

Accreditation Council for Business Schools and Programs (ACBSP) Quality Assurance (QA 4) Report for Baccalaureate/Graduate Degree Programs

Current as of December 31, 2017.

Overview (O) 1. Complete all information requested.

O 2. Institution Name:
Address:

Malone University
School of Business and Leadership,
2600 Cleveland Avenue NW, Canton, OH 44709-3308

Date: 2/15/2018

O 3. Year Accredited/Reaffirmed: 4/16/2010/ 2012/2014

This Report Covers Years:

2015 to 2017

O 4. List All Accredited Programs (as they appear in your catalog):

- **BA in Business Administration**
- **BA in Accounting**
- **BA in Finance**
- **BA in Marketing**
- **BA in Sport Management**
- **MBA: Master of Business Administration**
- **MAOL: Master of Arts in Organizational Leadership**
- **MGMT Accelerated Degree Completion Program in Management**

**Accelerated Degree Completion
Program in Management; leads to
B.A. in Management
(Organizational Management and
Health Service Management
Majors. Affiliated majors in Project
Management and Marketing
Management.**

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Note: Fall of 2016 we launched majors in Marketing and Finance. We have a few students who have added one of these majors to their goal for graduation, targeted May 2016. However, we did not list these two new majors in the catalogue until Fall 2016. ACBSP granted its accreditation to these majors based upon correspondence with Dr. Michael Ophardt, Malone University Champion. Confirmation of accreditation was received by email on July 12, 2017.

All programs for the reported years in the School of Business & Leadership are accredited by ACBSP.

O 6. List all campuses that a student can earn a business degree from your institution:

- **BA in Business Administration - Main campus**
- **BA in Accounting – Main campus**
- **BA in Finance – Main campus**
- **BA in Marketing – Main campus**
- **BA in Sport Management – Main campus**
- **MBA – Main campus (ground and online instruction)**
- **MAOL: Master of Arts in Organizational Leadership – Main campus (ground and online instruction)**
- **MGMT Accelerated Degree Completion in Management- Main campus (ground and online instruction)**

O 7. Person completing report Name: **Dr. Michael J. Ophardt**

Phone: (330) 471-8179

E-mail address: mophardt@malone.edu

ACBSP Champion name: Dr. Michael J. Ophardt (330) 471-8179

ACBSP Co-Champion name: Cynthia G. Wilson

Phone:

(330) 471-8560

E-mail address: cwilson@malone.edu

O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.
Do not remove note or condition. Explain the progress made in removing the note or condition:

New Conditions: There were none requested on the QA-3 report.

A. Student Learning Outcomes: Steve wrote the following explanation.

1. Note on Standard 3: Provide documentation in the next Quality Assurance Report of “evidence of improvement cycles made as a result of the measurement of important Student and Stakeholder feedback and results of trend data for three to five years.”

We request that this note be removed, based on the work of this report. We believe we have satisfied the concerns raised

1. Maintain Note on Standard 5.2 Desire additional data points for historical data.

We request that this note be removed, based on the work of this report. We believe we have satisfied the concerns raised.

QA-4 Report: There were no notes on the QA-3 report

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in standard #6, graduation rates, retention rates, job placement, etc. How do you make the results public?

QA 4 answer: To the above questions, we publish yearly assessment reports for HLC and our QA reports for ACBSP on Malone's Web site. We publish an annual Fact book for the University containing enrollment, retention, and graduation measures for the year.

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.

QA-4 Response

As Malone's School of Business & Leadership (SBL) moves to the future, there have been a number of changes made and several more planned that will better position the school for growth, quality improvement, and efficiencies of scales; tighter integration of the four departments within SBL. In 2016, the Department of Business Administrative Assistant, Gretchen Sudar, left the university to take a position with a regional company. That summer (2016), we hired Ms. Kiki Leavy as replacement. Fall 2016, we also hired a Marketing Professor, Ms. Valerie Wang. She worked with us for one year, and left in May 2017 due to her husband being relocated. We are currently conducting a search for a Marketing Professor (as replacement) effective with the start of fall 2018. In regards to the **graduate programs:** In 2016, Dr. Dennis Kincaid stepped down as MBA advisor in order to advise undergraduate students. Dr. Michael Ophardt, Department Chair, has taken over advising MBA students. Dr. William Racine took over from Dr. Mary Quinn to become the MAOL advisor. And, in regards to **Management Studies:** In fall 2016, Walter Poland, Assistant Professor retired (not replaced). Prior to the start of fall 2017, it was unfortunate but necessary to release and not renew the contract for Instructor, Jamie Krob, due to continued low and insufficient enrollment that has led to continued loss of revenue with the Health Services Management major. It is also important to note that the Health Services Management major has been approved by administration and faculty for deletion, which was effective August 2017. **Currently:** It is exciting to note that effective with the start of fall 2017, programs MBA and MAOL have been streamlined, making all courses 7-week in length, 3 credits. Likewise, MGMT has change its delivery from trimesters in a cohort, 5-weeks courses to 7-week courses in semesters. All three program initiatives are in preparation of our enhanced partnership with The Learning House, who has begun marketing on line (OL) programs at the University. In addition, they will recruit and advise OL students in spring 2018.

- a. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

- MBA program is fully online, fully on ground, and combinations of ground and online courses can be made.
- MAOL program is offered in a hybrid model (online and ground) or fully online.
- MGMT program provides full ground instruction, full on line (OL) instruction, and hybrid options.

Standard Two - Strategic Planning:

Complete the following question/tables concerning your business unit strategic plan:

1. In the table below, identify any major changes to the key strategic goals/objectives during this QA reporting period:

Key Strategic Objectives	Major Changes
Hire Dean for School of Business & Leadership	Dr. Nathan Phinney continues to serve as interim Dean (and Provost).
To function within a constricted budget.	This has led to slower hiring for needed personnel in departments Business and Management Studies. It has also led to the University's decision to enhance the partnership with The Learning House in providing marketing and student administration activities with our online programs.
Establish objectives appropriate to the unique qualities of the graduate student.	A new Graduate Council has formed with objectives for all graduate programs to meet.
Management Studies is redefining itself in order to meet regional demand.	Elimination of trimesters, 5-week courses in cohort fashion with semesters, 7-week course offerings. Change allows increased opportunities (6 entries) for students to start program and can be customized to the student's timeframe for completion 12 mo., 16 mo., or 24 mo.

2. In the table below for your top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

Strategic Objectives	Key Measures	Progress Toward Achievement
Hiring a new Professor of Marketing	New hire in place by fall 2018.	We conducted a search for a Marketing Professor in fall of 2017. Depending on how the search fairs, we may have to reopen the search in the fall of 2018.
Hire an Assistant Professor for Business/Management. This will be a shared resource within SBL.	New hire in place by fall 2018.	Search committee formed, and 1st level interviews completed. Organizing 2nd level on-campus interviews Jan/Feb.
Secure an adult tutor for Statistics and Algebra and a professional tutor as writing consultant	Number of students/hours with appropriate tutor	Malone University has provided a means for all students to attain tutoring in mathematics, writing composition, and business courses such as statistics through the Center for Student Development. Target to launch spring 2018.

Create and document a standard evaluation process for alumni	Standard tool used every 2 years	Ongoing collaboration with University Relations.
With stress and limited resources of implementing our Business Administration major online, we will strive to meet the percentile requirements of ACBSP's academically qualified requirements, while adding necessary adjunct faculty.	Restructure full-time professor's load to accommodate the revised business curriculum for implementation of new online major by fall 2018.	Will measure as part of the scheduling system/process for graduate programs, and will extend this process to undergraduate scheduling as we move forward.
The Business Advisory Board (BAB) membership should provide relevancy and balance of talent and experience	We have increased BAB membership (10 new members) and collected information on their various areas of expertise. Plan to utilize their expertise in sub-committees as well as organized events.	We will measure the success of our use of BAB through the number of guest speakers, help in student projects, and guidance in program strategies.

3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in the table below.

Strategic Planning Process Changes Summary

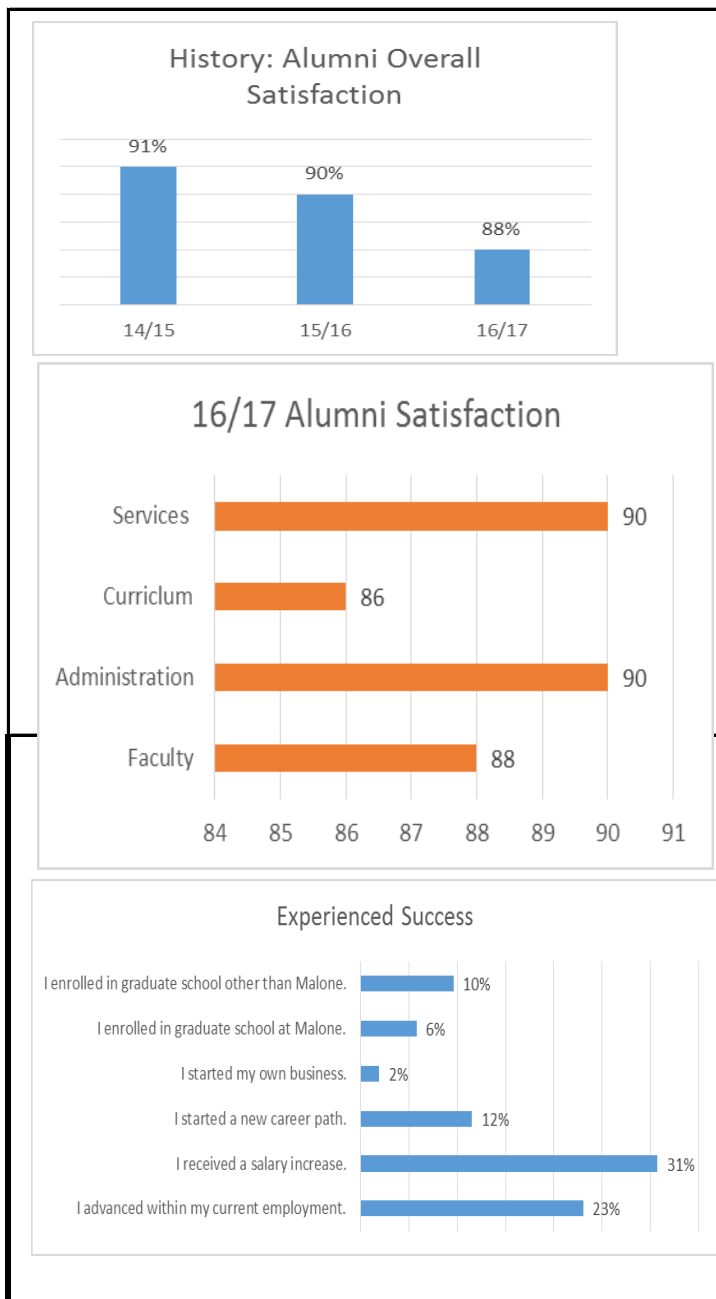
Provost, Dr. Phinney, has continued to provide "best practice" processes of strategic planning for the university. Strategic priorities that have led to strategic initiatives and SBL department initiatives are linked and supported with themes of Visible, Viable, and Vibrant through the shared values and goals for 17/18 academic year: (a) serve our students, (b) execute smart budgets, (c) student learning outcomes assessments, and (d) collaboration and sharing.

