

## Program of Study Learning Outcomes Assessment Report

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

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 3: Students will apply Christian values (such as values of stewardship, integrity, and justice) to business and vocational contexts, while taking into consideration the impact on church, community, and world.

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

Embedded in course, MBA 533 Ethics for Leading with Integrity, students analyze and resolve a business ethics case study by identifying the ethical dilemma the moral agent faces and by resolving the ethical dilemma by use of an ethics theory. In addition, students are asked to discuss Christian values and

directives along with the rationale and wisdom of their resolution. The assessment scores (possible 9-points) have shown a modest increase from 6.095 (2015-16) until this 2020-2021 academic year, when there was a drop. The case analyses were a mixture over the years of class presentation and written papers. The improvements were achieved by adding more graded assignments on the areas where weaknesses showed most.

The department met a few years ago to achieve a sense of agreement on how to use the assessment tool. Deliberation included discussion about how we identified and discerned Christian values as well as calibration in the evaluation process. Exercises and threaded discussions were added that allowed students more experience with reflection and expression as related to Christian values and directives. The subjects were aligned with the case analysis. As noted in Figure 1, a drop of 1.46% occurred spring 2021.

With the revitalization of the MBA and the inclusion of a new course, MBA 630 Practicum/Research, we have decided to change the assessment tool from an ethical essay to a final project report and presentation that includes the integration of faith and learning as part of the assignment requirements. The practicum course is taken at or near the end of the MBA journey and better positioned for students to demonstrate their knowledge about what they have learned. We anticipate no budgetary additions to the new in-house assessment.

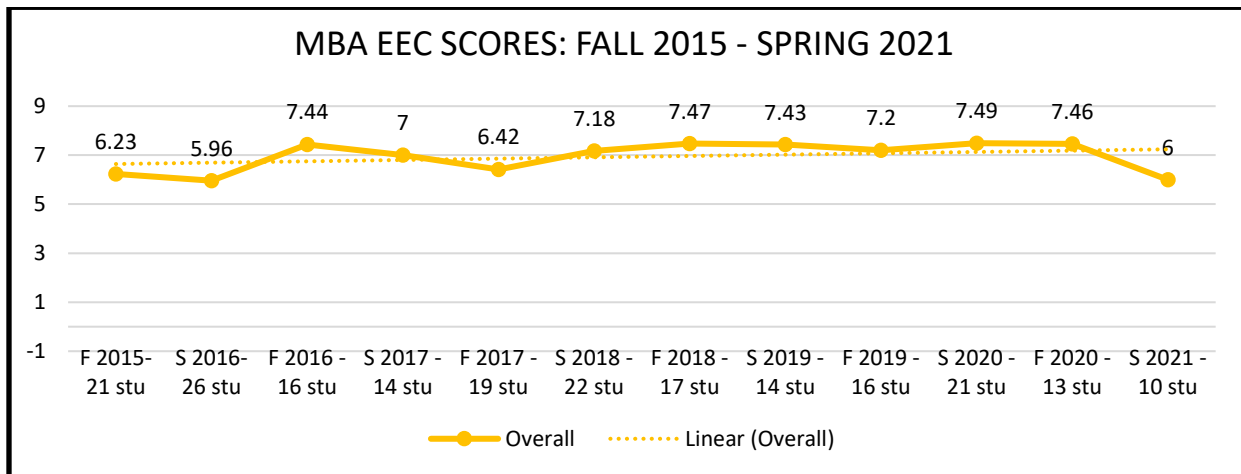


Figure 1. History of Embedded Ethics Case (EEC).

Key Strength #2

PLO 2: Students will evaluate and apply current business theory and practice to business and vocational contexts.

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

We use the Major Fields Test (MFT) to assess how well students are learning overall business knowledge. It is a 124 question test that takes students about three hours to complete. It measures student knowledge in eight different areas. Since we changed curriculum to focus more specifically on management, we have seen an increase from a 27% (correct responses) Fall 2014 to 51% Spring 2021. We also raised the benchmark score from 25% to 40%, and our seniors have been achieving this benchmark consistently over the last three 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 over those years in alignment with the workplace. In order to ensure honest results, all testing is proctored (additional \$30.50).

The MFT test results alert us to weak areas in curriculum instruction. In past years, we paid \$300 for national comparative data. By comparison, our students score in the mid-range. The student takes the MFT in their last semester at Malone, which is not embedded in any courses. The results are shown below in Figure 2.

