



Accounting and Business Administration (UG)

Assessed by: Department of Business Faculty

Cycle of Assessment: Fall 2015-Spring 2016

Mission Statement:

The Malone University Department of Business provides its students with an education that integrates course-specific skills and knowledge with program-wide Christian values, including stewardship and integrity. This is accomplished by a faculty with solid academic credentials who combine practical experience and applied theoretical tools and systems. Independent analytical thought and evaluation are encouraged in the classroom, in an atmosphere of mutual respect.

Program Goals:

Business Administration

1. Provide opportunities for students to reflect on the role of Christian faith in business
2. Provide opportunities for students to interact with business people.
3. Provide opportunities for students to engage in the study and resolution of business related problems.
4. Develop students who will use their business education to contribute to their church, community, and beyond throughout their careers

Accounting

1. Provide opportunities for students to reflect on the role of Christian faith in the accounting profession
2. Provide opportunities for students to interact with business people.
3. Provide opportunities for students to engage in the study and resolution of accounting and business related problems.
4. Develop students who will use their accounting education to contribute to their church, community, and beyond throughout their careers

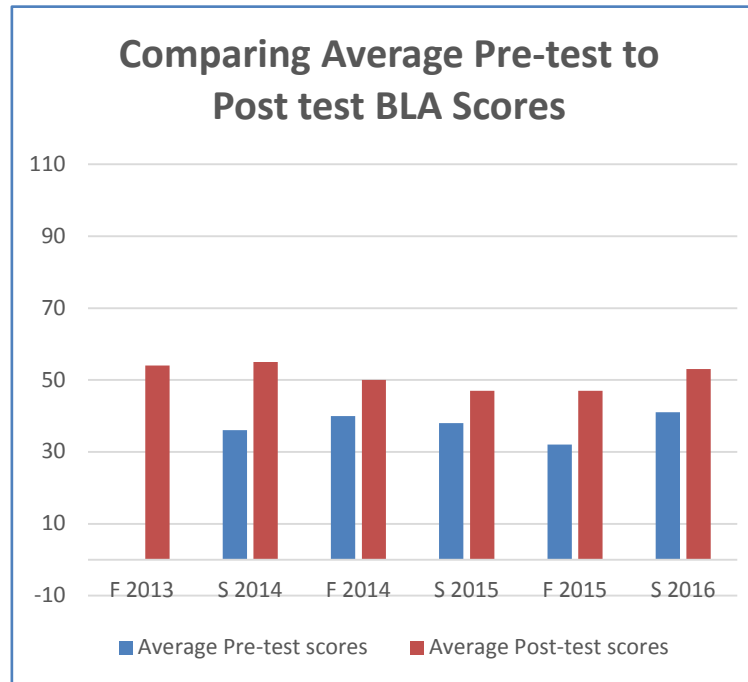
Note: the Accounting major includes all courses in the Business Administration major except for 2 elective courses, and so these majors are assessed together.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results																																			
<p>1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.</p>	<p>The Embedded Ethics Case (EEC) is given in the BUS 330 course, and through it students examine the following faith integration dimensions: 1. Thesis, focusing on ethical issues identification, 2. Analysis focusing on evidence of Christian understanding, 3. Conclusion explaining Christian wisdom, and 4. The overall score. The Overall score on the EEC is used to assess this outcome, as the ethical issues of the case are in the context of a business problem. (The maximum possible total score is 9 points.)</p>	<p>Two administrations of the EEC have occurred in this assessment cycle. 46 students participated in the assessment, this academic year. The total average student score on the EEC were 5 and 4.88, respective to the two semesters, out of 9 points. With the highest possible score of 9.0, then 5.0 would indicate satisfaction.) The overall performance of students in the 2015-2016 academic year fell just below this benchmark at 4.94.