbook edition change)
    - MMP341 Fundamental of Project Management (current textbook out of print; selection of new textbook)
    - MMP308 Management Controls (textbook edition change)
- Fall 2014 Enrollment

<table>
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<th>Location</th>
<th>Date</th>
<th>Cohort</th>
<th>Major</th>
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<tbody>
<tr>
<td>20</td>
<td>Canton</td>
<td>8/27/2014</td>
<td>M268</td>
<td>OM (cancel MM; low enrollment)</td>
</tr>
<tr>
<td>16</td>
<td>Online</td>
<td>9/8/2014</td>
<td>MO009</td>
<td>OM – 7 HM - 9</td>
</tr>
<tr>
<td>4</td>
<td>Canton</td>
<td>10/14/2014</td>
<td>M269</td>
<td>EM – 2 PM - 2</td>
</tr>
<tr>
<td>6</td>
<td>Online</td>
<td>10/27/2014</td>
<td>MO010</td>
<td>OM – 5 BA - 1</td>
</tr>
</tbody>
</table>
- Currently, 181 students (nine active cohorts plus PLA/workshops)
- Student Assessment (Fall2013 – Summer2014 on track for completion 10/15/14)
o Pre/Post Program Exam
o Ethical Case Resolution Analysis
o Business Critical Thinking Skills Test (BCTST)
o Christian Faith Cognitive Development Scale (CFCDS)
o Service Learning Reflection Essay (external reviewers with First Friends Church, Canton)

• Faculty Development:
o Continued conversation with mentor
o Concentration on training and preparation of Moodle platform with effective teaching techniques

• Announcements
o Articulation agreement completed with Tri-C
o External name change “Malone Accelerated Degree Completion Program in Management”

• Group Activity – “Meet your Mentor”

• Scheduled MMP Faculty Meetings – We will meet in TLC (room FH39) starting at 4:00 p.m.
o November 11, 2014 (Tuesday) – Volunteer for Devotion and Prayer?
o January 14, 2015 (Wednesday)
o March 24, 2015 (Tuesday)
Malone Accelerated Degree Completion Program in Management  
Faculty Meeting – November 11, 2014

Agenda

I. Devotion and prayer - Jeffery Ives
II. Introductions
III. Q & A regarding:
   a. Course Development, Revision & Material Update
   b. Fall 2014 Enrollment
   c. Student Assessment
   d. Announcements
   e. Migration of The Learning House Update
   f. Faculty Development; In-training/awareness opportunity regarding administration of Moodle
IV. Close with prayer - Jeffery Ives

Detailed Information – Items of Activity:

• Course Development, Revision & Material Update
  o Revision Fall 2014
    ▪ MMP361 Survey of Community Health (textbook edition; completed)
    ▪ MMP201 Group & Organizational Behavior (textbook edition; completed)
    ▪ MMP329 Sales & Marketing
    ▪ MMP325 Marketing Management
    ▪ MMP327 Media Marketing
    ▪ MMP363 Fundamental Principles of Health in U.S. (new textbook; in process)
    ▪ MMP341 Fundamental of Project Management (textbook edition; in process)
    ▪ MMP308 Management Controls (textbook edition change; in process)
  o Revision Spring 2015
    ▪ MMP345 Cost & Risk Management (textbook edition change)
    ▪ MMP346 Project Quality (textbook edition change)
  o New Development Spring 2015
    ▪ MMP313 Introduction to Accounting
    ▪ MMP315 Managerial Accounting
    ▪ MMP317 Accounting Technology

• Fall 2014 New Enrollment – Numbers do not reflect retakes or dual majors

<table>
<thead>
<tr>
<th># Students</th>
<th>Location</th>
<th>Date</th>
<th>Cohort</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Canton</td>
<td>8/27/2014</td>
<td>M268</td>
<td>OM (cancelled MM; low enrollment)</td>
</tr>
<tr>
<td>16</td>
<td>Online</td>
<td>9/8/2014</td>
<td>MO009</td>
<td>OM – 7 HM - 9</td>
</tr>
<tr>
<td>NA</td>
<td>Canton</td>
<td>10/14/2014</td>
<td>M269</td>
<td>Cancelled; low</td>
</tr>
</tbody>
</table>
Currently, 170 students (nine active cohorts plus PLA/workshops)
- Projection for Spring 2015 looks bleak
  - Necessary to withdraw EM and MM from spring offerings due to history of low enrollment and or cancellation

• Student Assessment (Fall 2013 – Summer 2014 completed 10/24)
  - Pre/Post Program Exam
  - Ethical Case Resolution Analysis
  - Business Critical Thinking Skills Test (BCTST)
  - Christian Faith Cognitive Development Scale (CFCDS)
  - Service Learning Reflection Essay (external reviewers with First Friends Church, Canton)
    - Will review details of analysis during January and March 2015 faculty sessions

• Announcements
  - Tickets available for Malone Christmas concert (12/6 and 7)
  - Malone offices closed:
    - Thanksgiving 11/27 & 28
    - Christmas 12/22 – 1/2/15

• Learning House Migration Update
  - Tedious and time consuming activity...