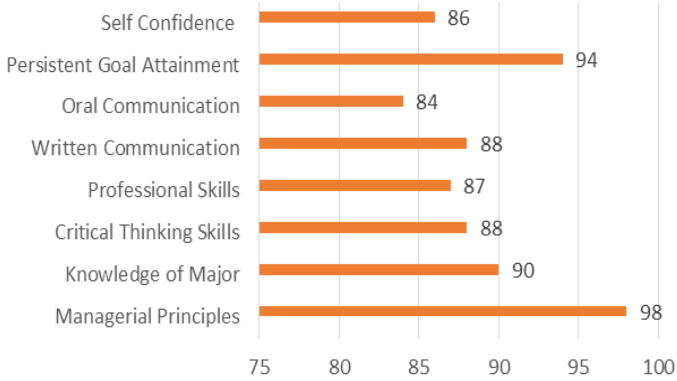
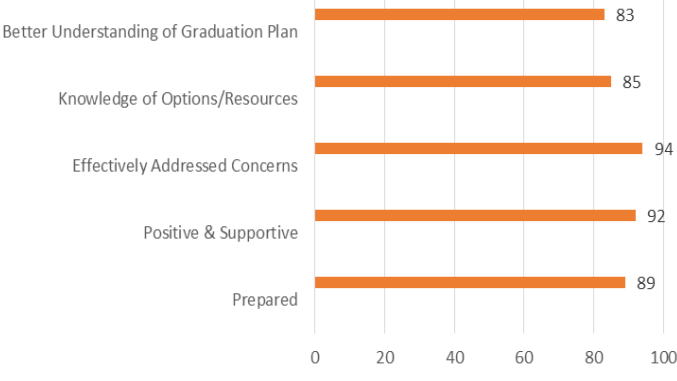
We have experienced many changes around the position of Executive in Residence. We are in continual talks with the president and provost of the University on how best to utilize this position. Currently, SBL has employed a full-time Professional in Residence to teach and provide career search assistance to all students in the University. President King is working on developing a plan to hire and use an Executive in Residence for the University.

Student and Stakeholder-Focused Results:

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
(Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	

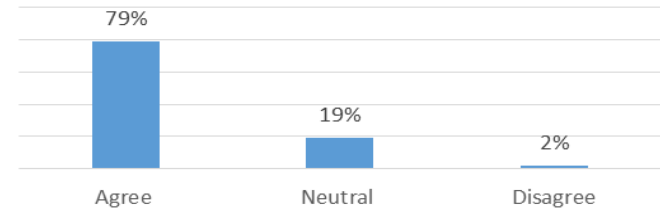
Student Satisfaction Alumni satisfaction with their Degree Completion portion of their University education. Goal is 75% or higher student satisfaction.	Alumni survey regarding level of agreement with program overall, faculty, administration, curriculum, and student services.	December 2016, we developed a new alumni survey for MGMT. This was a collaborative process that involved FT faculty, administration, staff, and the internal Human Research Committee/IRB. 16/17 survey was distributed to 117 alumni with 52 responses (or 44%). Although a decline from previous (2%), not sufficient or necessary for change implementation.	Program curriculum and other supported components affiliated with the program are providing a high level of satisfaction to the adult learner. Excellent illustration of collaboration.	Experienced successes are outcomes of completing MGMT and will be shared and used with recruiters and perspective new students. Successes are also part of student retention. Discussion will follow regarding recruitment data and curriculum offerings.
Student Experience and Successes - Alumni success within two years of MGMT. Goal is 80% advancement.	Alumni survey that indicates a measured success as a result of MGMT.	Current survey reflected 23% of participants receiving advancement; a 1% increase from previous survey. Those that experienced a promotion or increase in salary was 31; a 18% increase from previous survey.	These results are all positive indicators that the degree is beneficial to the people of our region and respected by employers.	Experienced successes are outcomes of completing MGMT and will be shared and used with recruiters and perspective new students. Successes are also part of student retention. Discussion will follow regarding recruitment data and curriculum offerings.



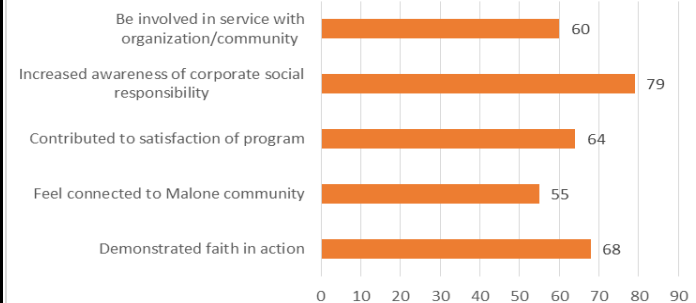
Personal Results and Benefits from MGMT - Goal is to affirm personal improvements and benefits from participation and completion of the adult MGMT program at least 75%.	Alumni survey regarding increase of general knowledge of managerial principles, enhanced critical thinking skills, professional skills, written and verbal communication skills, and the ability to attain goals.	Current survey reflected agreed responses with an average of 89% over 8 specific elements.	Because these students are working adults, and reported in the qualitative portion of the studies above that they enjoy applying the principles they have learned and enjoy improved leadership and managerial practices, we have affirmation that our curriculum is current and relevant.	MGMT faculty (including adjuncts), meet regularly to discuss curriculum, quality, and relevancy. We also meet with the Business Advisory Board members to discuss current business best practices and needs. With satisfaction this high, our focus is on increasing enrollment while maintaining a high quality program.	<div>Level of Agreement/Satisfaction</div>  <table><tr><td>Self Confidence</td><td>86</td></tr><tr><td>Persistent Goal Attainment</td><td>94</td></tr><tr><td>Oral Communication</td><td>84</td></tr><tr><td>Written Communication</td><td>88</td></tr><tr><td>Professional Skills</td><td>87</td></tr><tr><td>Critical Thinking Skills</td><td>88</td></tr><tr><td>Knowledge of Major</td><td>90</td></tr><tr><td>Managerial Principles</td><td>98</td></tr></table>	Self Confidence	86	Persistent Goal Attainment	94	Oral Communication	84	Written Communication	88	Professional Skills	87	Critical Thinking Skills	88	Knowledge of Major	90	Managerial Principles	98
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MGMT Advising - to measure the affects academic faculty advisors in assistance with the adult learner regard their Program of Study. Goal is at least 75% indicate a positive experience.	Alumni survey that indicates level of agreement and satisfaction with faculty advisor relationship.	MGMT faculty assumed the role of academic advising in fall 2016. It has been reported by the Registrar's Office that the adult student is better prepared with registration processes and taking ownership of their plan.	It appears that the academic faculty advisor is meeting the needs of student concerns as it relates to their graduation plan. Further analysis indicates that it takes 3 yrs./4 mo. on average to graduate from the University.	Continue training sessions with Registrar's office to maintain knowledge of General Education and Liberal Art requirements for the adult learner. And, to transfer this knowledge with Learning House.	<div>Academic Faculty Advisor</div>  <table><tr><td>Better Understanding of Graduation Plan</td><td>83</td></tr><tr><td>Knowledge of Options/Resources</td><td>85</td></tr><tr><td>Effectively Addressed Concerns</td><td>94</td></tr><tr><td>Positive & Supportive</td><td>92</td></tr><tr><td>Prepared</td><td>89</td></tr></table>	Better Understanding of Graduation Plan	83	Knowledge of Options/Resources	85	Effectively Addressed Concerns	94	Positive & Supportive	92	Prepared	89						
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<p>Faith Integration - to measure the appreciation of Malone's guiding principles of Christian values and integration of faith in the learning environment. Goal at least 50%.</p>	<p>Alumni survey that illustrates the level of appreciation in regards to faith integration.</p>	<p>Christian faith integration is typically not the basis of the adult entering the Management Program. In fact, recent survey indicated that 46% of respondents agreed that they attended because of Christian faith integration: 35% were neutral, and 19% disagreed.</p>	<p>Even though the majority did not seek Malone for its Christian principles, 77% of respondents indicated that they had a better understanding of how their worldview informed their professional life as a result of the faith integration and application of Christian values in the program.</p>	<p>We will continue active and robust discussion of Christian values with faith integration in curriculum. However, mindful to listen to those non-Christian views with grace and integrity.</p>
<p>Service Learning - an element of the student experience at Malone valued at 50% with alumni population.</p>	<p>Alumni survey that includes level of agreement about the student's learning experience as a result of volunteering time and attention with a non-profit entity.</p>	<p>Survey respondents indicated 87% participated in the service learning experience. All elements of the survey in this area were above the benchmark 50%.</p>	<p>The positive impact of adults serving in a non-profit organization reinforces this missional experience as an essential part of the curriculum.</p>	<p>We are partnership with The Salvation Army, and will investigate the expansion with other non-profits such as Habitat for Humanity.</p>

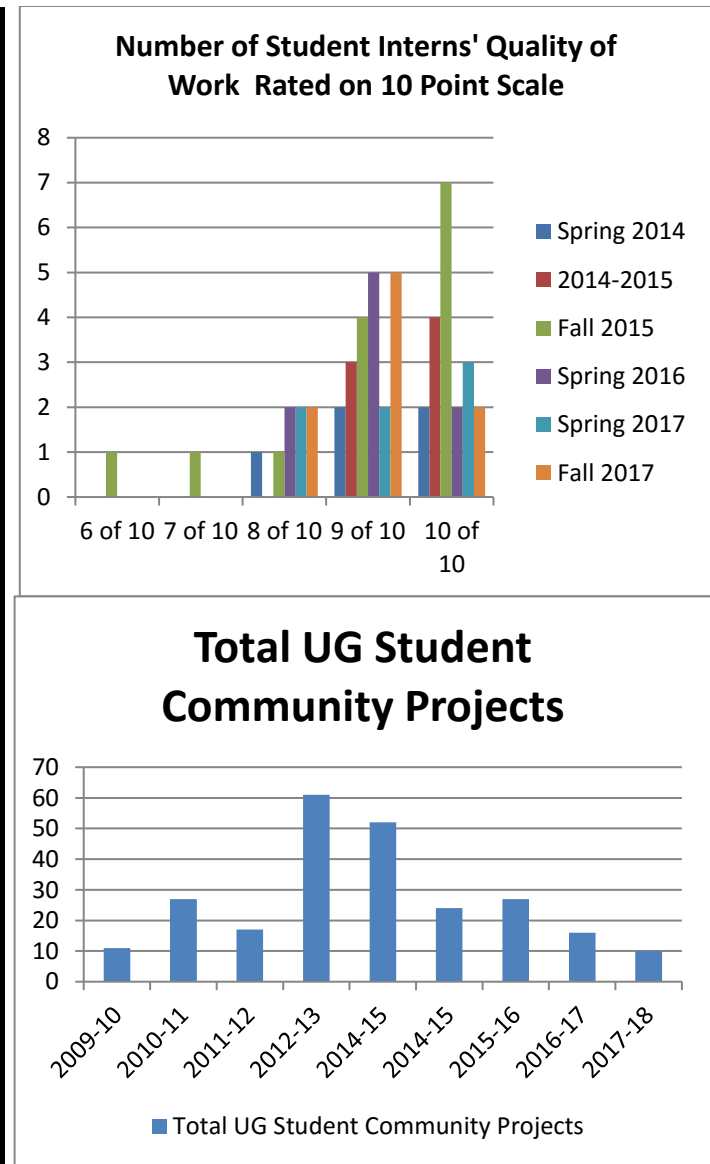
I appreciated the integration of faith and application of Christian values by faculty throughout the MGMT Program.



