Program of Study Learning Outcomes Assessment Report

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

Date of data distribution: 5.5.22

PLO data from 2020-2021 for the program of study was distributed to departmental faculty on the date above

Date of meeting: 5.9.22

The department met 5.9.22 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: 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 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

- To develop business and organizational leaders who effectively integrate Christian faith, ethics, and values within business and vocational contexts
- To develop business and organizational leaders who understand and critically engage the foundational and emerging theoretical positions in the fields of business.
- To develop business and organizational leaders who engage in critical and creative thinking and decision making to lead change in organizations about business contexts
- To develop business and organizational leaders who understand the stewardship of vocational calling to serve church, community, and world.

Program Intended Learning Outcomes

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

Key Strengths and Challenges in Program Learning Outcomes (PLOs)

Key Strength #1

PLO 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.

Brief summary of the evidence

Embedded in course, MBA 630. With the revitalization of the MBA and the inclusion of a new course, MBA 630 Practicum/Research, a new assessment tool was used via a final project 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. The following rubric (see Table 1) was used to assess PILO 4 in the project presentation.

Table 1 PILO 4 Rubric

PILO 4			
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,	Some application application 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

	community, and world		impact on church, community, and world
Points	5	2	1
Assessment Notes: N=8 7 out of 8 were at met or above - 87.5% at met or above; 62.6% were at exceeds			

The sample size, 8, was small, thus, influencing relevance of data. Of the eight samples, 7 out of 8 or 87.5% were in the met or exceeded categories; 5 out of 8, or 62.6 %, were in the exceeds category; only 1, or 12.5%, was manifest in the does not meet. We will use this result as a benchmark. The benchmark going forward follows: 90% of MBA students should meet or exceed on the rubric and 70% should exceed. Because 2020-2021 was the first year we used this actual assessment tool, we have no comparison data from previous cycles. We will maintain the same tool for 2022-2023.

Key Strength #2

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

Brief summary of the evidence

Embedded in course, MBA 630. With the revitalization of the MBA and the inclusion of a new course, MBA 630 Practicum/Research, a new assessment tool was used via a final research project presentation that applies program learning and application to a specific business area 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. The following rubric (see Table 2) was used to assess PILO 1 in the project presentation.

Table 2 PILO 1 Rubric

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 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	2	1
Assessment notes:			

The sample size was small because course sizes were small. Of the eight samples, 7 out of 8 or 87.5% were in the met or exceeded categories; 5 out of 8, or 62.6 %, were in the exceeds category; only 1, or 12.5%, was manifest in the does not meet. We will use this result as a benchmark. The benchmark going forward follows: 90% of MBA students should meet or exceed on the rubric and 70% should exceed. Because 2020-2021 was the first year we used this actual assessment tool, we have no comparison data. We will maintain the same tool for 2022-2023.

Key Challenge

PLO 3: Students will effectively communicate and demonstrate critical and creative thinking about business practices and theory

Brief summary of the evidence

Embedded in MBA 630. Previously, there has been no direct measure of critical and creative thinking in the MBA Program. For the 2020-2021 assessment cycle, BUS TECH decided to go with Insight Assessment's Business Critical Thinking Skills Test, which provides business related scenarios and measures the critical thinking and numeracy skills used to reason reflectively to make judgements and decisions. The report provided gives data, as seen below (Figure 1)

Figure 1. Scoring data for Malone graduate group

Overall Program Scores for each Skill/Attribute									
Skill/Attribute Name	N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
OVERALL	10	84.9	85	5.3	1.1	80	92	83	86.75
Analysis	10	81	90	4.6	1.7	79	97	83.75	90
Inference	10	83	82.5	4.7	1.5	79	93	79	84
Evaluation	10	85.2	84.5	5.6	1.8	76	93	83	89
Induction	10	86.7	87	4.1	1.3	81	93	83.75	89.50
Deduction	10	82.8	82.5	3.8	1.2	79	91	79.5	84
Numeracy	10	85.4	85	5.9	1.9	75	96	84	89