</p> <div data-bbox="741 638 1467 1260" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">EEC Results: Fall 2013 to Spring 2016</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>EEC Results: Fall 2013 to Spring 2016</caption> <thead> <tr> <th>Semester</th> <th>1. Thesis & Ethical Issues</th> <th>2. Analysis Evidence of Christian</th> <th>3. Conclusion Explaining Christian Wisdom</th> <th>4. Overall Score</th> </tr> </thead> <tbody> <tr> <td>F 2013</td> <td>2.2</td> <td>2.0</td> <td>2.0</td> <td>6.5</td> </tr> <tr> <td>S 2014</td> <td>2.0</td> <td>1.8</td> <td>2.0</td> <td>5.8</td> </tr> <tr> <td>F 2014</td> <td>2.2</td> <td>2.0</td> <td>2.0</td> <td>6.2</td> </tr> <tr> <td>S 2015</td> <td>2.2</td> <td>1.8</td> <td>1.8</td> <td>5.8</td> </tr> <tr> <td>F 2015</td> <td>2.0</td> <td>1.5</td> <td>1.5</td> <td>5.0</td> </tr> <tr> <td>S 2016</td> <td>2.0</td> <td>1.8</td> <td>1.5</td> <td>4.9</td> </tr> </tbody> </table> </div>	Semester	1. Thesis & Ethical Issues	2. Analysis Evidence of Christian	3. Conclusion Explaining Christian Wisdom	4. Overall Score	F 2013	2.2	2.0	2.0	6.5	S 2014	2.0	1.8	2.0	5.8	F 2014	2.2	2.0	2.0	6.2	S 2015	2.2	1.8	1.8	5.8	F 2015	2.0	1.5	1.5	5.0	S 2016	2.0	1.8	1.5	4.9	<p>In the Fall, students wrote papers on what integrity means in the Bible, and so, the lack of using such information in the EEC was a surprise. In the Spring, the Bible assignment was dropped, and more focus given to logic. However, not enough time was given to doing cases analyses and this showed in the EEC analyses. Next year, more case analysis will be employed in order to sharpen analytic skills in being used. Students in both semesters showed a penchant for thinking only about results, and less concern for the ethical means to achieve desired results.</p> <p>The EEC continues to be a vital instrument for assessing students' abilities to integrate course specific skills with the Department's core principles of integrity and stewardship.</p> <p>The EEC requires an in depth and intentional use of faith and ethical concepts within the student's defense of his or her position/ resolution on the case.</p>
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<p>2) Students will be able to demonstrate knowledge of current business practice and theory.</p>	<p>The a) Major Fields Test (MFT), the b) BLA (Business Learning Assessment) UG Test, and the c) EEC (see item #1 for the description) are used to assess this area.</p> <p>2.a MFT: The MFT is included as a course requirement in the BUS 453 course (the Capstone course in both the Accounting and Business Administration majors.) The Dept. of Business faculty reviews the results and recommends areas for attention. Historically, the recommendation for attention was based on average assessment indicator scores outside of the interquartile range and/or institutional means outside of the interquartile range. (The MFT consists of 120 multiple-choice questions and is a proctored test that is closed-book. It lasts 2 hours.)</p> <p>The MFT computes total scores for each the following areas of business: accounting, economics, finance, international business, information systems, business law, management, and marketing. The test also provides student and institutional averages across the functional areas.