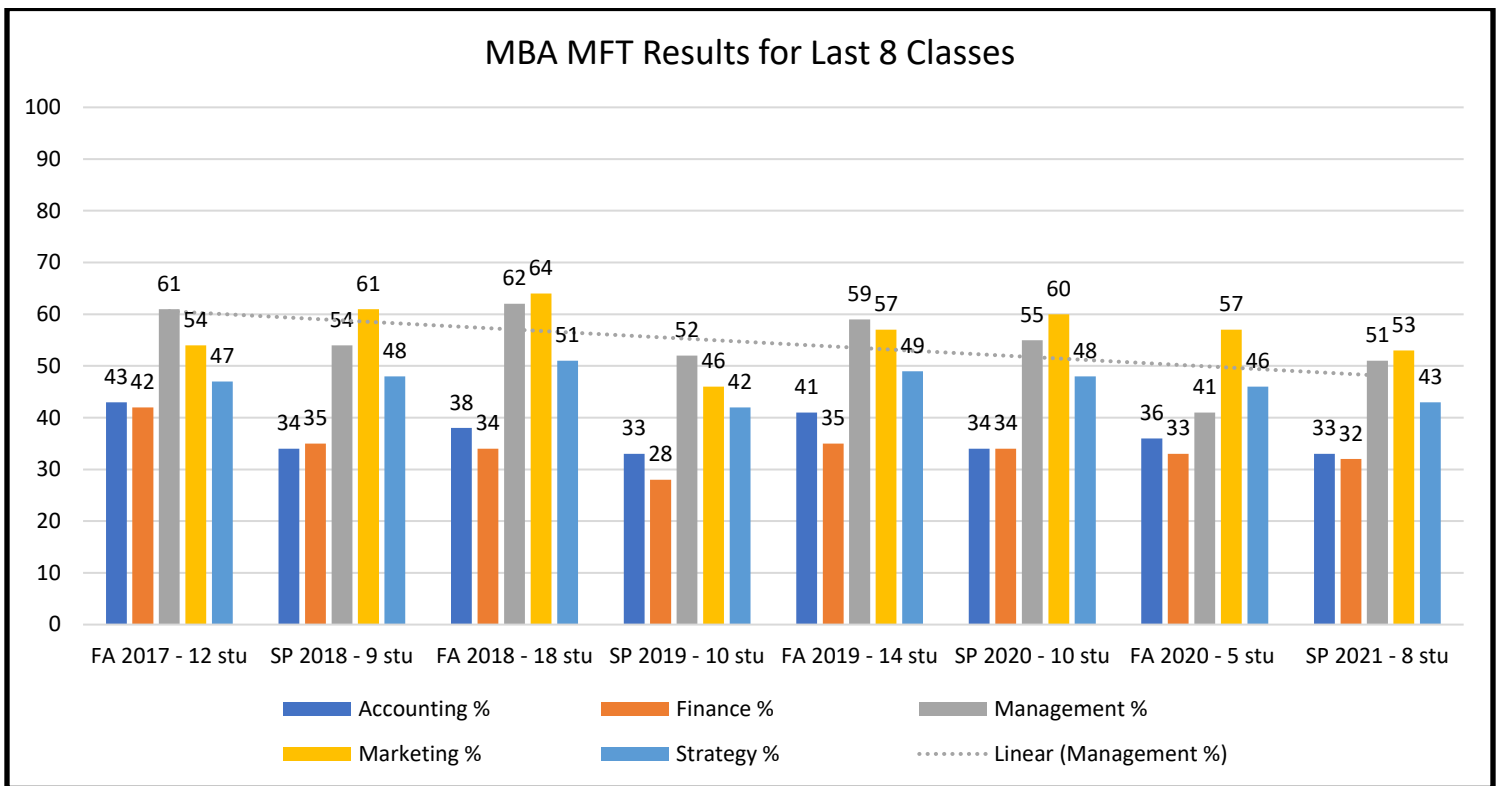


Figure 2: History of Major Fields Test.

Key Challenge

PLO 1: Students will develop critical thinking, creative thinking, problem solving, and analytical skills necessary to compete in a global, technology-based marketplace.

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 embedded in MBA 533, students continue to struggle to parse out the ethical issues from the business tensions. As stated, performance improved with additional exercises/discussions, but analysis of Christian understanding remains a weaker area of student work integration. Often the Bible is referenced after the analysis is done rather than being used to support the initial ethical concerns or as a guiding source for the analysis. While we observe an upward trend in

analysis, faith integration remains an overall concern. Since an ethics case analysis has been used for over 10 years, our plan is to move to assessing an essay specific to faith integration.