Service Learning Experience

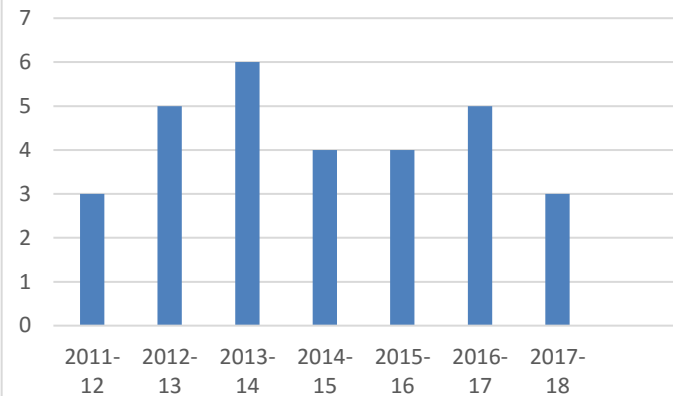


Traditional undergraduate students who do internships should be rated very good or outstanding .	Annual Internship supervisor survey in the Sport Management major -- our only major that requires internships. Other internships among our students are attained on their efforts, and so not subject to review.	Most student interns rated very good or outstanding.	All intern overseers said that most of our student's performance reflects well on Malone University. The graph indicates the percentage of interns that were rated on a 10-point scale of performance satisfaction.	The changes made 2 years ago have stabilized internship supervisor's rating of our Malone interns' performance in the Sport Management program.
Student projects across the School of Business and Leadership (SBL) allow students to practice what they learn in the community and provide the University with Visibility.	Faculty survey of projects supervised throughout the year. Management Studies does Service Learning Projects with every cohort. BUS 380 in conjunction with Enactus does volunteer business projects, and our student chapters of the IMA & SMA also do projects.	These last two years have established a new equilibrium of roughly 26 projects per year.	Much of the decline is due to fewer cohorts out of Management Studies. We saw a slight increase due to the work of our marketing professor, but she left after one year of teaching.	Data to be utilized in marketing and advertising. We are investigating new ways to engage the community, through aiding entrepreneurial efforts underway within our region. Malone University has Visibility in the community as one of its strategic goals for the near future. Our new Marketing major may help inspire more projects in the community.

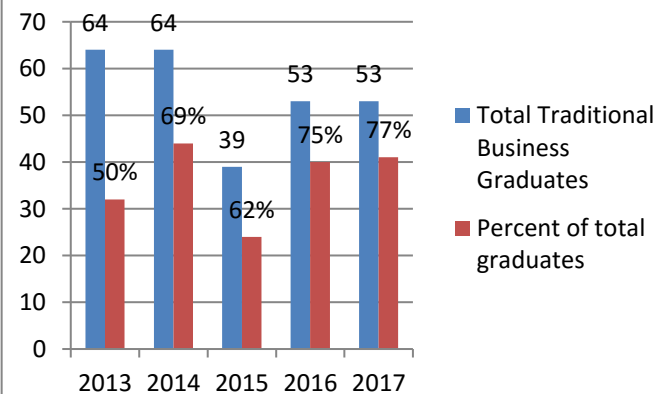


Use of Business Advisory Board members for presentations and consultations (including meetings) should stabilize with at least four meetings or contact points each year, as we strive to increase the involvement between Board members and our students.	Faculty survey & SBL Department Meeting Minutes.	Since 2014 we repurposed and continuously revise our work with our Business Advisory Board. In 2017, we increased the number of Board members, and created sub-committees. We invite Board members to functions with our traditional undergraduates.	The graph indicates that the number of meetings with various Advisory Board meetings has remained steady since our change.	We are creating from the BAB members a list of speakers for the faculty to use. BAB members advised the Enactus team's Entrepreneur project and reviewed their preparations for their annual presentations for the Regional and national contests, attend a couple of social events, and advise on individual projects among the faculty. We continue to find ways for the BAB to help with the graduate programs.
Traditional UG Alumni Success: To ascertain how many of our traditional Undergraduate alumni are working in field full time or have enrolled in graduate school within one year of graduation.	Survey of faculty in contact with recent graduates and a Linked-In search.	We rate how many students we know have found full-time employment or gone onto graduate school within one year of graduation. It is also interesting to note that 3 of the 12 leadership positions on the Malone Young Alumni Committee are recent graduates from the Business program.	The graph compares the total number of graduates with a business-related major against the percentage of students we know have full-time jobs or are in Graduate school within 1 year of graduation.	We are working with the University to establish a means for a systematic survey of all of our business graduates, in the future. However, our current process gets us good and specific data.

Meetings with Business Advisory Board Members



Known Traditional Alumni Success



Alumni satisfaction can also be expressed in how connected alumni remain to the University.	Our information is from Deborah Robinson, who heads our Alumni office. The alumni begin as part of MYAC- Malone Young Alumni Council, and they coordinate various events on campus throughout the year.	We count how many officers of MYAC had majored in some area of our Business Department.	The graph shows how many officers of the 13 MYAC officers are from the Department of Business.	The Department will continue to work with MYAC on at least the Chocolate Fountain Alumni Networking Event in the Spring Semester. We continue to increase the role of our Business Advisory Board members for their participation in this event.	<div>Percentage of Business Majors Serving on the MYAC Board of 13</div> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2015-2016</td><td>23%</td></tr><tr><td>2016-2017</td><td>31%</td></tr><tr><td>2017-2018</td><td>46%</td></tr></tbody></table>	Year	Percentage	2015-2016	23%	2016-2017	31%	2017-2018	46%
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Standard #4 Measurement and Analysis of Student Learning and Performance

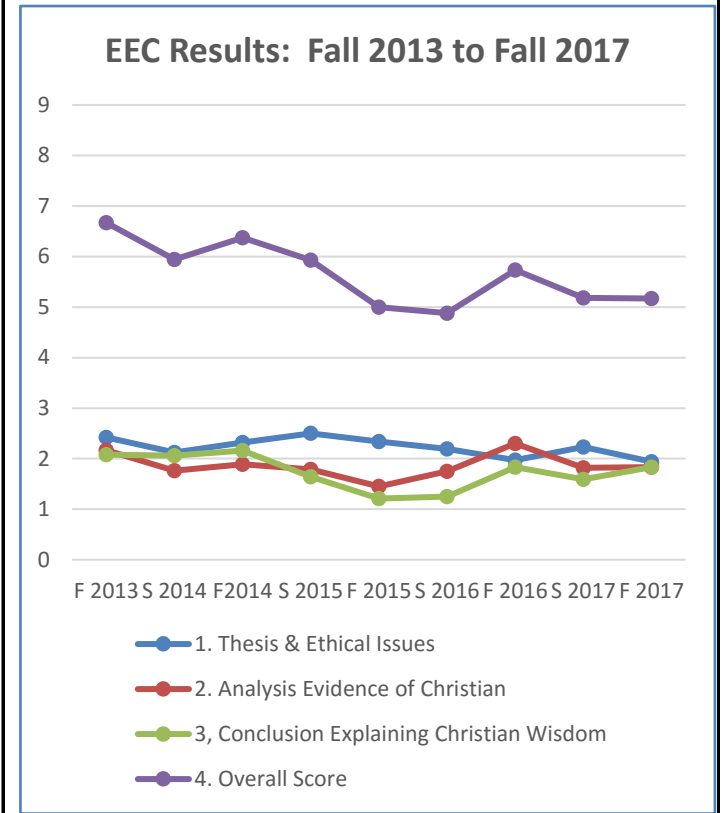
Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

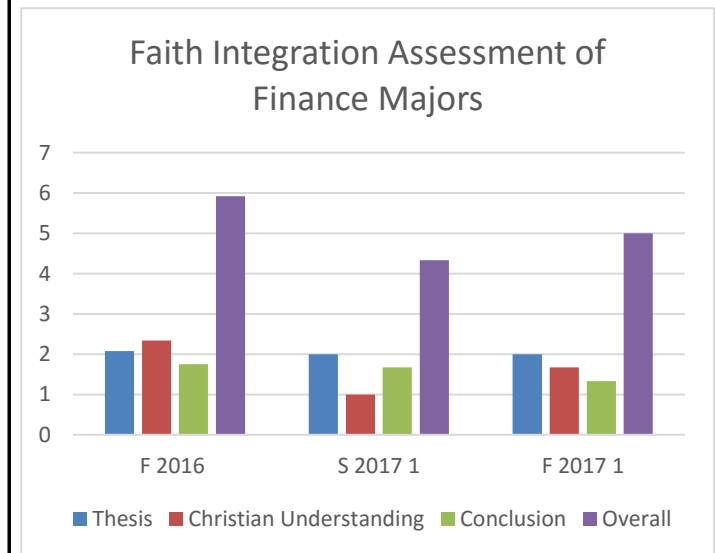
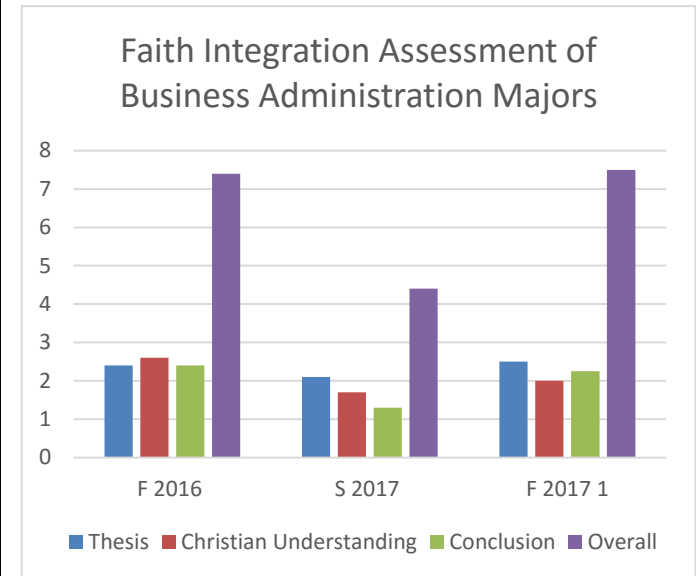
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																				
(Example) Knowledge of foundation areas for MBA program will score 150 and above	Summative, External, Comparative data derived from Business MFT	A goal of 150 was set as a benchmark with an average score of 152 in 2013	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Increased use of Blackboard platform to support course. Uploaded syllabi, videos, documents, etc.	<div><h3>MFT Knowledge of Foundation Areas</h3><table><thead><tr><th>Semester</th><th>Score</th></tr></thead><tbody><tr><td>Fall 2010</td><td>145</td></tr><tr><td>Spring 2011</td><td>150</td></tr><tr><td>Fall 2011</td><td>140</td></tr><tr><td>Spring 2012</td><td>145</td></tr><tr><td>Fall 2012</td><td>145</td></tr><tr><td>Spring 2013</td><td>148</td></tr><tr><td>Fall 2013</td><td>152</td></tr></tbody></table></div>	Semester	Score	Fall 2010	145	Spring 2011	150	Fall 2011	140	Spring 2012	145	Fall 2012	145	Spring 2013	148	Fall 2013	152
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Accounting, Business Administration, Finance, and Marketing

