

Program of Study Learning Outcomes Assessment Report

Version 05.09.22

Assessment Cycle	2021-2022
Program of Study	Business Administration
Department	Business and Technologies
Date of Departmental Approval	
Name of Submitter	

PLO data from the current assessment cycle (and relevant data from one or more prior years) for the program of study were distributed to departmental faculty on the date(s) below:

Data Distribution Date(s): _____ 5/5/22 _____

The relevant group of instructors met on the date(s) below to discuss the data, identify strengths and challenges, formulate action steps for responding to the challenges, and communicating strengths to relevant audiences.

Meeting Date(s): _____ 5/9/22 _____

Participants in the meeting(s) were: Julia Frankland, Laura Foote, Cindy Wilson, Chuck Engelhardt, Mark Bankert, Kyle Calderhead, Lauren Seifert, Beth Postlewaite, David Hahn, Mike Ophardt, and Chuck Hoover

Mission Statement

The Malone University Department of Business and Technologies exists to provide its 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 as it relates to business environments and organizations specifically.

Program Goals

1. To develop business administration majors that reflect on the role of Christian faith, ethics, and values within in their chosen vocation
2. To develop students who are positioned for successful job placement
3. To develop students who engage in critical thinking and problem solving through the study and resolution of accounting and business related problems
4. To develop leaders who understand the stewardship of vocational callings to serve church, community, and world

Program Intended Learning Outcomes

1. Students will apply course-specific skills and knowledge within business administration contexts
2. Students will demonstrate knowledge of current business administration practices and theory
3. Student will effectively communicate and demonstrate critical and creative thinking about business management theory and practice
4. Student will apply Christian values (such as values of stewardship, integrity, and justice) to business management and vocational contexts, while taking into consideration the impact on church, community, and world

Strengths in Program Learning Outcomes (PLOs)

Wording of PLO for Strength #1:

PILO 2: Students will demonstrate knowledge of current business practices and theory

During the academic year 2021-22 we assessed our program of study PLOs using the embedded ethics essay in BUS 330 and an internship essay in BUS 481. Out of the 10 students who wrote the essay in BUS 481, 6 students exceeded expectations for PLO #2 (**Students will demonstrate knowledge of current business practices and theory**) and 4 students met the expectations. To further improve the learning outcomes, the assessor indicated the need to better articulate the necessity of demonstrating critical thinking and business practice and theory.

The following rubric was used to assess the internship essays:

Business and Technologies: Program Intended Learning Outcomes Rubrics

1. Students will apply course-specific skills and knowledge within business contexts
2. Students will demonstrate knowledge of current business practices and theory
3. Students will effectively communicate and demonstrate critical and creative thinking about business practices and theory
4. 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

PILO 1			
Learning Outcome	Exceeds	Meets	Does Not Meet
PILO 1 Students will apply course-specific skills and knowledge within business contexts	Excellent application of course specific skills and knowledge within appropriate business contexts	Some application of course specific skills and knowledge within appropriate business contexts	Little to no application of course specific skills and knowledge within appropriate business contexts
Points	7	3	0
Assessment notes: articulate need to discuss specific learning, skills, and knowledge as applicable to specific business context			

PILO 2			
Learning Outcome	Exceeds	Meets	Does Not Meet
PILO 2: Students will demonstrate knowledge of current business practices and theory	Excellent demonstration of knowledge of current business practices and theory within appropriate business contexts	Some demonstration of knowledge of current business practices and theory within appropriate business contexts	Little to no demonstration of knowledge of current business practices and theory within appropriate business contexts
Points	1	8	1
Assessment notes: articulate need to integrate discussion of specific business theory			

PILO 3			
Learning Outcome	Exceeds	Meets	Does Not Meet
PILO 3 Students will effectively communicate and demonstrate critical and creative thinking about business practices and theory	Excellent and effectively communicates and demonstrates critical and creative thinking about business practices and theory	Some effective communication and some demonstration of critical and creative thinking about business practices and theory	Little to no effective communication and some demonstration of critical and creative thinking about business practices and theory
Points	6	4	0
Assessment Notes: Articulate the necessity to demonstrate critical thinking and business practice and theory			