• Faculty Development Sessions – training/awareness opportunity regarding administration of Moodle
  - 11/11 online administration
  - 11/13 ground administration (4:00 p.m. TLC, room FH39)

• Scheduled 2015 MMP Faculty Meetings – We will meet in TLC (room FH39) starting at 4:00 p.m.
  - January 14, 2015 (Wednesday) – Devotions with Dudley Turner
  - March 24, 2015 (Tuesday)
Malone Accelerated Degree Completion Program in Management  
Faculty Meeting – January 14, 2015

Agenda

I. Devotion and prayer - Dudley Turner
II. Introductions
III. Q & A regarding:
   a. Guest – Tim Bryan, Vice President Marketing & Communication (University Relations)
   b. Spring 2015 Enrollment
   c. Fall15/Spring16 Cohort Offerings
   d. Course Development, Revision & Material Update
   e. Student Assessment
   f. Announcements
IV. Close with prayer - Dudley Turner

Detailed Information – Items of Activity:

- University Relations
  o Edudemic names top online colleges in Ohio – Malone University ranks #3 out of 23 universities that offer at least four bachelor’s degrees online.
  o USNews & World Report best undergraduate online program nationally – Malone ranked #40 out of 282 colleges and universities.

- Spring 15 - New Enrollment; numbers do not reflect retakes or dual majors

<table>
<thead>
<tr>
<th># Students</th>
<th>Location</th>
<th>Date</th>
<th>Cohort</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Online</td>
<td>1/12/15</td>
<td>GEN111</td>
<td>Prior Learning Assessment</td>
</tr>
<tr>
<td>9</td>
<td>Online</td>
<td>1/12/15</td>
<td>GEN105</td>
<td>Writing Skills Workshop</td>
</tr>
<tr>
<td>13</td>
<td>Canton</td>
<td>1/22/15</td>
<td>M269</td>
<td>OM (cancelled BA; low enrollment)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• First MMP/MAOL student</td>
</tr>
<tr>
<td>5</td>
<td>Online</td>
<td>2/2/15</td>
<td>MO011</td>
<td>PM</td>
</tr>
<tr>
<td>4</td>
<td>Canton</td>
<td>3/10/15</td>
<td>M270</td>
<td>HM</td>
</tr>
<tr>
<td>3</td>
<td>Online</td>
<td>3/23/15</td>
<td>MO012</td>
<td>OM</td>
</tr>
</tbody>
</table>

- Current total – approximately 170 Students
Fall15/Spring16 Cohort Offerings

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>August</th>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 – Organizational Mgmt</td>
<td>Ground</td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>1 – Mixed Org &amp; Health</td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Spring 2016</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Org Mgmt</td>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – Mixed Org &amp; Proj</td>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – Health</td>
<td></td>
<td>Ground</td>
<td></td>
</tr>
</tbody>
</table>

Note: A total of 6 cohorts (3 fall and 3 spring). Five of the cohorts include Org Mgmt. If any of the other specific majors do not start, there will always be an Org Mgmt available to the student.

- Course Development, Revision & Material Update
  - Revision Spring 2015
    - MMP363 Fundamental Principles of Health in U.S. (new textbook; completed)
    - MMP341 Fundamental of Project Management (textbook edition; completed)
    - MMP308 Management Controls (textbook edition change; completed)
    - MMP345 Cost & Risk Management (textbook edition change; in process)
    - MMP346 Project Quality (textbook edition change; in process)
    - MMP406 Human Resources Management (textbook edition change; online completed, ground in process)
    - MMP332 Financial Management (textbook edition change; in process)
  - New Development Spring 2015
    - MMP313 Introduction to Accounting
    - MMP315 Managerial Accounting
    - MMP317 Accounting Technology
  - Material Update
    - Student Evaluation/Feedback form
    - Online (Moodle) implemented with MO009 (in course material – final unit)
    - Ground (Web-assist) will be implemented with M269 (Google Forms – random selection)

- Student Assessment (Fall2013 – Summer2014 completed 10/24/14)
  - Pre/Post Program Exam
  - Ethical Case Resolution Analysis
    - Will review details of analysis