</p>	<div data-bbox="724 256 1470 743" data-label="Figure"> <table border="1"> <caption>UG MFT Results 2013-2016</caption> <thead> <tr> <th>Area</th> <th>2013 F</th> <th>2014 S</th> <th>2014 F</th> <th>2015 S</th> <th>2015 F</th> <th>2016 S</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td>20</td> <td>15</td> <td>10</td> <td>15</td> <td>15</td> <td>30</td> </tr> <tr> <td>ACCT %</td> <td>80</td> <td>80</td> <td>60</td> <td>10</td> <td>20</td> <td>85</td> </tr> <tr> <td>ECON %</td> <td>35</td> <td>70</td> <td>45</td> <td>25</td> <td>30</td> <td>30</td> </tr> <tr> <td>Fin %</td> <td>40</td> <td>80</td> <td>30</td> <td>30</td> <td>30</td> <td>20</td> </tr> <tr> <td>INTERNTL %</td> <td>10</td> <td>20</td> <td>45</td> <td>10</td> <td>15</td> <td>50</td> </tr> <tr> <td>IS</td> <td>70</td> <td>80</td> <td>45</td> <td>10</td> <td>10</td> <td>50</td> </tr> <tr> <td>Law %</td> <td>95</td> <td>90</td> <td>20</td> <td>10</td> <td>10</td> <td>68</td> </tr> <tr> <td>Mgmt</td> <td>35</td> <td>65</td> <td>55</td> <td>10</td> <td>20</td> <td>35</td> </tr> <tr> <td>Markt</td> <td>55</td> <td>85</td> <td>35</td> <td>10</td> <td>25</td> <td>25</td> </tr> </tbody> </table> </div> <p>The scores over the years have been overall good. This year, we find that the scores of the Spring 2016 semester were significantly higher than the Fall class in 5 of the areas. Note that in Accounting Fall seniors scored a 20, while spring seniors scored 84. The MFT is carefully proctored and taken in an On Line system, so cheating is not likely. The different performances between the students in these latter 2 semesters is surprising since these students, take most of their accounting courses together. In ECON we see a falling off of scores in the last two years, but some adjuncts were used for ECON 202. The difference in the Law score from Fall to Spring would seem to be related to the students. What is odd is that we saw a similar pattern last year, except the reverse: high in the Fall and low in the Spring.</p> <p>The lowest score for this Senior class was a 6% in Law, in the Fall class. Again, this is not a teaching concern in that the Spring class scored a 68 in Law. One possible factor is that this course can be taken anytime between the Sophomore and Senior year, and so the class make-up as to when students took that course might be a factor. The highest score was 84, in Accounting by the Spring class.</p>	Area	2013 F	2014 S	2014 F	2015 S	2015 F	2016 S	# of Students	20	15	10	15	15	30	ACCT %	80	80	60	10	20	85	ECON %	35	70	45	25	30	30	Fin %	40	80	30	30	30	20	INTERNTL %	10	20	45	10	15	50	IS	70	80	45	10	10	50	Law %	95	90	20	10	10	68	Mgmt	35	65	55	10	20	35	Markt	55	85	35	10	25	25	<p>Being aware that we needed a professor dedicated to the area of marketing, we have a hired a new Marketing professor, who begins Fall 2016. Having seen evidence of a need for more expertise in the area of Finance, we have already enacted our request that Dr. Kincaid return to more teaching duties at the Undergraduate level. At the current time our Management Principles course is taught by teachers with MBA degrees. This is a change from years past, with a recent retirement of our management professor. We will meet with newer faculty and review with them the objectives of the courses they teach and to discuss knowledge and skill development.</p>
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2.b BLA: The BLA Test is an online test comparable to the MFT; however, this test is created by the Department of Business faculty, based on what we teach. This test is administered as a pre-test in ECON 202 and as a post-test in BUS 453.

