

## Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	Business Administration
Department	Department of Business and Technologies
Date of Departmental Approval	October 2021
Name of Submitter	Faculty of Business and Technologies

Date of data distribution: [October 1, 2021](#)

*PLO data from 2020-2021 (and existing data from the two previous academic years) for the program of study was distributed to departmental faculty on the date above*

Date of meeting: [May 11, 2021](#)

*The department met on the date above to discuss the data, identify key strengths and challenges, and to formulate action steps for responding to the challenges (i.e., for closing the loop over time).*

The participants in the meeting were: [Cindy Wilson](#), [Mike Ophardt](#), [Jack Harris](#), [Julia Frankland](#), [Beth Postlewaite](#), [Ann Lawson](#), [Kyle Calderhead](#), [Mark Bankert](#), [Bill Racine](#), [Laura Foote](#). [David Hahn](#), [Jim Glasgow](#)

**Mission Statement:** The Malone University Department of Business and Technologies exists to provide students with a relevant education that develops intellectual maturity, wisdom, Christ-centered excellence, and ethical leadership in thought and service to church, community, and world and as it relates to business environments and organizations specifically.

Program Goals (these are broad goals rather than specific, measurable learning outcomes)

### Key Strengths and Challenges in Program Learning Outcomes (PLOs)

#### Key Strength #1

PLO 4: Students will be able to identify and resolve ethical dilemmas, while taking into consideration the impact on God's world.

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence

Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity. We also evaluate how well students identify and resolve ethical dilemmas, while taking into consideration the impact on God's world. Students analyze and resolve a business ethics case study in BUS 330 Christian Ethics: Implications and Applications for Business. Students must 1)

identify the dilemma that the moral agent in the case faces, 2) identify and analyze the ethical issues at stake, 3) resolve the ethical dilemma by applying an ethics theory from the course, 4) discuss Christian values and directives, and 5) explain the wisdom of their resolution. To increase scores as a result of previous assessment results, course exercises were added that required the students to practice the kinds of application asked of them at the end of the course, when resolving an ethics case in business. The overall score of the case has trended upward since 2016 with a 6.26 on a 9-point scale to 2020-2021 academic year with a 7.31. We will continue to use the case study.

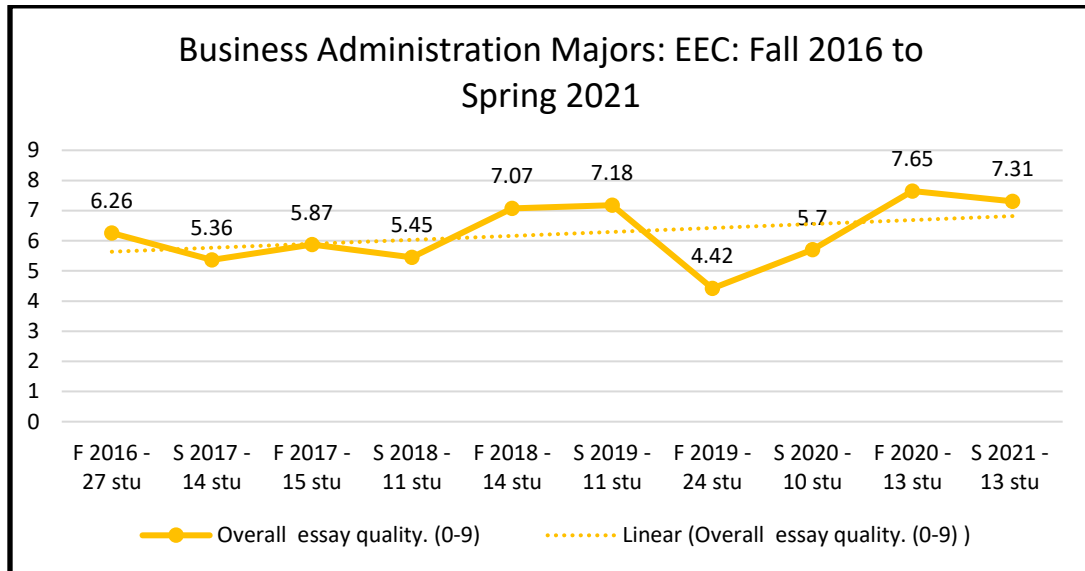


Figure 1. History of the Ethical Essay Case.