- Announcements
  - Jen Vannest is our dedicated MMP Writing Consultant
    - jvannest@malone.edu or 3300-471-8321
  - Lukke Sweet is our Professional Tutor (stats and algebra)
- dlsweet1@malone.edu or 330-559-2947
  o Full-Time Professor Accounting/Finance position will reopen in February

- Faculty Development
  o Faculty Faith Workshops: scheduled 1/12, 4/6, and 6/1/15

- **Next Scheduled Session** - March 24, 2015 (Tuesday) FH39 (TLC) starting 4:00 p.m.
  o Devotion volunteer
Malone Accelerated Degree Completion Program in Management
Faculty Meeting – March 24, 2015

Agenda

I. Devotion and prayer - Sharon McFarlane
II. Introductions
III. Q & A regarding:
   a. Spring 2015 Enrollment
   b. Fall15/Spring16 Cohort Offerings
      i. Proposal for Non-Substantive Change
   c. Course Development, Revision & Material Update
   d. Student Assessment
   e. Faculty Development
   f. Announcements
IV. Close with prayer - Sharon McFarlane

Detailed Information – Items of Activity:

- Spring 15 - New Enrollment; numbers do not reflect retakes or dual majors

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<tr>
<td>9</td>
<td>Canton</td>
<td>3/10/15</td>
<td>M270</td>
<td>HM</td>
</tr>
<tr>
<td>30</td>
<td>Online</td>
<td>3/23/15</td>
<td>MO011</td>
<td>OM – 24(First two MMP/MAOL students) PM - 6</td>
</tr>
</tbody>
</table>

Note: It was necessary to cancel seven majors during fall14/spring15 academic year. Ended the year with new enrollment of 101 (down 6% from previous academic year and down 34% from forecast). Current total – approximately 170 Students

- Fall15/Spring16 Cohort Offerings

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>August</th>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Management</td>
<td>Online OM029</td>
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<td></td>
<td>8/31/2015</td>
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<tr>
<td>Organizational Management</td>
<td></td>
<td>Ground M271</td>
<td>Online MO012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9/29/2015</td>
<td>10/26/2015</td>
</tr>
<tr>
<td>Mixed: Organizational &amp; Health Services Management</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
• **Proposal for a Non-Substantive Change** – submitted to Undergraduate Academic Policy Committee in regards to changing the timing and frequency of course offerings. We will continue to offer Organizational and Health Services Management majors in accelerated format, with other existing majors as 7-week online course curriculum within academic semesters as open enrollment. (Note: lifting the catalog restriction of *MMP courses listed are open only to students registered in the MMP program.*

Proposal is in support of the cost containment proposal (Part 4) in that it will address the institutional goals of:

- Maximize curricular efficiencies
- Eliminate curricular redundancies
- Maximize student options
- Reduce instructional costs
- Provide cross-listing options
- Provide alternative delivery modes to meet student need
- Increase learning options and alternative delivery formats
- Request and timeline from president to increase online learning options

It is believed that the change in timing and frequency will result in higher retention, increased revenue, and higher completion/graduation rates. In relation to relevant academic disciplines, it will be necessary to cross-list Marketing Management with the Department of Business. (Note: prefix MMP will change to MGMT.)

- BUS311/ MGMT311 – Principles of Marketing
- BUS471/ MGMT417 – Marketing Management
- BUS329/ MGMT329 – Sales & Marketing
- BUS327/ MGMT327 – Media Marketing

Traditional Format (Online)

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Spring 2016</th>
<th>Summer I</th>
<th>Summer II</th>
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<tbody>
<tr>
<td>MGMT311</td>
<td>MGMT417</td>
<td>MGMT329</td>
<td>MGMT327</td>
<td>MGMT341</td>
<td>MGMT345</td>
</tr>
<tr>
<td></td>
<td>MGMT311</td>
<td>MGMT329</td>
<td>MGMT341</td>
<td>MGMT342</td>
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<table>
<thead>
<tr>
<th>Spring 2016</th>
<th>January</th>
<th>February</th>
<th>March</th>
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</thead>
<tbody>
<tr>
<td>Organizational Management</td>
<td>Ground M272 1/6/2016</td>
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<tr>
<td>Organizational Management</td>
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<td>Online OM030 2/15/2016</td>
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<tr>
<td>Organizational Management</td>
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<td></td>
<td>Online OM031 3/14/2016</td>
</tr>
</tbody>
</table>
Marketing every fall and spring; Project every spring and summer. Believe this will lessen the competition between the two majors and would help overall enrollment. As more published information is marketed toward these options with the result of sustained enrollment, we will increase the offerings. (Note: fall and spring are 7-weeks; summer is 5-weeks in length.)