PILO 4: Ethical Case Study BUS 330, Research Paper MBA 630, Research Paper Math xxx, Comp Sci Paper CPSC xxx, Internship BUS 481			
Learning Outcome	Exceeds	Meets	Does Not Meet
PILO 4: 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	Excellent application of Christian values (e.g., stewardship, integrity, justice) and clearly articulated integration of scriptural support to business and vocational contexts, while taking into consideration the impact on church, community, and world	Some application of Christian values (e.g., stewardship, integrity, justice) and clearly articulated integration of scriptural support to business and vocational contexts, while taking into consideration the impact on church, community, and world	Little to no applications of Christian values (e.g., stewardship, integrity, justice) and clearly articulated integration of scriptural support to business and vocational contexts, while taking into consideration the impact on church, community, and world
Points	9	1	0
Assessment Notes: This was strongest area. Overall, no changes needed to essay prompt			

Wording of PLO for Strength #2:

PILO 4: Students will apply Christian values (such as values of stewardship, integrity, and justice) to accounting and vocational contexts, while taking into consideration the impact on church, community, and world.

During the academic year 2021-2022, we assessed our program of study PLOs using the embedded ethics essay in BUS 330 and an internship essay in BUS 481. Out of the 10 students who wrote the essay in BUS 481, 9 students exceeded expectations for PLO #4 (**Students will apply Christian values (such as values of stewardship, integrity, and justice) to accounting and vocational contexts, while taking into consideration the impact on church, community, and world**) and 1 student met the expectations. The assessor noted this was the strongest area assessed and there was no need to modify the essay prompt.

The following rubric was used for PILO 4:

Business and Technologies: Program Intended Learning Outcomes Rubrics

1. Students will apply course-specific skills and knowledge within business contexts
2. Students will demonstrate knowledge of current business practices and theory

3. Students will effectively communicate and demonstrate critical and creative thinking about business practices and theory
4. 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

PILO 1			
Learning Outcome	Exceeds	Meets	Does Not Meet
PILO 1 Students will apply course-specific skills and knowledge within business contexts	Excellent application of course specific skills and knowledge within appropriate business contexts	Some application of course specific skills and knowledge within appropriate business contexts	Little to no application of course specific skills and knowledge within appropriate business contexts
Points	7	3	0
Assessment notes: articulate need to discuss specific learning, skills, and knowledge as applicable to specific business context			

PILO 2			
Learning Outcome	Exceeds	Meets	Does Not Meet
PILO 2: Students will demonstrate knowledge of current business practices and theory	Excellent demonstration of knowledge of current business practices and theory within appropriate business contexts	Some demonstration of knowledge of current business practices and theory within appropriate business contexts	Little to no demonstration of knowledge of current business practices and theory within appropriate business contexts
Points	1	8	1
Assessment notes: articulate need to integrate discussion of specific business theory			

PILO 3			
Learning Outcome	Exceeds	Meets	Does Not Meet
PILO 3 Students will effectively communicate and demonstrate critical and creative thinking about business practices and theory	Excellently and effectively communicates and demonstrates critical and creative thinking about business practices and theory	Some effective communication and some demonstration of critical and creative thinking about business practices and theory	Little to no effective communication and some demonstration of critical and creative thinking about business practices and theory
Points	6	4	0
Assessment Notes: Articulate the necessity to demonstrate critical thinking and business practice and theory			

PILO 4: Ethical Case Study BUS 330, Research Paper MBA 630, Research Paper Math xxx, Comp Sci Paper CPSC xxx, Internship BUS 481			
Learning Outcome	Exceeds	Meets	Does Not Meet
PILO 4: 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	Excellent application of Christian values (e.g., stewardship, integrity, justice) and clearly articulated integration of scriptural support to business and vocational contexts, while taking into consideration the impact on church, community, and world	Some application of Christian values (e.g., stewardship, integrity, justice) and clearly articulated integration of scriptural support to business and vocational contexts, while taking into consideration the impact on church, community, and world	Little to no applications of Christian values (e.g., stewardship, integrity, justice) and clearly articulated integration of scriptural support to business and vocational contexts, while taking into consideration the impact on church, community, and world
Points	9	1	0
Assessment Notes: This was strongest area. Overall, no changes needed to essay prompt			

Wording of PLO for Strength #3:

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

The Major Fields Test (MFT), 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.)

Our benchmark for each area of the 8 areas is 40%. During the 21-22 academic year, our seniors surpassed the benchmark in 5 of 8 areas in the fall and 6 of 8 in the spring. Since 2015, our seniors have surpassed the benchmark in 7 of 8 areas.

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 the curriculum. Using the interquartile range, we find our students are scoring in the “middle 50” in all areas since 2017. In order to ensure honest results, we have instituted that all testing, including remote testing, be monitored. Figure 2 shows historical trend data including the 40% benchmark line.