The class average performance on the Post-test BLA remains fairly consistent over the years. The pre-test averages are skewed higher a bit, because in the On Line offerings of ECON 202, there are some adult students enrolled in the course, and they come to the material with more prior learning and business experience.



In this 2015 – 2016 academic year, the mean score of the pre-test was 36.50. The mean score for this year’s post- test was 50. The score indicates statistically significant improvement.

With the teaching changes indicated above, we will continue to review the questions on the BLA in order to make sure that with the new teachers and textbook choices and teaching styles that the BLA remains a fair reflection of the course material being presented. Both the BLA and the MFT indicate concerns around the students’ retention of information over the four year programs.

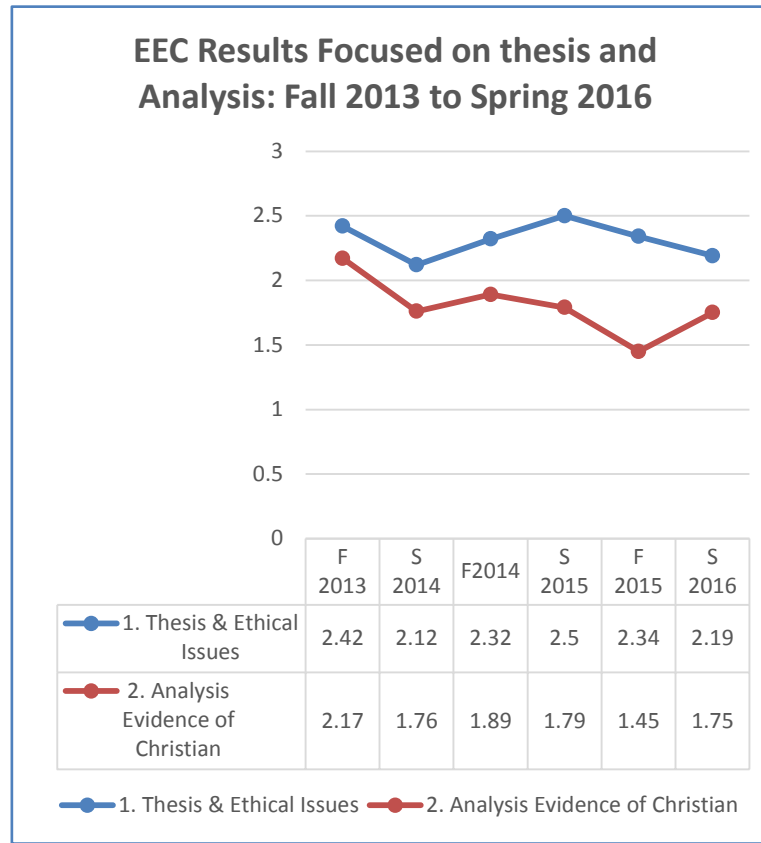
The faculty will be reviewing the questions in the BLA in order to make sure they are updated and still relevant.

We will review the incentives in place for these two tests which do not impact the students’ course grades.

2.c EEC: The first and second points of the EEC are also applicable here. The thesis point is useful for identifying ethical issues related to business problems. The analysis, showing Christian understanding requires the student to apply ethical thinking to relevant areas of business.

Students remain strong in the area of identifying the ethical issues, but the quality of work in the analysis and application of ethical concepts has fallen off since Fall of 2013.

An intended strength of the Accounting and Business Administration UG majors is the focus on management and ethics. In the proposed focus on more case analysis work, more attention will be paid to focus on specific areas of business related to various majors of Marketing and Finance through the new and revised group research project.