- **Other Points of Interest Pertaining to MGMT Traditional Courses:**
  - MGMT traditional courses will only be offered online.
  - Management Studies will maintain the ownership and thus the responsibility of scheduling and staffing the traditional courses.
  - Financial aid allocation may be limited to the adult learner due to “crossover enrollment” status (trimester to semester).
  - Open enrollment courses are not subject to company tuition reimbursement.
  - The learning management system’s course templates will be migrated to Moodle through collaboration with the Director of Distance Learning and Learning House.

- **General Administration of MGMT Traditional Courses:**
  - Enrollment must be equal or greater than 10 registered students (University standard) for the course to start.
  - All students are responsible for registration.
  - All students are responsible for the purchase of textbooks and material.
  - All students should utilize MaloneXpress for Degree Audit Portlet, academic information, and course needs.
  - MGMT traditional courses can be used as retakes, dual major, and or electives for the MGMT adult student.

- **MGMT Instructor Administration:**
  - Accelerated online master parent Moodle template will be provided to the instructor. It will be the instructor’s responsibility to “stretch” the five week curriculum to seven (or maintain five week if course is taught in summer).
  - Instructor to utilize MaloneXpress for academic information, course needs, student roster, and to post final grades.
  - Contracts from the Office of the Provost (example; handout) delivered:
    - Fall 2015 – provided late July 2015
    - Spring 2016 – provided late November 2015
    - Summer 2016 – provided late February 2016
  - Compensation based upon 3.0 credit hour load
• **Course Development, Revision & Material Update**
  o Revision Spring 2015
    - MMP363 Fundamental Principles of Health in U.S. (new textbook; completed)
    - MMP341 Fundamentals of Project Management (textbook edition; completed)
    - MMP345 Cost & Risk Management (textbook edition change; completed)
    - MMP346 Project Quality (textbook edition change; in process)
    - MMP308 Management Controls (textbook edition change; completed)
    - MMP332 Financial Management (textbook edition change; in process)
    - MMP406 Human Resources Management (textbook edition change; online completed, ground in process)
  o The Learning House – migration progressing in accordance with schedule
    - Developers/Instructors Moodle training documentation revised (review attachment)
    - Course closure revised policy from three weeks to two weeks. Necessary to revise our grading process.

• Effective immediately, final grades must be posted in the Registrar’s Office no later than 10 days from the end date of the course.

• Example: In the **online** environment, the last day of every course will be a Friday. Therefore, the graded activities such as journal, quiz, threaded discussion, and exercise should be due no later than the last day of the course, Friday. The final summary paper or exam would be due no later than Sunday. This leaves the instructor with one full week to complete the grading process. For instance, if the last day of the course was Friday, March 27:
  o All journals, quizzes, threaded discussions, and exercises are due no later than Friday, 3/27
  o Summary paper or exam would be due no later than Sunday, 3/29
  o Instructor has one full week 3/29 – 4/5/15 to complete the grading process (Sunday to Sunday; 9 days into the grading cycle)
    - Return graded assignment with appropriate rubric, and post grade in Moodle
    - Provide grade report to Management Studies Coordinator, Barb Walker
  o Student has 4/6 – 4/10 (Monday through Friday) to access course for final grading activity
    (Note: Barb will post grades in Jenzabar (Registrar’s Office) within 24 hours of receipt from instructor.)

• Example: In the **ground** environment, the last day of the course could be Tuesday, Wednesday or Thursday. Regardless, the instructor only has 9 days for the grading process (need to allow 1 day for posting into Jenzabar system). If the last day of the course was Tuesday, March 24:
  o Summary paper or final exam could be due no later than Friday, 3/27
  o Instructor has 3/28 – 4/2 to complete the grading process (9 days into the cycle)
  o Grades posted in Jenzabar 4/3.
Material Update
  ▪ Student Evaluation/Feedback referred to as CourseEval (Jenzabar bolt-on)
    • A pilot to be conducted this spring