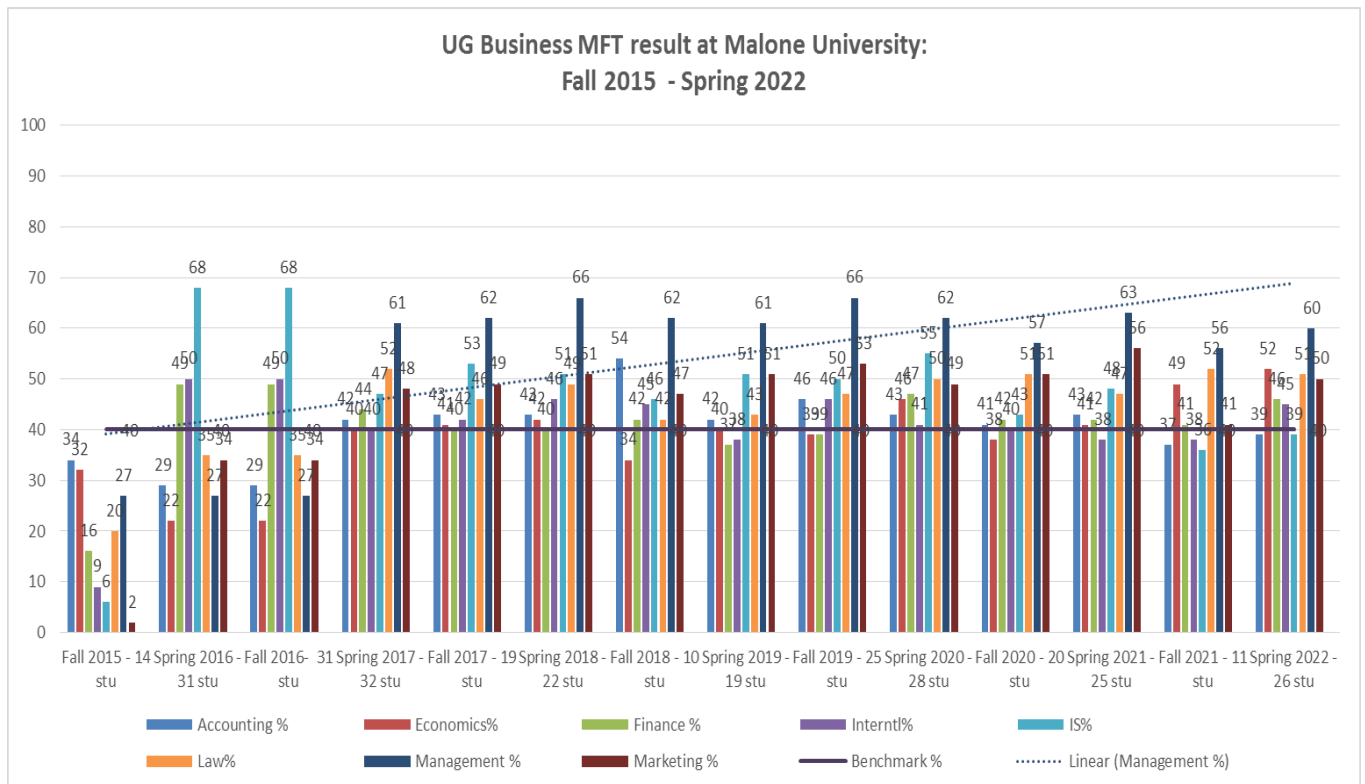


Figure 2. History of the Major Fields Test.

Challenges in Program Learning Outcomes (PLOs)

Wording of PLO for Challenge #1:

PILO 1: Students will apply course-specific skills and knowledge within business contexts.

Reviewers from our accrediting body, ACPSP, did not believe that two of the assessments we use, the Major Fields Test and Business Learning Assessment, properly assessed the Common Professional Components (CPC) that an ACBSP-accredited program should measure. They recommended we streamline our assessments and expand assessment from 8 areas to the following 12 functional areas:

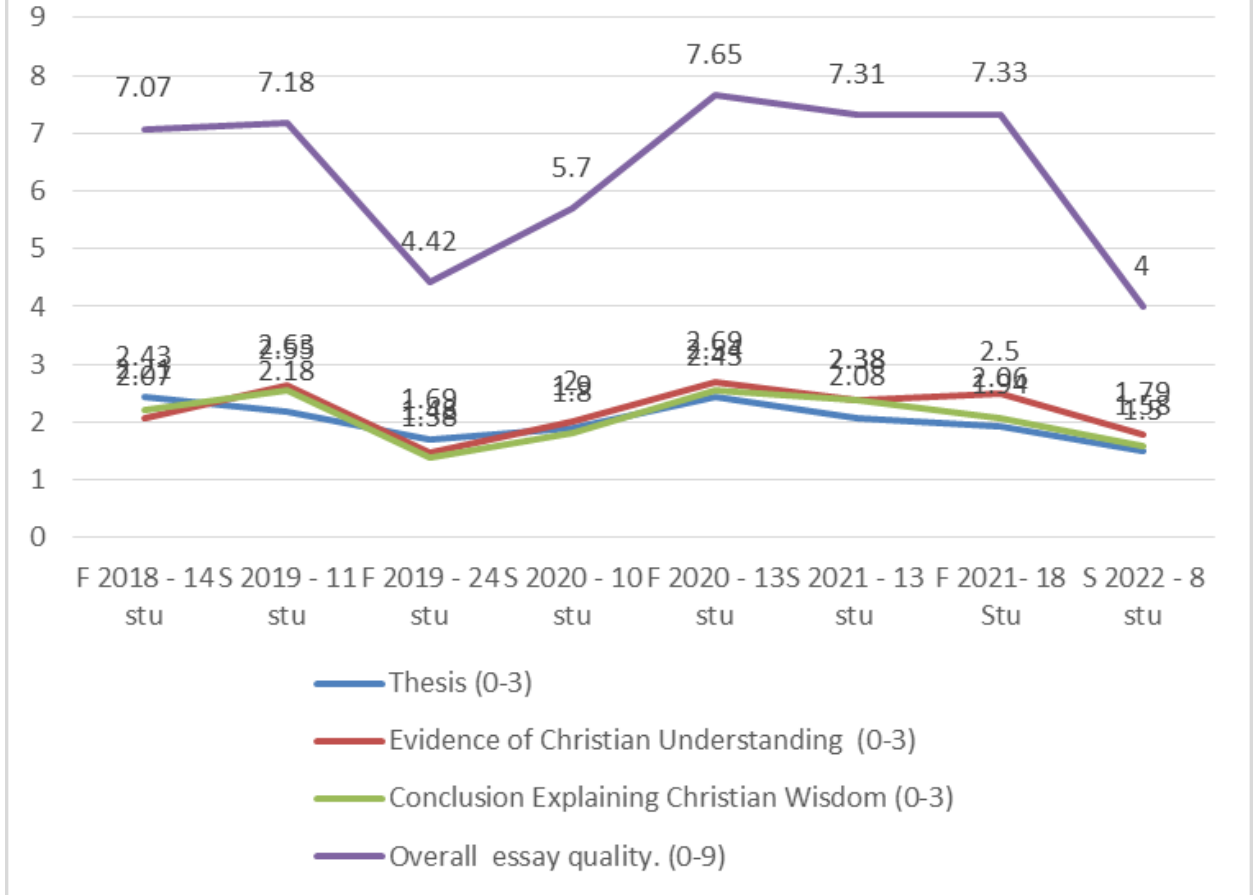
Marketing, Business Finance, Accounting, Management, Legal Environment of Business, Economics, Business Ethics, Global Dimensions of Business, Business Communications, Information Systems, Quantitative Techniques/Statistics, and Integrating Experience.

Wording of PLO for Challenge #2:

PILO 4: 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

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. Although the overall score of the case had trended upward from 2016 to 2021, a decrease in scores was noted in 2021-22. In 2016, the average score was 6.26 on a 9-point scale, 2020-2021 academic year was 7.31, and the average for 2021-2022 was 6.30 (6.30 is a weighted average of 7.33 for fall semester and 4 for spring semester).

EEC Business Administration Majors: Fall 2018 to Spring 2022



Action Steps to Respond to Key Challenges

To address our challenge related to PILO 1: Students will apply course-specific skills and knowledge within business contexts, we have eliminated the Major Fields Test and Business Learning Assessment. We have replaced these two assessments with an assessment from Peregrine Global Services that is aligned with ACBSP and assesses students' understanding of the 12 functional areas of the common professional components. The Peregrine assessment exam will be implemented in the 2022-2023 academic year.

We have changed the rubric for assessing the embedded ethics case in BUS 330. We are continuing to use it as an assessment tool for PILO 4: Students will apply Christian values (such as values of stewardship, integrity, and justice) to accounting and vocational contexts, while taking into consideration the impact on church, community, and world. However, we are encouraging all business administration majors to enroll in BUS 481 internship class in which

students are tasked with Christian values and worldview reflection. This is an added component of their internship essays.