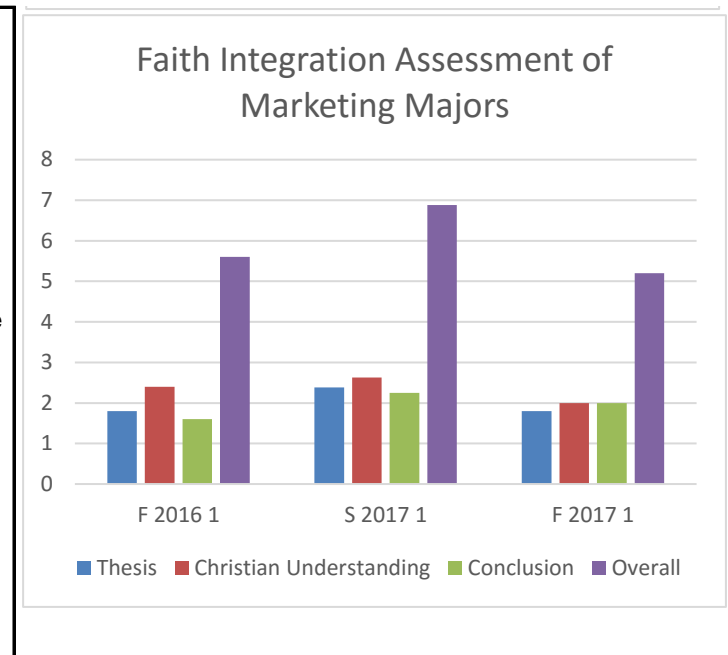
1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.	The Embedded Ethics Case (EEC) in the BUS 330 course (named the Written Case Analysis (WCA)) is used to assess this objective. The EEC examines the following faith integration dimensions: ethical issues identification, evidence of Christian understanding, and explaining Christian wisdom. All students Accounting, Bus. Admin, Finance and Marketing must do this.	4 administrations of the EEC have occurred in this assessment cycle (Spring 2016 to Fall 2017). 87 students participated in the assessment. The running average student score on the EEC was 5.65 (out of 9 points. With a new scale of 9.0, then 5.0 would indicate satisfaction.) The overall performance of students meets the benchmark.	We find students are able to identify the primary issues to be addressed in the thesis. Their analyses contain some use of Christian values and insights, but the quality of analysis has dropped off in the last 2 semesters. We noted improvements in how students weave Christian values into the conclusion of the case analysis.	Continue to require an ethics assignment in the BUS 330 course in order to verify that faith integration is a focus of Business Administration and Accounting majors. New emphasis is being placed on practice in case analysis.
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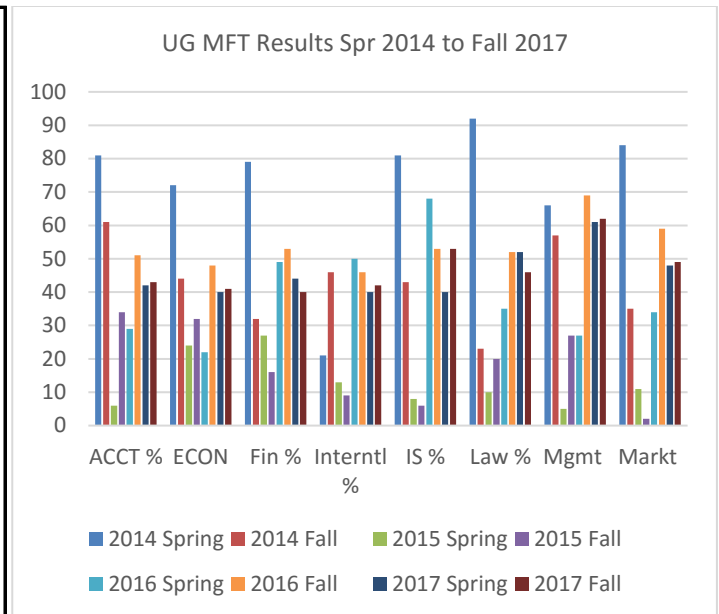
A) Faith Integration of Business Administration	With the addition of majors in Finance and Marketing, we included the faith integration assessment for these two majors. So, in Fall of 2016, we distinguished students by major. 15 students are included in this assessment of faith integration among Business Administration majors.	The assessment tool is the same for each major. With benchmarks of 1.5 for the first three measures and 5 for the overall measure, we find that the Business Administration majors meet the benchmarks.	Following Spring 2017, more focus was put on assignments to formulate ethical dilemmas and to integrate the Christian faith into their conclusions. Among these students, the changes showed positive results.	We will continue to use smaller assignments to prepare students for the specific tasks, we will work on providing more time and practice towards the application of ethics within the analysis.
B) Faith Integration in the Finance profession.	We identified those students majoring in Finance for this measure of faith integration in their case analysis skills. 12 students are counted in this assessment.	The assessment areas are the same for each major. With benchmarks of 1.5 for the first three measures and 5 for the overall measure, we find the Finance majors meet the benchmarks.	Following Spring 2017, more focus was put on assignments to formulate ethical dilemmas and to integrate the Christian faith into their conclusions. Among these students, the changes showed positive results.	We will continue to use smaller assignments to prepare students for the specific tasks, we will work on providing more time and practice towards the application of ethics within the analysis. More practice on case analysis will also be involved.



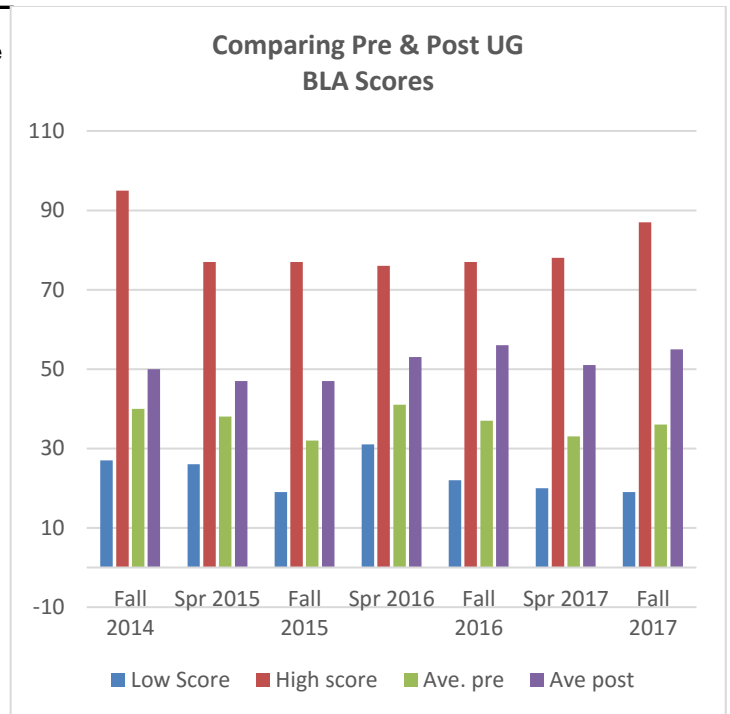
c)Faith Integration in the Marketing profession.	We identified those students majoring in Marketing for this measure of faith integration in their case analysis skills. 12 students are counted in this assessment.	The assessment tool is the same for each major. With benchmarks of 1.5 for the first three measures and 5 for the overall measure, we find the Marketing majors meet the benchmarks.	Following Spring 2017, more focus was put on assignments to formulate ethical dilemmas and to integrate the Christian faith into their conclusions. Among these students, the changes showed positive results.	We will continue to use smaller assignments to prepare students for the specific tasks, we will work on providing more time and practice towards the application of ethics within the analysis. More practice on case analysis will also be involved.
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2a) Students will be able to demonstrate knowledge of current business practice and theory.	The Major Fields Test (MFT), the Business Learning Assessment (BLA) UG Test, and the EEC (see item #1 for the description) are used to assess this area. The MFT is a course requirement in BUS 453 (the Capstone course for both Accounting and Business Administration). The Business faculty reviews the results and recommend areas for attention.	The test provides student and institutional averages across the functional areas. The scores have been overall good, however, the scores of the Spring 2015 class were extraordinarily low. The scores of the Fall 2015 semester show a return to average performances. There are 8 classes represented in these 4 years.	We see a return to average performance, implying that the students take the test seriously. We use the MFT test to compare our students with other students from other academic institutions. When we see a weak area, we make a change if we can determine the reason.	Our Finance professor returned to Full-time teaching, and the the courses in finance and marketing have become more popular with the addition of our Finance and Marketing majors. We hope to solidify the School with new hires for Fall 2018.
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2b). Students will be able to demonstrate knowledge of current business practice and theory.	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 average pre-test scores for the last 4 semesters: from Spring 2016 to Fall 2017 is 36.75. The average post-test score for the same period is 53.75. The score indicates statistically significant improvement. The differences might be higher, but the ECON Online scores include adult learners who have work experience.	We use the BLA scores to see how much knowledge our students retain. We hoped to see the highest score be higher. We are seeing a stabilizing tendency over the last 4 semesters.	We will review these questions again, since we have made some changes to the emphases our program has. Our Finance professor is teaching more in the UG program, but our new Marketing professor resigned after one year, for relocation reasons.
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2c) Students will be able to demonstrate knowledge of current business practice and theory. Strategy Simulation Results from GLO_BUS; Overall ratings among over 2600 teams worldwide.

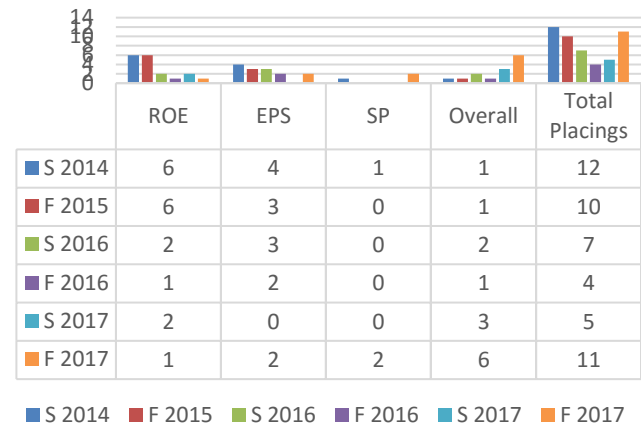
We use Strategy Simulation Results from the GLO_BUS simulation. We average 6 teams per semester competing with an average of 1600 to 3400 teams worldwide.

Each semester except for the Spring of 2015 (an adjunct used a different simulation), we have had at least 1 team make the top 100 in at least one week of the competition. In the Fall of 2016, 1 team tied for 1st place in the Overall category. In Spr 2017, 1 team placed 12th in the overall. In F 2017, 2 teams placed 4 times with scores between 60 and 72 in the Overall category.

Students demonstrate that they know how to apply concepts and theories for strategic advantages in specific industries. Those areas in which we have excelled are the following: ROE = Return on Equity
EPS = Earnings Per Share, Overall = overall performance in simulation
SP = Stock Price

We consider this great success, given our University's size. This demonstrates student learning in different ways than the MFT and BLA. However, a team can benefit from just one strong member.

Global Business Simulation: Times Malone Teams Made the Top 100



Sport Management

Demonstrate an understanding of the socio-cultural aspects of sport and appreciate sport as a medium for integrating gender, ethnic, religious, and disability interests. A-1, 2, 3; C-.1, 2, 4, 5; D-1, 2, 3, 4, 5; E-2, 4, 5, 6

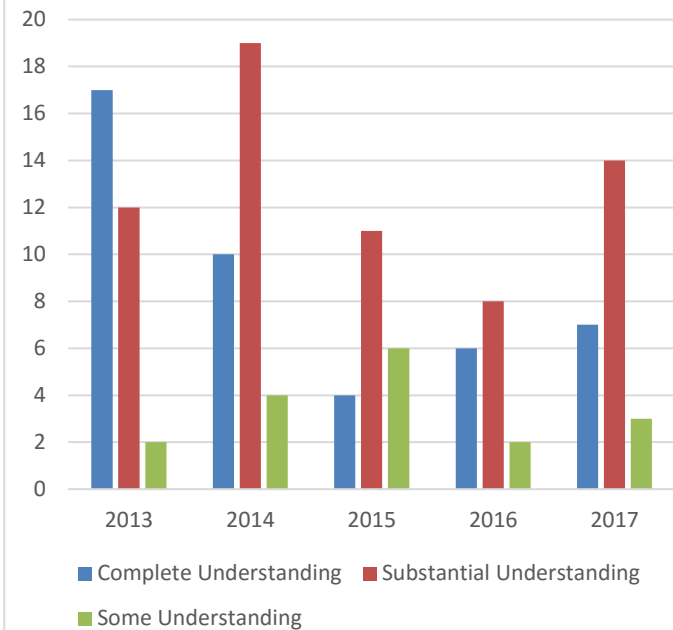
SMGT 290 Facility Design assignment: A paper utilizing the Americans with Disabilities Act (ADA). The paper was graded using a rubric with a Likert scale from 1-4 in which demonstrated knowledge is measured.

In 2016, 2 students showed some understanding of the use of ADA in a sporting facility; 8 students showed substantial understanding of the use of ADA; 6 students showed complete understanding of the application of the ADA to sport facilities. In 2017, those numbers were 3, 14, and 7 respectively.