<p>3) Students will be able to identify and address major issues presented by a business problem.</p>	<p>The MFT, BLA Test, a Global Business simulation and the EEC are used to assess this area (see items #1 and #2 above for the descriptions).</p> <p>3. MFT and BLA: The MFT and BLA test retained and applied knowledge through their respective multiple choice tests.</p> <p>3.a EEC: The EEC is a written essay, and students are evaluated as to how they approach the case, analyze the case, defend their conclusions, and appreciate the wisdom of their critique.</p> <p>The Department of Business weaves problem solving skills into each of its classes, along with ethics problems to discuss in order to bolster students' analytic skills.</p>	<p>3. The EEC, MFT, and BLA results discussed in items #1 and 2 above are applicable to this area.</p> <p>3.a In the EEC, for this item we will now focus on the conclusion. We find a relative strength lately in formulating the thesis, but weakness in appreciating the wisdom of the critique within the conclusion, beyond achieving a direct sense of intuitively desired results. The analyses have also not been as detailed as is desired.</p> <div data-bbox="726 516 1507 1333" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">EEC Results: Fall 2013 to Spring 2016</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>F 2013</th> <th>S 2014</th> <th>F2014</th> <th>S 2015</th> <th>F 2015</th> <th>S 2016</th> </tr> </thead> <tbody> <tr> <td>1. Thesis & Ethical Issues</td> <td>2.42</td> <td>2.12</td> <td>2.32</td> <td>2.5</td> <td>2.34</td> <td>2.19</td> </tr> <tr> <td>2. Analysis Evidence of Christian</td> <td>2.17</td> <td>1.76</td> <td>1.89</td> <td>1.79</td> <td>1.45</td> <td>1.75</td> </tr> <tr> <td>3, Conclusion Explaining Christian Wisdom</td> <td>2.08</td> <td>2.06</td> <td>2.16</td> <td>1.64</td> <td>1.21</td> <td>1.25</td> </tr> </tbody> </table> <p style="text-align: center;"> ● 1. Thesis & Ethical Issues ● 2. Analysis Evidence of Christian ● 3, Conclusion Explaining Christian Wisdom </p> </div>		F 2013	S 2014	F2014	S 2015	F 2015	S 2016	1. Thesis & Ethical Issues	2.42	2.12	2.32	2.5	2.34	2.19	2. Analysis Evidence of Christian	2.17	1.76	1.89	1.79	1.45	1.75	3, Conclusion Explaining Christian Wisdom	2.08	2.06	2.16	1.64	1.21	1.25	<p>New focus is planned to be put on case analysis and researching current topics related to areas of ethical issues.</p>
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3.b Glo-Bus Simulation:

The Global Business Simulation is administered throughout the BUS 453 Business Strategic Management course.

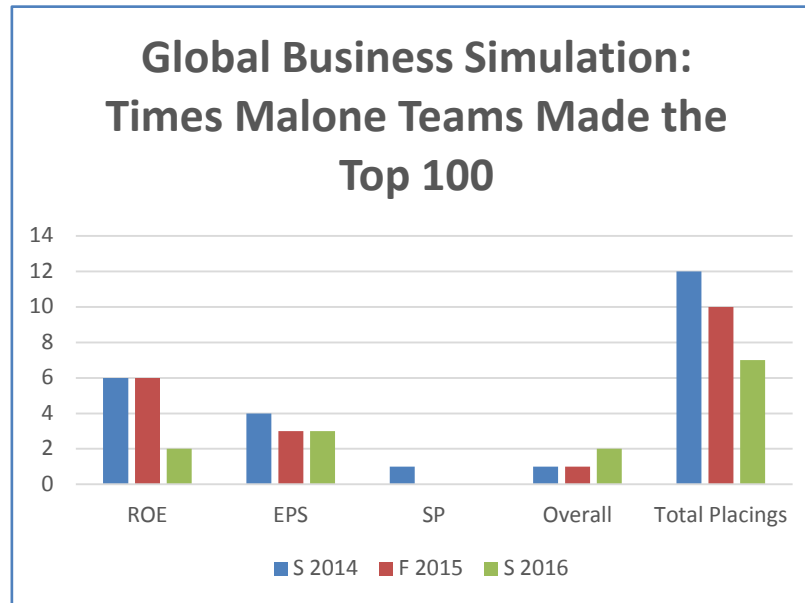
The competition begins with year 6 of a fictitious company, and continues through year 15. We participate in eight weeks of the simulation from year 6 through 14.

The students are judged on four categories:

- ROE** = Return on Equity;
- EPS** = Earnings per Share,
- SP** = Stock Price, and
- Overall** performance.

The Glo-Bus Simulation provides our students with an applied approach to studying strategy. The simulation provides supplementary support to our students' ability to identify and address business problems.

We assess their strengths by how often teams place in the top 100 during the 8 weeks in which they are engaged in the simulation. Our classes are divided into teams. We usually field 3 to 5 teams, and this year, these teams competed with nearly 800 teams around the nation.