Student Assessment: Fall2013 – Summer2014 (data located on our website)
  o Part I – MMP Assessment Foundation
  o Part II – MMP Assessment Tools
  o Part III – MMP Analysis of Assessment
    ▪ Pre/Post Exam – (a) 31.52% increase from pre to post period, (b) last two assessment cycles reflected online score d higher than ground, and (c) In aggregate, 89% of student population took post from pre (19% increase from previous cycle).
      • Action - SLO Quiz in last unit of every course
    ▪ Post Ethical Case Resolution – (a) post team reviewer score 6.77% (available points = 12), and (b) modest 4.2% increase from previous post cycle.
      • Action – Align assignment instructions and assessment evaluation rubric
    ▪ Business Critical Thinking Skills Test (BCTST) – (a) Aggregate sample was 54, which was an improvement of 5 points from previous cycle, (b) Mean score 85.1 representing 1 full point improvement (overall range 74-97), and (c) the 25th percentile score was 82 and the 75th percentile score is 88; meaning less than 15% of students scored below 82 and less than 25% scored above 88.
      • Action – Investigate other comparable critical thinking instruments
    ▪ Service Learning Reflection – (a) Average team reviewer score 3.77 out of 6 points which indicates slight increase of .71 from previous cycle (note: external review scored .88 higher than internal review), and (b) average scores for ground and hybrid increased but online decreased.
      • Action – Align assignment instructions and assessment evaluation

Faculty Development
  o Faculty Faith Workshops: scheduled April 6 and June 1, 2015

<table>
<thead>
<tr>
<th>4/6 – 5/8/15 (Laura Foote)</th>
<th>6/1 – 7/3/15 (Walt Poland)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Alexander</td>
<td>Tim Cobb</td>
</tr>
<tr>
<td>John Kellamis</td>
<td>Terry Deems</td>
</tr>
<tr>
<td>Jeff Ives</td>
<td>Susan Lewis</td>
</tr>
<tr>
<td>Sharon McFarlane</td>
<td>Bari Courts</td>
</tr>
<tr>
<td>Maureen Morton</td>
<td>Debbie Mittas</td>
</tr>
<tr>
<td>Paul Stallings</td>
<td>Pat O’Brien</td>
</tr>
<tr>
<td></td>
<td>Mike Mijic</td>
</tr>
</tbody>
</table>

Note: Faculty to meet 2-3 times during workshop (considered a hybrid).
Faculty online eLearning (BP501): ongoing

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Cobb</td>
<td>Completed</td>
</tr>
<tr>
<td>Sharla Elton</td>
<td></td>
</tr>
<tr>
<td>Jeffery Ives</td>
<td>Begins 3/30/15</td>
</tr>
<tr>
<td>Bari Courts</td>
<td></td>
</tr>
<tr>
<td>Debra Mittas</td>
<td></td>
</tr>
<tr>
<td>Scott Knoch</td>
<td></td>
</tr>
</tbody>
</table>

Grading Process Workshop: April 22, 2015 (Wednesday)
- Location – TLC (FH39) beginning at 4:00 p.m.

Announcements
- Dr. Laura Foote – Article titled “Re-storying Life as a Means of Critical Reflection: The Power of Narrative Learning” has been accepted for publication with Christian Higher Education: An International Journal of Research, Theory, and Practice. Publication expected in May 2015.
- Alpha Sigma Lambda (ASL) – is a national honor society for nontraditional adult students. The society honors those dedicated adult students who, while gracefully handling their life responsibilities, achieve and maintain high scholastic standards. Members are selected only from the highest 10% of the graduating class (minimum Malone gpa of 3.5).
  - Nine cohorts eligible – six members to join ASL (gpa 4.0):
    - Debra Herrington (EM)
    - Sarah Logemann (PM)
    - Robert Joffre (OM)
    - Joshua Kosko (OM)
    - Robert Morton (OM)
    - Stephen Patrick (EM)

Recognized endorsement for degree completion
1. US News – Highest graduation rates: #5
2. US News – Best Online Programs: #40
3. Top Degrees Online: best financial aid - online degrees: #9
4. Christian Universities Online: list of most affordable Christian colleges and universities: #30
5. Affordable Colleges Online: “exceptional collection of distance learning options at a very affordable price”

- Hartville Migrant Ministry (handout)
- Academic Summer Camps (handout)
Senior Recognition Banquet – Friday, April 10, 2015, 6:00 p.m. Johnson Center Dining Room.
- MO006 – Debra Herrington
- M265 – Chris Marshall
- M266 – Megan Hathaway
- MO007 – Sarah Logemann
- M267 – Rob Morton
- MO008 – Louise Hookway

Baccalaureate – Friday, May 8, 2015, 7:00 p.m. Johnson Center
Commencement – Saturday, May 9, 2015, 10:00 a.m. Faith Family Church

Next Scheduled Faculty Session – September 10, 2015 (Thursday) FH39 (TLC) starting 4:00 p.m.
- Devotion – Sharla Elton