The results of the rubric indicate that coursework is effective and there is a higher understanding of ADA; there were not as many with a complete understanding of ADA, but a solid number with a substantial understanding.

In addition to the improvements made in 2016, the 290 class also includes a reading from the Marquette Sport Law Review, in order to better increase complete understanding. We will see if the improvements of 2017 hold.

% of Students Understanding the Americans with Disability Act



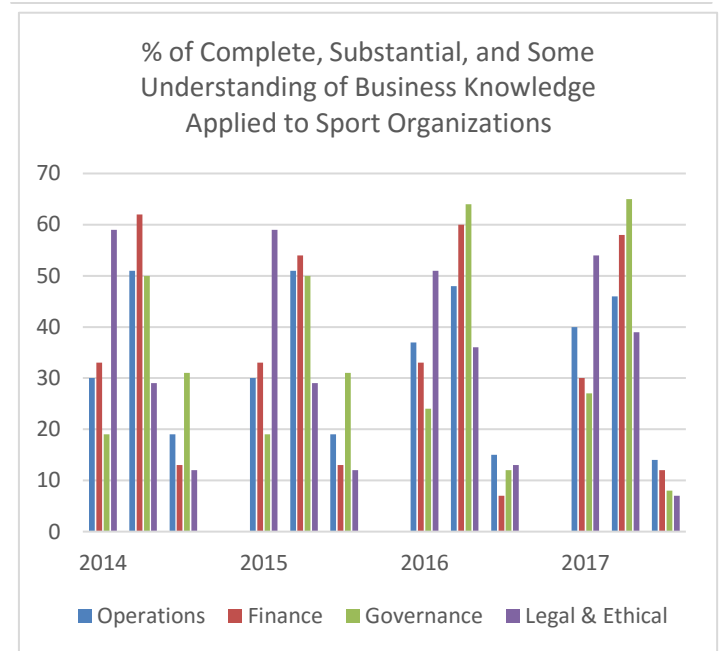
Apply fundamental concepts of management, marketing, finance, and economics to sport organizations. A- 1,2,3; C- 1,2,4,5; D- 1,2,4,5.

An end of the course assignment in SMGT/BUS 301 pulls together core concepts of management, marketing, finance, and economics. A detailed rubric is used for specific content evaluation in each specific area. Students also design a pizza party, using these management skill sets. Data is collected from year-end assessment reports.

Students are generally following a bell curve in the business areas of management. The results are groups into percentages of Complete understanding, Substantial understanding and Some understanding of the 4 listed areas of sport business organizations.

The assignment is appropriately challenging and supports the management goals of the major. Great improvement has been shown in moving more students from some to substantial understanding in Governance.

The last two years indicate better than expected results. Students will be encouraged to take BUS 342 Management Principles prior to taking SMGT 301 Management of Sport, since we are seeing this improvement.



Faith integration in Sport Management. All students work at critical analysis associated with the application of the Christian faith and ethics.

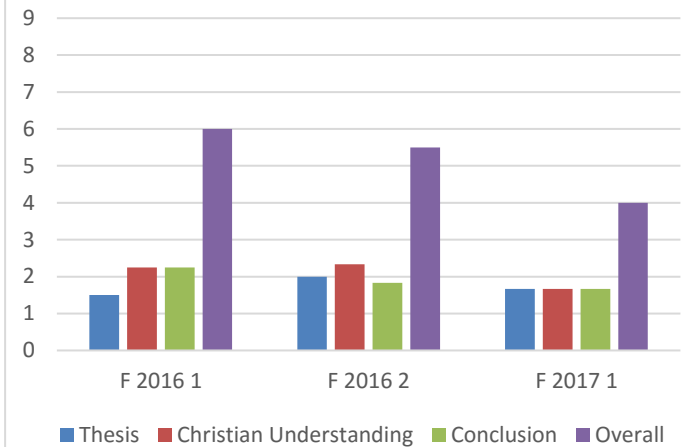
In BUS 330, we have a sampling of Sport Management students also majoring in Business Administration. 13 students are counted in this assessment of Faith integration. The work in ethics is likewise supported by ethics assignments in each course, and a specific course in Legal and Ethical Issues in Sport.

The assessment tool is the same for each major, as listed above. With benchmarks of 1.5 for the first three measures and 5 for the overall measure, we find the Sport Management majors meet the benchmarks.

Following Spring 2017, more focus was put on assignments to formulate ethical dilemmas and to integrate the Christian faith into their conclusions. Among these students, the changes showed positive results.

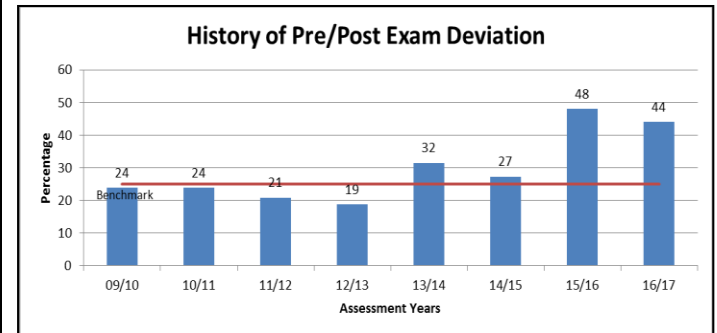
We will continue to use smaller assignments to prepare students for the specific tasks, we will work on providing more time and practice towards the application of ethics within the analysis. More practice on case analysis will also be involved.

Faith Integration Assessment of Sport Management Majors

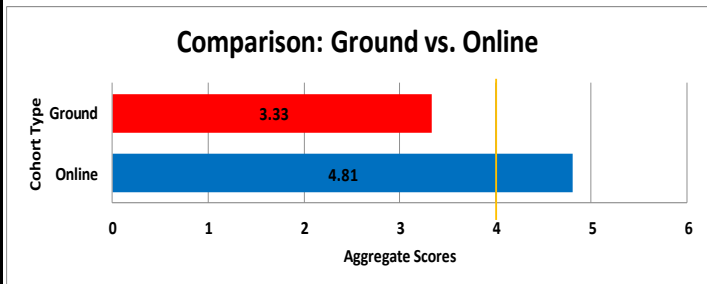
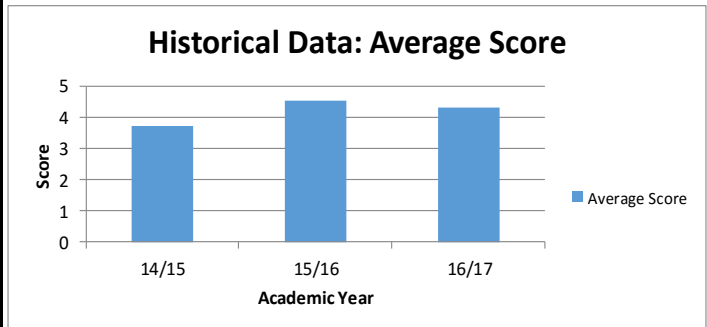


Accelerated Degree Completion Program in Management

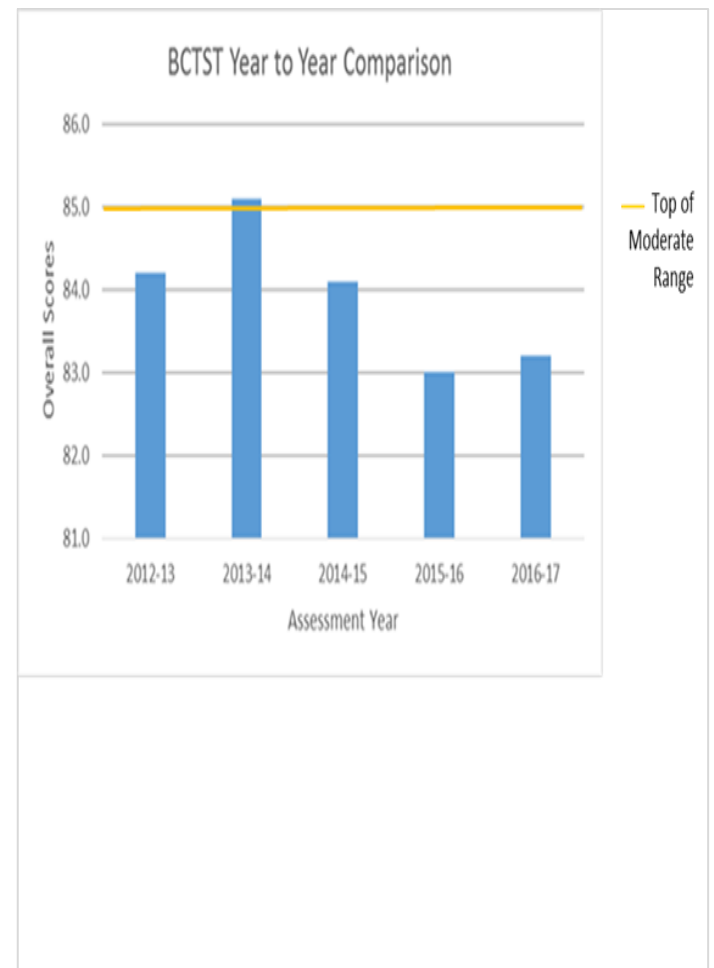
Pre/Post Program Exam - Student learning assessment tool that is taken online through the eLearning management system at the start and completion of MGMT. Goal is post score of 68% or higher.	The exam includes 100 questions that contains questions applicable to all courses in the program. A statistical analysis performed with cohort scores, as well as comparison of pre to post.	Assessment consisted of 6 cohorts; average increase of 44% from pre to post period. (a 4% decrease from previous cycle). However, 19% increase above benchmark of 25%. All post results were above the minimal score of 68% exceeding goal.	Student growth and understanding of managerial theory and practices continue to be evident since assessment reporting began in 09/10 (7 year history). Since 13/14, we have surpassed the percentage of deviation above the benchmark.	Maintain exam questions. Validate results of the Student Learning Outcomes quizzes that are embedded in each course of the program to determine indicators that support final post exam statistics. Identify specific differences (if any) regarding skills and capabilities of ground versus online learners.
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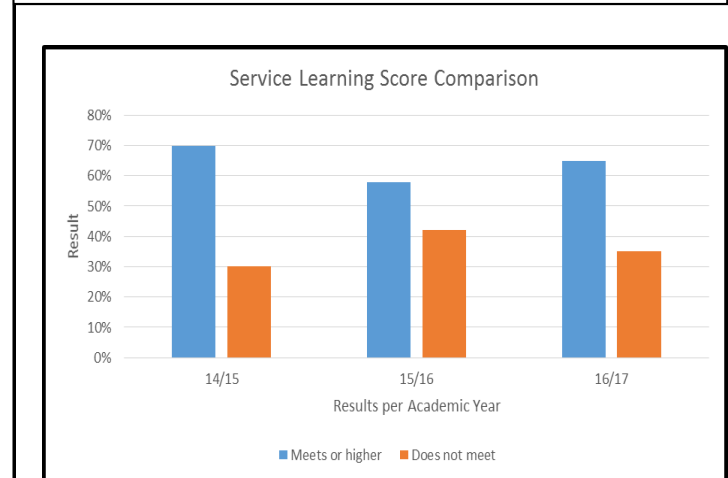
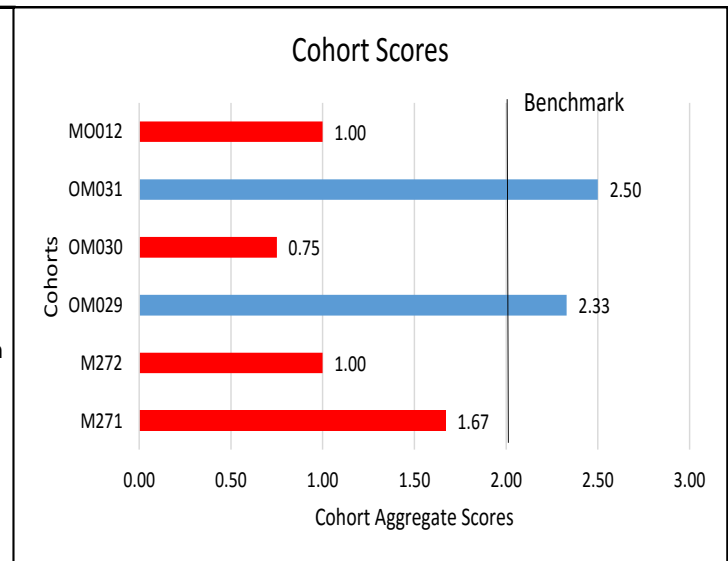
<p>Ethical Case – a Student learning assessment tool via writing an essay regarding personal resolution to an assigned case. Essay is embedded in course, MGMT409 Personal Values & Business Ethics. Targeted benchmark is 84-87% score in <i>Exceeds</i> and <i>Meets</i> categories of evaluation rubric.</p>	<p>Ethical Case Resolution Essay – The student is required to write a 3-5 page paper on their personal resolution to an assigned case. Student is to incorporate as much of managerial methodology as the case allows and to consider the values distinctions of spiritual, ethical, moral, and business. Consideration of Christian values and their worldview is an essential consolidated part of their reasoned conclusions. Evaluation through a prepared rubric.</p>	<p>Review team revealed the average score in aggregate was 4.32, which fell above the <i>Meets</i> score of 4. This was a slight decrease of .22 over the previous cycle. Overall 4 of the 6 cohorts were at the <i>Meets</i> or above.</p>	<p>Interesting to note in comparison to ground vs online learning, both environments experienced an increase from previous cycle; however, the OL learner scored higher than ground.</p>	<p>Maintain assessment instrument and evaluation rubric. Update student instructions with more explicit directions. Assign 90% to number of students we would like to see score in <i>Meets</i>.</p>
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<p>Business Critical Thinking Skills Test (BCTST) – an external assessment that benchmarks students against other business students nationally. A case-based reasoning skills tool designed to evaluate critical thinking. The Reasoning Skills Overall score for <i>Moderate</i> is 79-85; <i>Strong</i> 86-91. Goal is to move from <i>Moderate</i> range into <i>Strong</i> range.</p>	<p>BCTST - The test presents 30 case-based reasoning scenarios. It measures 6 factors: analysis, inference, evaluation, induction, deduction, and numeracy. Students engage in a five-step problem solving and decision making process of identifying the problem, gathering relevant information, considering options and consequences, assessing, and scrutinizing. The test is embedded in course, MGMT442 Problem Solving in Management Part I.</p>	<p>Overall program score in terms of Mean 83.2; Median 83.0; Std. deviation 5.2. Online cohort had a higher Mean score (83.8) slightly higher than ground (81.4). Group mean score for MGMT 83.2 represented a slight increase from 15/16 of 83.0.</p>	<p>The 25th percentile score for this group is 79 and the 75th percentile score is 87. Meaning less than 25% of program students scored below 79 and less than 25% scored above 87. Majority in the Moderate category Historical data reflects the results follow a curve indicative of normal distribution.</p>	<p>We will continue to devise or enhance ways to booster areas of weakness (inference, deduction, numeracy). Approval to develop our capstone program course: MGMT410 Capstone in Critical Thinking, and reposition BCTST.</p>
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Service Learning Reflection - a written assignment embedded into course, MGMT407 Faith & Worldviews. Students to write a 3-5 page paper based upon their involvement in a service and or volunteer opportunity. Benchmark of 2.0 <i>Meets</i> for total 100% population.	The assignment incorporates two required elements: service and reflection. Both ground and online instruction include: (1) how Malone's mission was supported through the service, (2) how service related to the application of Christian values and worldview in management, (3) effect of service to the organization served, (4) effect on student's educational experience at Malone, (5) effect on student's values and belief system, and (6) how their experience might influence their involvement in future community service.	Team review yielded overall average of 1.54 (.32 decrease from previous cycle). Only two online cohorts met or exceeded the benchmark (out of 6 cohorts). Average ground of 1.34 vs. online 1.65. Ground dropped from 2.08 or .66 from 15/16. Online maintained at 1.65. Both ground and online, in aggregate, scored below the benchmark goal of 2.0	Adult students learn most through experiential education. They are required to complete a minimum of 2-4 hours of direct involvement with our partner, The Salvation Army (or another approved non-profit) during a 5-week course. Believe that we need to provide more time for student scheduling of activity.	Need to update language to include organization of assignment instructions. Update grading rubric to reflect realignment. Discuss and evaluate expected benchmark with all teaching faculty, and keep better track of location of service.
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Master of Business Administration

1. Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.

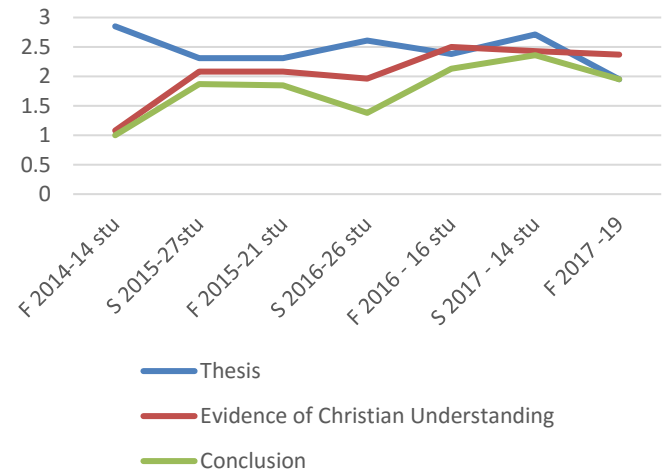
The EEC is assigned in the MBA 533 (was, 531) course, with the task of evaluating faith integration. The EEC examines the following factors: ethical issues identification, evidence of Christian understanding, & explaining Christian wisdom, each on a 3-point scale. We use a benchmark of 1.5 for satisfactory performance.

We have seen a strengthening in the integration of Christian ideas in both the analysis and conclusion since Spring 2015. There was a surprising fall articulating ethical issues related to the case analysis this last semester.

The conclusion factor remains the weakest of the three, but the last 3 cohorts show a stabilizing strength well above the benchmark.

More assignments in case analysis pieces have been integrated into the course with good results. This Fall 2017, is the first instance of combining MBA and MAOL students into one course. We will see larger classes, now, and we will watch to see if the larger sizes negatively impacts student performance. (19 MBA students and 10 MAOL students made up the class.)

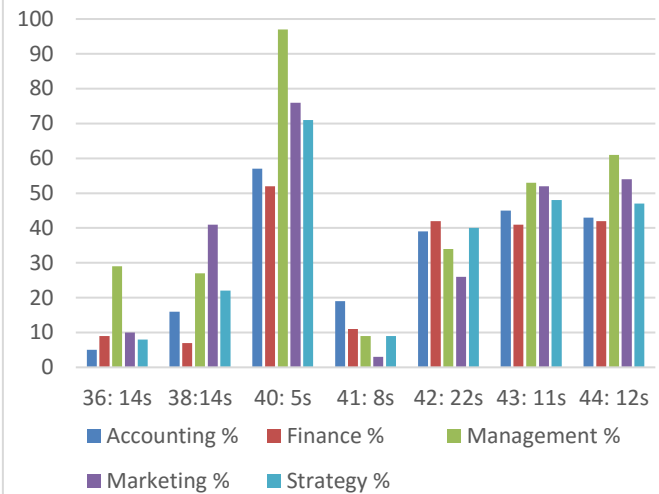
MBA EEC Faith Integration Results
Fall 2014 - Fall 2017



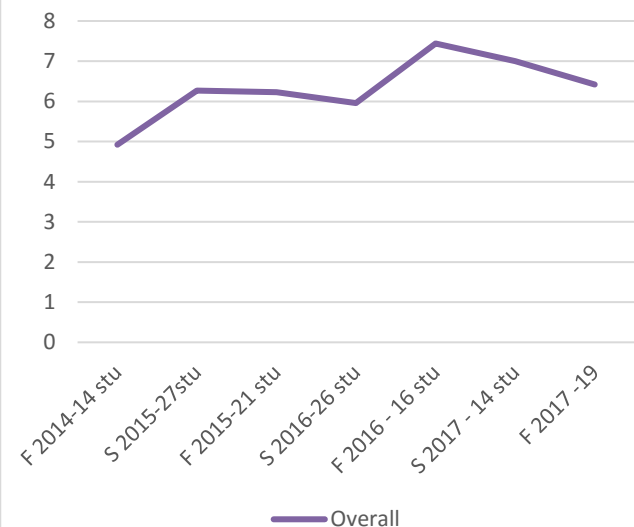
<p>2. Students will be able to demonstrate knowledge of current business practice and theory.</p>	<p>The Major Fields Test (MFT) is used to assess this area. The MFT is a program graduation requirement that students take in their last semester. The Dept. of Business faculty reviews the results and recommends areas for attention. (There is no course alignment with this assessment tool.)</p>	<p>The 1st no. is the cohort: followed by the no. of students, indicated by "s". The MFT shows class performance in relation to national scores across these functional areas: accounting, finance, management, marketing, and strategy. Cohorts 36 and 41 performed poorly. Cohorts 42-44 show a consistently average performance.</p>	<p>Using the MFT, 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 recent cohorts show no programmatic concerns.</p>	<p>We are seeing the first results associated with the changes we made to the MBA: we created a course that combines business law with human resource management, and we increased managerial economics from 2 to 3 credits. The results look positive. We will see if performance holds or increases.</p>
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<p>3. Students will be able to identify and address major issues presented by a business problem.</p>	<p>The MFT and EEC are used to assess this area (see items #1 and #2 above for the descriptions). The MFT results are given in point 2, above. The EEC also measures the overall case analysis, separate from the faith integration scores, and so is used to assess the qualitative skills of case analysis.</p>	<p>For the last 3 semesters the average scores have met the benchmarks of 5 on the overall assessment. One change made to the MBA program was to cross-list it with the ethics course in MAOL. Fall 2017 is the first semester where students from both programs are performing. The (19) MBA students alone make up the Fall 2017 performance scores.</p>	<p>Actions taken to provide more practice at case analysis in the ethics course seem to have produced improved results. The improved results may also be attributed to the change in BUS 557 Business Intelligence as noted in the last report.</p>	<p>We will be watching to see if performance is negatively impacted by the larger class sizes. (The Fall 2017 class size was 29)</p>
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GR MFT Results Spr 2014 to Fall 2017



MBA EEC Overall Results:
Fall 2014 - Fall 2017



Master of Organizational Leadership

1. To develop leaders who understand and critically engage the foundational and emerging theoretical positions in the field of leadership.

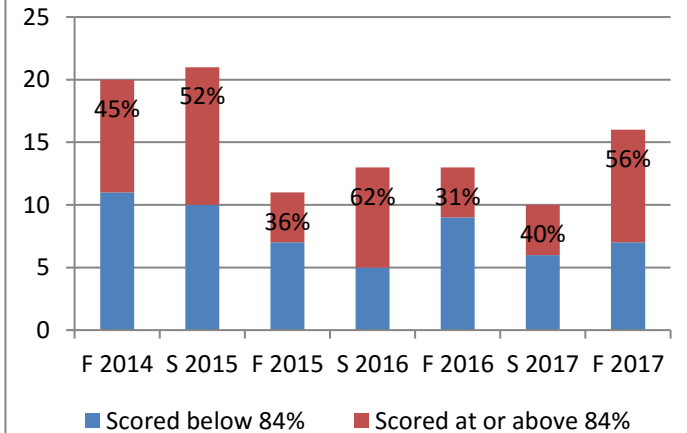
We use the Comprehensive Exam to assess this program goal. The benchmark is 90% of students taking the exam will score 84% (B) or above. The exam consists of 100 multiple choice questions. The exam is taken during the LEAD 691 Capstone in Organizational Leadership course. This course will be reduced to 7 weeks beginning this summer.