Figure 2. Overall score distribution for Malone graduate group

OVERALL

Red – Not Manifest
Orange – Weak
Yellow – Moderate
Green – Strong
Blue - Superior
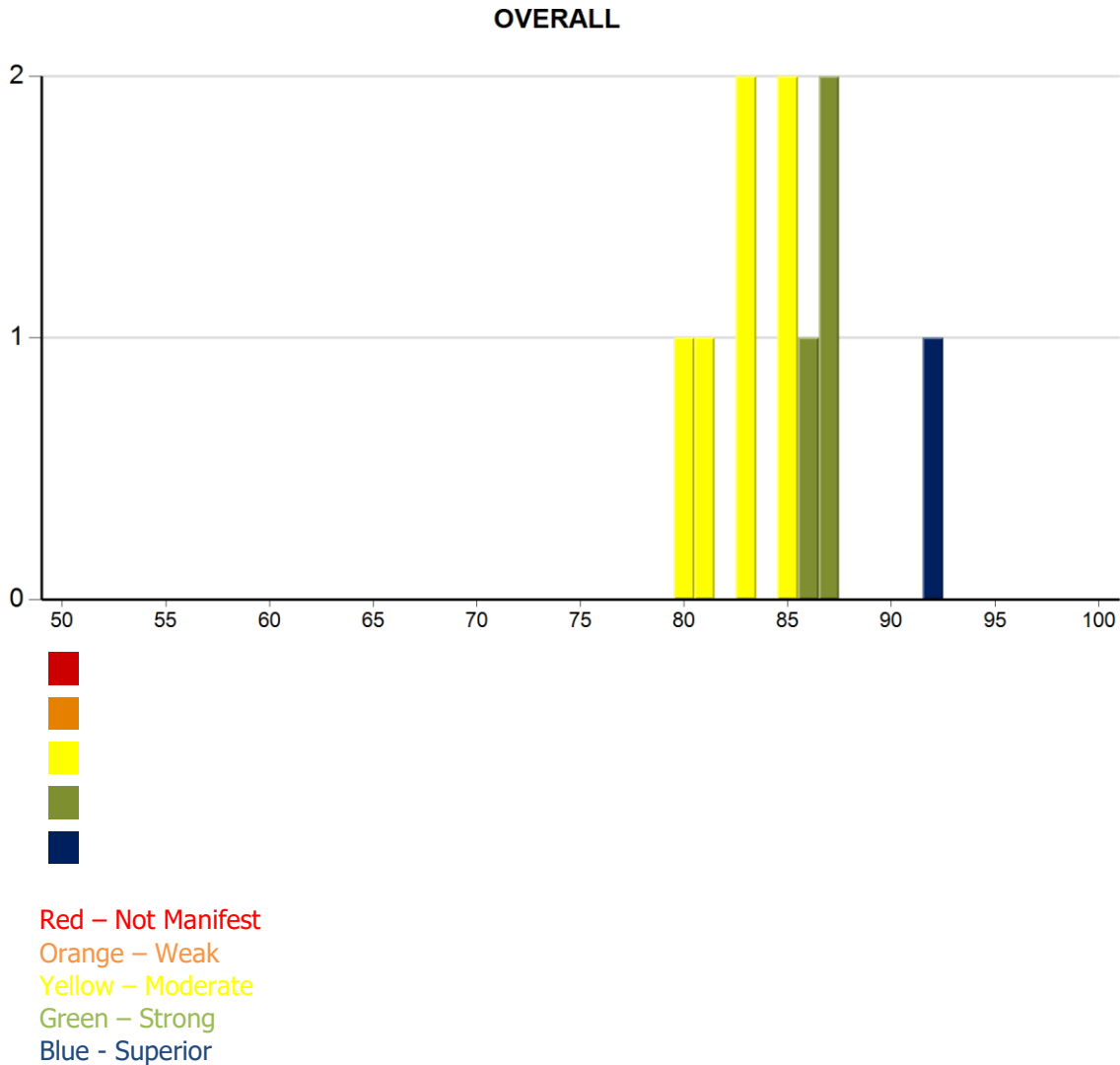
The Overall Score describes overall strength in using reasoning to form reflective judgments about what to believe or what to do. To score well overall, the test taker must excel in the sustained, focused and integrated application of core reasoning skills including analysis, interpretation, inference, 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. (directly from Malone's Insight Assessment Report, 2022)

When compared to students within other graduate business programs, these results show that "the average percentile score of this group of test takers is 49" (Insight Assessment report). This means Malone graduate students on average were in the bottom half of test takers nationally. This seems low, but the results are inconclusive to make clear deductions

about why this might be. The histogram chart (Figure 2) demonstrates that all test results fell in the moderate to superior range – no weak or not manifest scores. Of the 10 test takers six were in the moderate range, three (30%) were within the strong range, and one (10%) in superior range. All scores were above 80%, which would be an equivalent to a B. One speculative conclusion that may be drawn is that MBA students in general are not given case study scenarios, such as those in the BCTST, so, the inclusion of case studies and scenarios such as those in the BCTST would encourage critical and creative thinking.

Because this is the first year we used this assessment tool, we have no comparison data. We will not continue to use this assessment tool as BUS TECH has decided to use another assessment tool that aligns with business competencies specifically, including critical thinking. See action plan below.

Proposed Action Steps

PILO 1: maintain assessment tool, include second assessment tool for 2022-2023
PILO 4: maintain assessment tool, include second assessment tool for 2022-2023
PILO 3: (a.) drop BCTST and replace it with Peregrine Pre and Post Exam, and (b.) discuss ways to implement assignments into the MBA that specifically require critical thinking, (i.e., analysis, interpretation, inference, evaluation, explanation, induction, and deduction.) (c.) We will participate in a pilot critical thinking assessment program via Peregrine.