At this time, we anticipate no budgetary additions to the new in-house assessment.

**Key Strength #2**

PLO 2: Students will be able to demonstrate knowledge of current business practice and theory.

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence

The Major Fields Test, which is a nationally normed assessment tool for business programs, is used to assess how well students retain and apply overall business knowledge. It measures student knowledge in 8 different areas (accounting, economics, management, information systems, finance, marketing, legal and social environment, and international business.) Since our curriculum focuses on Management, it is positive that the trend line in knowledge about management has moved from a 27% in Fall 2014 to a score of 63% in 2021 (percentage based on accurate answers on that area).

Previously, our benchmark score was that cohort scores should be 25% or above in all areas; however, the benchmark was raised to 40%, and our seniors have been achieving this over the last 3 years.

The student scores on the MFT across the board have been fairly consistent since Fall 2016. This implies that we have maintained strong teaching and properly updated our curriculum that reflects MFT areas of focus over those years. The test results alert us to weak areas in teaching or in curriculum. Our

students are scoring in the middle range. In order to insure honest results, we have instituted that all testing, including remote testing be monitored. Figure 2 shows historical trend data.

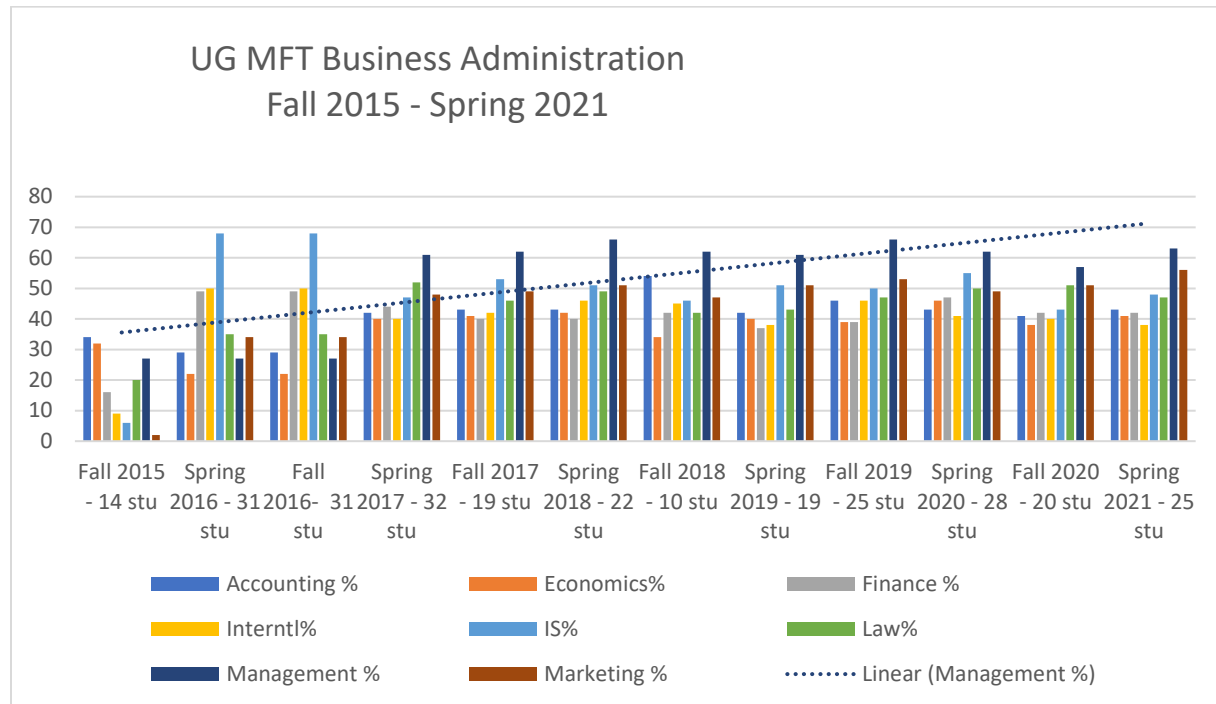


Figure 2. History of the Major Fields Test.