1 team in S 2016 placed for **first Overall weeks 12 and 13**. We have had a team place in the overall category at least once each semester we have participated. We note our strongest category is the Return on Equity. We will continue to use the Glo-Bus simulation for a while to see if the students' believe their learning is enhanced by it. Certain weaknesses of the simulation are noted, such as not accommodating for ethical considerations, such as environmental protections, or for supporting high end/ high cost product strategies. The role of Executive Management as measured by the stock price appears to be our weakest area. We will have to see if this weakness is a result of game strategy (since we tied twice for first place in S 2016), or if this indicates a weakness in our students' analyses, or is nothing of grave concern.

One concern is that in each semester at least one team has failed to place in any category in the top 100. Overcoming early mistakes in the simulation may be one hurdle for such teams. We will continue to monitor the worth of this simulation for assessment purposes. One area indicating some room for improvement is that of tying business strategy to the stock price. This concern may be countered or alleviated however, by one team placing first in the overall category of company performance two weeks in a row.

<p>4) Students will be able to identify and resolve ethical dilemmas, while taking into consideration the impact on God's world.</p>	<p>The EEC is used to assess this area, primarily (see item #1 above for the description). The Students are evaluated by how insightful the thesis is, by how well the case is analyzed using concepts from business areas, ethics, and the Christian faith, and how detailed their conclusion is with regards to the Christian wisdom and rightness of their resolution.</p> <p>In addition to this, every course requires an ethics assignment. Because our focus is on building a habit of looking at the ethical issues inherent to the business questions asked.</p>	<p>The results as explained in Learning Objectives #1, #2, and #3 above are applicable to this area.</p> <p>The EEC assesses 3 categories: identification of ethical issues, evidence of Christian understanding, and explaining Christian wisdom. Using 2.0 as a desirable score out of 3, in each component area in order to meet the objectives, the overall performance was satisfactory. A benchmark of 5 out of 9 is desirable as an overall score. This year students were at and just below the benchmark, respectively to the Fall and Spring semesters.</p> <div data-bbox="726 516 1507 1312" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">EEC Results: Fall 2013 to Spring 2016</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>F 2013</th> <th>S 2014</th> <th>F2014</th> <th>S 2015</th> <th>F 2015</th> <th>S 2016</th> </tr> </thead> <tbody> <tr> <td>1. Thesis & Ethical Issues</td> <td>2.42</td> <td>2.12</td> <td>2.32</td> <td>2.5</td> <td>2.34</td> <td>2.19</td> </tr> <tr> <td>2. Analysis Evidence of Christian</td> <td>2.17</td> <td>1.76</td> <td>1.89</td> <td>1.79</td> <td>1.45</td> <td>1.75</td> </tr> <tr> <td>3, Conclusion Explaining Christian Wisdom</td> <td>2.08</td> <td>2.06</td> <td>2.16</td> <td>1.64</td> <td>1.21</td> <td>1.25</td> </tr> <tr> <td>4. Overall Score</td> <td>6.67</td> <td>5.94</td> <td>6.37</td> <td>5.93</td> <td>5</td> <td>4.88</td> </tr> </tbody> </table> <p style="text-align: center;"> ● 1. Thesis & Ethical Issues ● 2. Analysis Evidence of Christian ● 3, Conclusion Explaining Christian Wisdom ● 4. Overall Score </p> </div>		F 2013	S 2014	F2014	S 2015	F 2015	S 2016	1. Thesis & Ethical Issues	2.42	2.12	2.32	2.5	2.34	2.19	2. Analysis Evidence of Christian	2.17	1.76	1.89	1.79	1.45	1.75	3, Conclusion Explaining Christian Wisdom	2.08	2.06	2.16	1.64	1.21	1.25	4. Overall Score	6.67	5.94	6.37	5.93	5	4.88	<p>The EEC continues to be a vital instrument for assessing the Program objective of faith integration.</p> <p>As stated above, attempts in the BUS 330 course to enhance the integration of Christian faith and values failed to produce results as well as in previous semesters, so renewed emphasis will be on case analysis exercises this coming year.</p>
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