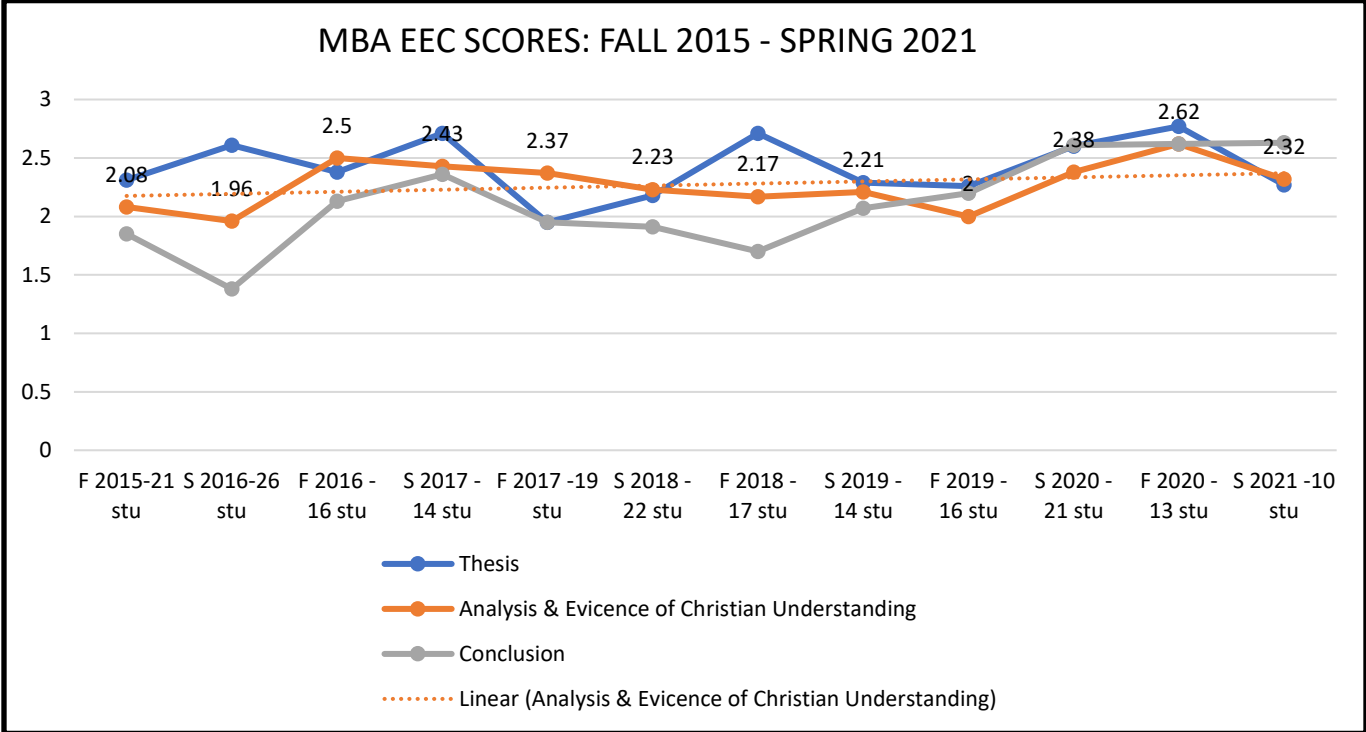


Figure 3: History of Ethical Case.

**Proposed Action Steps**

Our ACBSP accreditors have raised concerns about the balance of instruction in regards to common business components. Analysis/critical thinking continues to be a weak link. Effective fall 2021, we will utilize the Business Critical Thinking Skills Test (BCTST) for assessing PLO’s 1 and 2. For PLO 3 we will utilize the project report and presentation.

Table 1: MBA PILO mapping to Educational Goals

Malone Educational Goals	Program Intended Learning Outcomes (PILO)	Assessment Method	Assessment Location
Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world	PILO 1	Research/Practicum	MBA 630
	PILO 2	BCTST MBLA	
Understand the biblical, historical, and theological foundations of the Christian faith	PILO 3	Research/Practicum MBLA	MBA 630

Think critically and creatively and communicate effectively in contexts	PILO 1	Research/Practicum BCTST MBLA	MBA 630
Attain expertise in at least one vocational or academic discipline and lay the foundation for meaningful work or further studies at the graduate level	PILO 1 PILO 2	Research/Practicum BCTST MBLA	MBA 630
Explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits	PILO 3	Research/Practicum MBLA	MBA 630

**Implications for Planning and Budgeting**

Replacing the Major Fields Test (\$60.25) with the Business Critical Thinking Skills Test (\$14.29) is a sufficient cost savings. However, we will continue to investigate other tools of assessment specific to the common business components as addressed with our professional accrediting agency, ACBSP.

Minor revision of MBA 630 to include Christian values integration in the final project report and presentation will not impact budgetary planning.