The average percentage of students scoring 84 or above on the Comprehensive exam is 46%. The highest percentage scoring 84 or higher doing this time was 62% in spring of 2016.

The benchmark of 90% of our students scoring 84% or higher was not met, again this past semester. It has never been met.

Plans are in place to review the exam questions for fairness and appropriateness with regards to program goals. We will see if the reduced instruction time (7 instead of 11 weeks) along with the reduced content has any impact on the exam, going forward.

MAOL Comprehensive Exam Results



2. To develop leaders who demonstrate critical and creative evaluation and decision making to lead change in organizations.

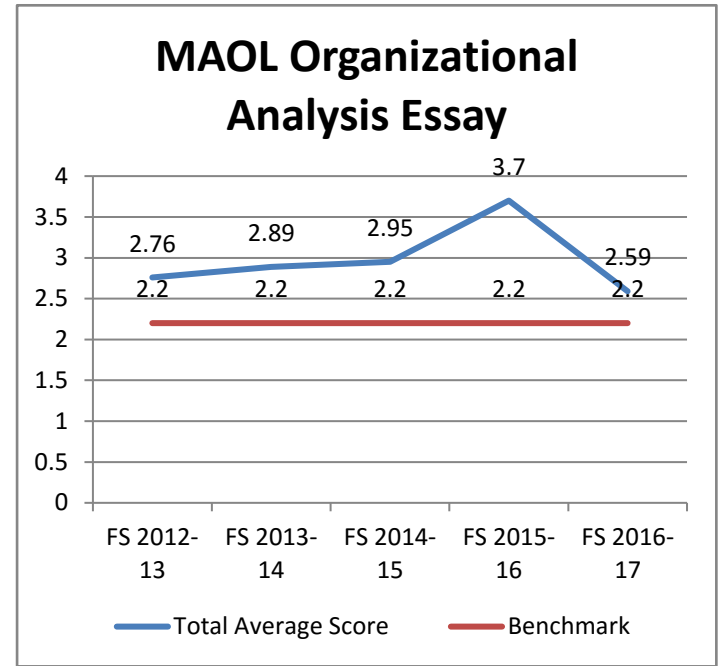
A) Essay on Organizational Analysis:
Students will be able to integrate course-specific skills and knowledge used by leaders to analyze organizations and make recommendations for improvement.

2a. The student analyzes an organization of his/her choosing (must be approved) using one of two holistic organizational models. The student collects data about the organization (e.g., interviews, articles, websites, etc.). The student identifies gaps between actual performance and desired performance. Underlying root causes of gaps should be identified in an effort to keep the issues from recurring. The interdependence of the model elements must be identified. Once the underlying causes are identified, recommendations are made.

Students are judged on various categories: 1) Identification of the issues, 2) analysis, 3) Discipline connections, 4) Solutions, and 5) Syntax. A total score is then determined on a 4-point scale. The papers are assessed on a yearly basis.

The benchmark has been met (90%) for each of the last 5 years of randomly selected papers. The fall off in the past year raises some concern, but this lower than expected result may be a statistical anomaly.

We made some alterations to the MAOL program, and added 2 new courses: Followership and a course on Business Law and Human Resource Management. Fall 2017 marks the beginning of these changes, and so we will review this assignment for modifications that seem appropriate in breadth of the analysis. Fall 2017 papers will be recorded in the next QA report.



2. Critical and creative evaluation and decision making.

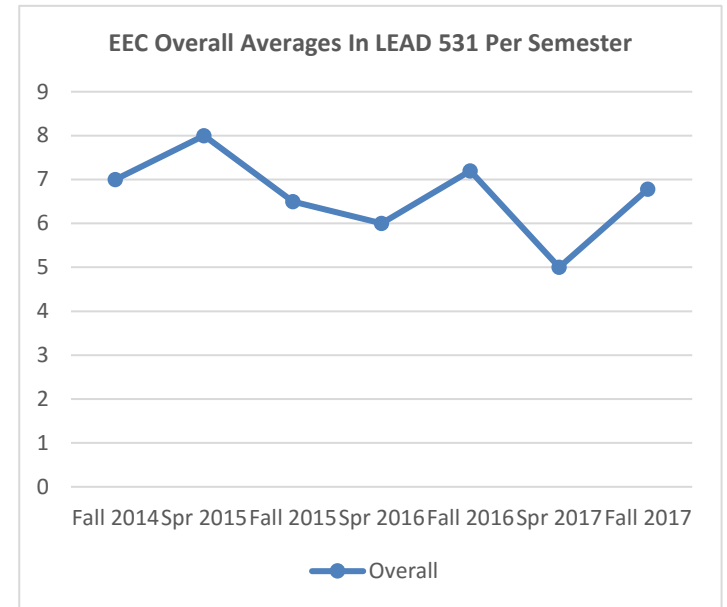
B) The EEC is also used to assess the qualitative thinking skills important for case analysis.

2b. In LEAD 531 (Ethics for Leading with Integrity), there is a case analysis assignment in Session 10. The benchmark is 5 for Overall analysis, which is measured in addition to the faith integration factors, (so, it is not just a sum of the previous scores.) In Fall 2017, we cross-listed this course with MBA 531. Now, LEAD/MBA 533 runs 7 weeks, instead of the previous 11-week course.

The overall score with an 11-week course = 6.62. The average for the Fall 2017 course was 6.78.

We see no significant fall off in moving the ethics course from 11 weeks to 7 (with 16 weeks of content instead of 22 weeks of content in the prior years. The work on analytical skills seems to have remained fairly stable.

The EEC will now be delivered in LEAD/MBA 533 and the case analysis will change from year to year, with some case options from the textbook offered to the student.



3. To develop leaders who effectively integrate Christian faith and values within multiple contexts. We use an Embedded Ethics Case (EEC) for this Program goal. The faith integration factors are measured on a 3-point scale refer to Thesis & Ethical issues, evidence of Christian understanding, and conclusion explaining Christian wisdom.

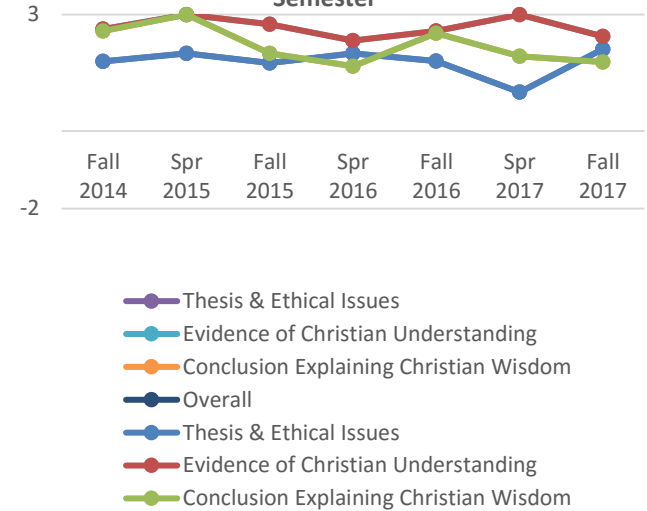
In LEAD 531 (Ethics for Leading with Integrity), there is a case analysis assignment (the EEC) in Session 10. The benchmark is 1.5 for each faith integration rubric component. In Fall 2017, we cross-listed this course with MBA 531. The new course is LEAD/MBA 533, and it runs 7 weeks. So, the last cohort measured had less course time than the previous 11-week course.

Fall 2017 represents the first time the conclusion scored higher than the evidence of Christian understanding. Students are meeting the benchmark, in all 3 categories.

In order to raise the scores on evidence of Christian understanding and conclusions that explain Christian wisdom, more specific assignments were administered in the course. It should be noted that Spring 2017 was an On in course, and only a sample of papers were used. In Fall semesters, the class is averaged together. In Fall 2017, there were 10 MAOL students in the LEAD/MBA class of 29.

Embedding the ethics case has proven to be a good move. The case is still relevant, but we are always looking for a new case. The move was made in Fall 2017 to offer choices of cases to analyze from the course textbook. We will see if the cross-listing proves to be a positive or negative experience.

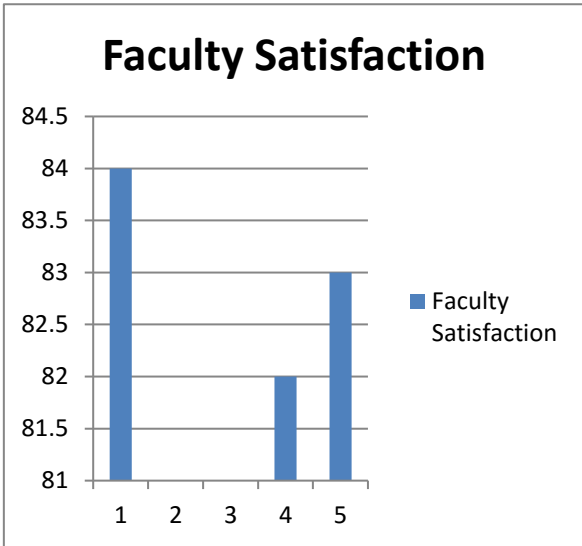
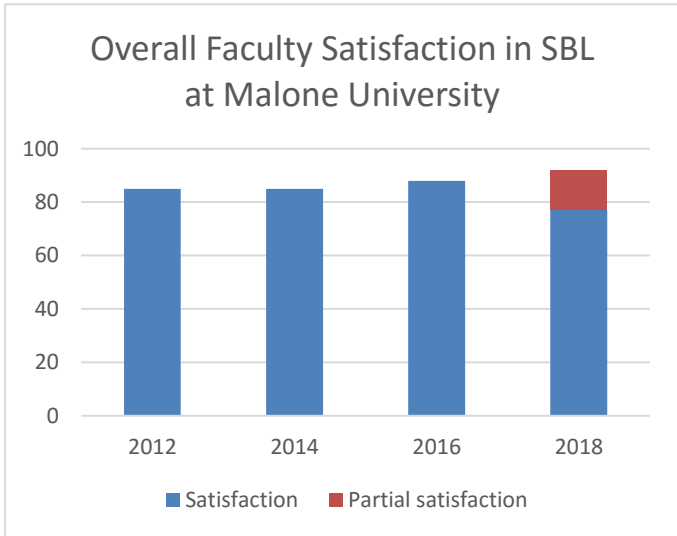
EEC Faith Integration Averages In LEAD 531 Per Semester



Standard #5 Faculty and Staff Focus, Table 5.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>				
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?					