The test is moderately expensive at \$25 / test. Additionally, it is \$300 for national comparative data; we believe this is a necessary assessment expenditure.

**Key Challenge**

PLO 3: Students will be able to identify and address major issues presented by a business problem.

Brief summary of the evidence used to identify PLO as a key challenge, including reference to the amount and quality of the evidence

In the Ethics Case Analysis students continue to struggle to parse out the ethical issues in the dilemma from the business tensions. As stated, performance improved with more exercises and changes in teaching on this topic, but it remains a weaker area of student work, especially with the integrating of biblical values and directives in the early part of the analysis. Often the Bible is referenced after the analysis is done rather than being used for addressing the initial ethical concerns, or guiding the analysis. While this academic year, we saw our best results in the PLO, it remains an overall concern for faith integration. Thus, we will focus on articulating the expectation for the integration of faith and learning more clearly to our students by making the directions more explicit about the need to integrate faith and learning in the case study essay.

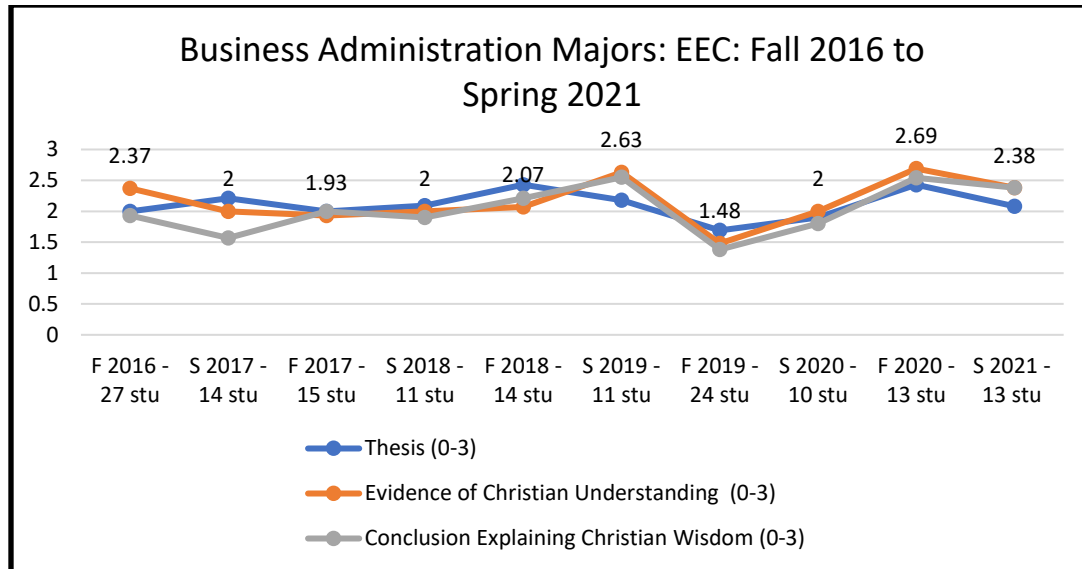


Figure 3. History of Ethical Essay Case.

**Proposed Action Steps**

For assessing PLO’s 1 and 3, we will maintain the case study essay, which will be assessed by Malone business faculty. Our ACBSP accreditors have raised concerns about the balance of the 12 Common Professional Components (CPC) in our courses (marketing, business finance, accounting, management, legal environment of business, economics, business ethics, global dimensions of business, information systems, quantitative techniques/statistics, business policies, and comprehensive/integrative experience), and so we will be changing a number of assessment tools. For PLO 2, we are looking at using a different instrument that more accurately assess all 12 CPC elements of a business curriculum identified by our accrediting agency.

**Implications for Planning and Budgeting**

For PLO’s 1 and 3, we anticipate minimal added budgetary expense for the gathering and interpretation of the data. For PLO 2, providing we move to a new instrument, we believe the move will be only a slight increase in what we are doing but add a great deal to our assessment reports for our professional accrediting agency, ACBSP.