(Example) Faculty satisfaction will exceed 80%	Annual faculty satisfaction survey.	Exceeded goal, however, the trend declined in 2011.	Held a faculty meeting to discuss issues raised on surveys.	Satisfaction increased 1%.	<div><h3>Faculty Satisfaction</h3><table><caption>Faculty Satisfaction Data</caption><thead><tr><th>Category</th><th>Satisfaction Level</th></tr></thead><tbody><tr><td>1</td><td>84.0</td></tr><tr><td>2</td><td>-</td></tr><tr><td>3</td><td>-</td></tr><tr><td>4</td><td>82.0</td></tr><tr><td>5</td><td>83.0</td></tr></tbody></table></div>	Category	Satisfaction Level	1	84.0	2	-	3	-	4	82.0	5	83.0								
Category	Satisfaction Level																								
1	84.0																								
2	-																								
3	-																								
4	82.0																								
5	83.0																								
Faculty Satisfaction will exceed 80 percent satisfaction in an overall rating.	Faculty satisfaction survey given every 2 years.	Results of the On Line survey indicates that 77% of faculty in the SBL are satisfied with the their employment at Malone University, and an additional 15% are at least partially satisfied with their situation at Malone University.	The administrators of Malone University have held more Malone community forums in order to share information with the faculty on how effective marketing efforts are progressing. Faculty members show a vital commitment to the mission of Malone University.	We will continue to hold monthly departmental meetings and monthly school meetings, and monthly university-wide faculty meetings in which faculty are updated on enrollment information and changes in compensation, university property improvements, new programs, and so on.	<div><h3>Overall Faculty Satisfaction in SBL at Malone University</h3><table><caption>Overall Faculty Satisfaction in SBL at Malone University Data</caption><thead><tr><th>Year</th><th>Satisfaction (%)</th><th>Partial satisfaction (%)</th><th>Total (%)</th></tr></thead><tbody><tr><td>2012</td><td>85</td><td>0</td><td>85</td></tr><tr><td>2014</td><td>85</td><td>0</td><td>85</td></tr><tr><td>2016</td><td>88</td><td>0</td><td>88</td></tr><tr><td>2018</td><td>78</td><td>15</td><td>93</td></tr></tbody></table></div>	Year	Satisfaction (%)	Partial satisfaction (%)	Total (%)	2012	85	0	85	2014	85	0	85	2016	88	0	88	2018	78	15	93
Year	Satisfaction (%)	Partial satisfaction (%)	Total (%)																						
2012	85	0	85																						
2014	85	0	85																						
2016	88	0	88																						
2018	78	15	93																						

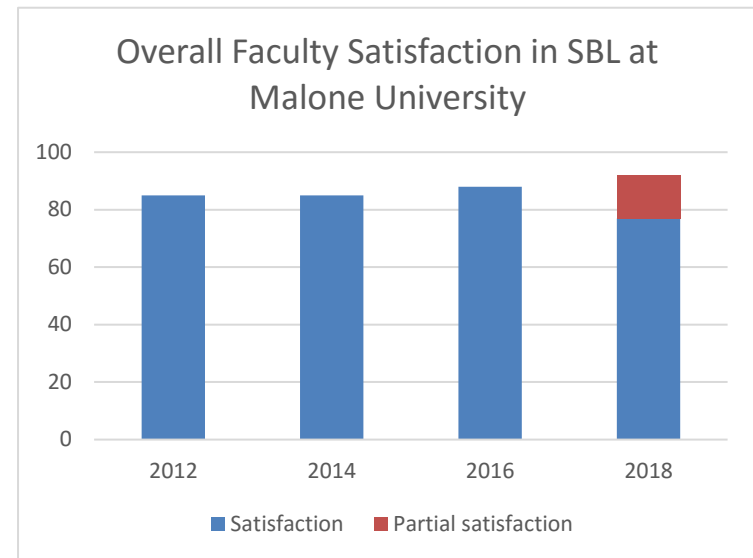
Overall SBL faculty satisfaction is desired to be above 80%, for purposes of faculty retention and collegiality.

Bi-annual faculty satisfaction survey, beginning in Fall 2012. This year we combined the faculty satisfaction survey to cover all 11 Full-time faculty in the SBL & some adjuncts, so the questions read a bit differently than the last measurement. The survey was administered in early January of 2018.

The results of the overall satisfaction are based on satisfaction with teaching load, and results hover in the mid-80 percentile. This cycle, Overall satisfaction was set at 77%, which is below the desired 80%. However, an added 15% chose the option of being partially satisfied.

We are pleased by the results, as they indicate a general sense of happiness. The volunteerism we find among the SBL faculty is largely attributed to the overall satisfaction of the faculty. As is evidenced in the graph below, collegiality, staff support, and technological supports are all very high.

he University and the Department are deepening ways to address the concerns related to having time to research. There are special meetings and Faculty Development opportunities being planned to address this.



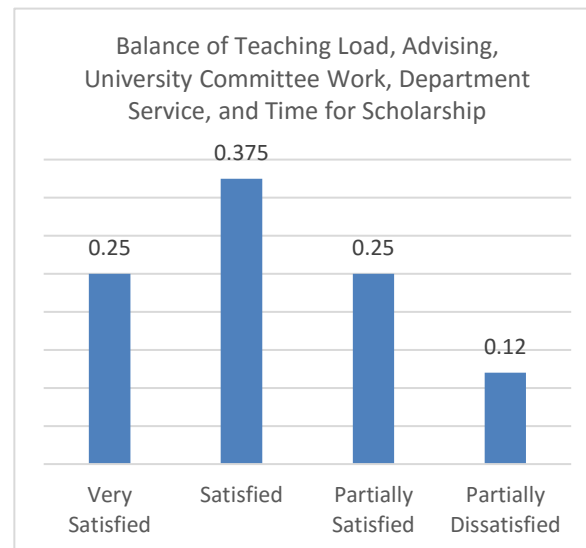
We would like to maintain retention, work satisfaction and happy collegiality that we have enjoyed over the years. 80% satisfaction in all categories is desirable.

The most recent survey asked about areas of satisfaction of SBL faculty. In this survey a satisfaction number was applied to the balance of work responsibilities in the SBL.

The results of the satisfaction of the balance of responsibilities provided results at 63% of satisfaction, with an additional 25% of members who are partially satisfied.

MU has not replaced full-time business professors in the areas of Operations, Marketing, Finance, Management, or Accounting. The internal workload is therefore much greater for each department and program, as work is dispersed to fewer business faculty members. The SBL has found aid by using Ph.D. degreed faculty from other departments to fill course needs.

We continue to discuss issues in faculty meetings or in discussions with the leaders of the School of Business. The faculty response has been admirable as everyone is working to make Malone University's School of Business and Leadership as attractive to students as possible through new academic endeavors and increased activities with our student organizations.



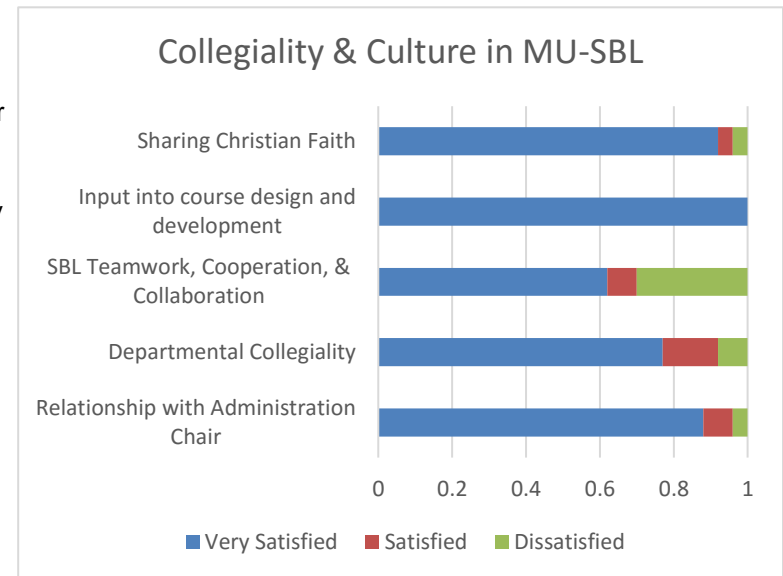
We hope to see the overall satisfaction of SBL faculty to be happy in the balance of duties related to their respective faculty positions at Malone University.

The most recent Faculty satisfaction survey asked various questions about working in the SBL at Malone University (MU). WE note that there are 2 Chairs related to the the last question about Administrative Chair.

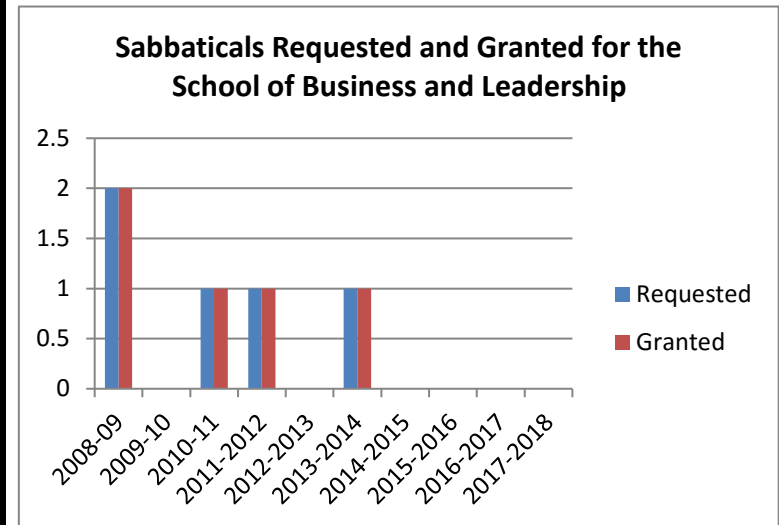
Results of the survey included a mix of Full-time and Adjunct faculty. The questions show that the faculty members are overall satisfied or very satisfied with the culture and work atmosphere.

Faculty seem happiest about the work each contributes to the University. We see some stress between the 3 areas of the SBL: Degree Completion, Graduate Programs and the Department of Business, as we strive to meet all needs and desires of the SBL.

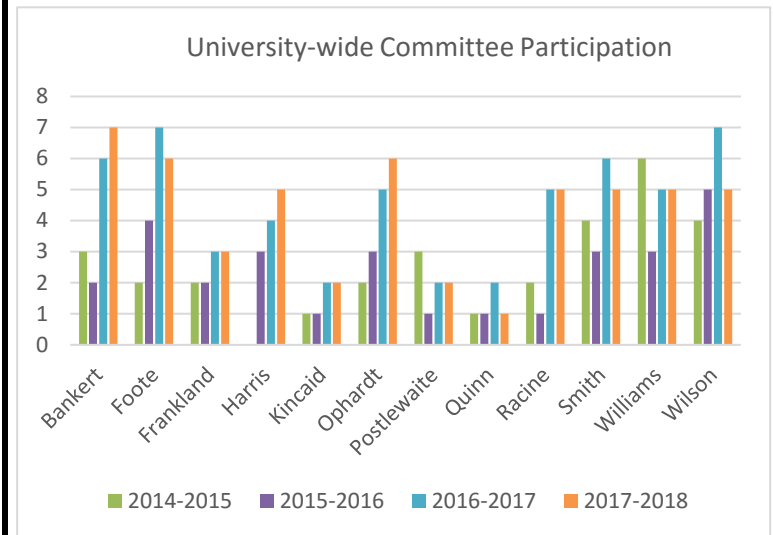
More work will be dedicated to tasks of teamwork through the further relationships we have with our Business Advisory Board and in meeting the shared goals of student fulfillment in our programs.



Sabbatical requests should be granted to faculty who are eligible and submit an appropriate sabbatical request.	Sabbaticals requested and granted.	All SBL faculty who have requested a sabbatical have been granted a sabbatical in these last 2 years.	Dr. Harris' sabbatical in 2013-14, has blossomed into new international ventures in terms of trips and partnerships during these 1 and 1/2 years following his return from sabbatical.	Dr. Harris led a team of students, last summer, in Nicaragua, to develop city planning recommendations for a city near the country's new geo park, and he has been invited to bring another team this summer (2018).
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Faculty members should serve on at least one university-wide committee. (Note: first year faculty do not serve on university-wide committees)	Faculty reports.	Faculty members in the School of Business and Leadership are active in University wide committees.	Some committees fill its membership by appointment/invitation and others by faculty vote, so it is possible for a faculty member not to serve on a University committee for a year now and then. However, all faculty regularly participate in committee work, and the University requires membership from each School on a number of its committees.	Service is one of the primary areas of tenured faculty review. Business faculty look for opportunities to contribute to the overall mission and strategic plan of Malone University through such efforts.
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Number of Advisees per faculty member. The School of Business and Leadership serves students in order to help them meet their academic goals in pursuit of professional opportunities.

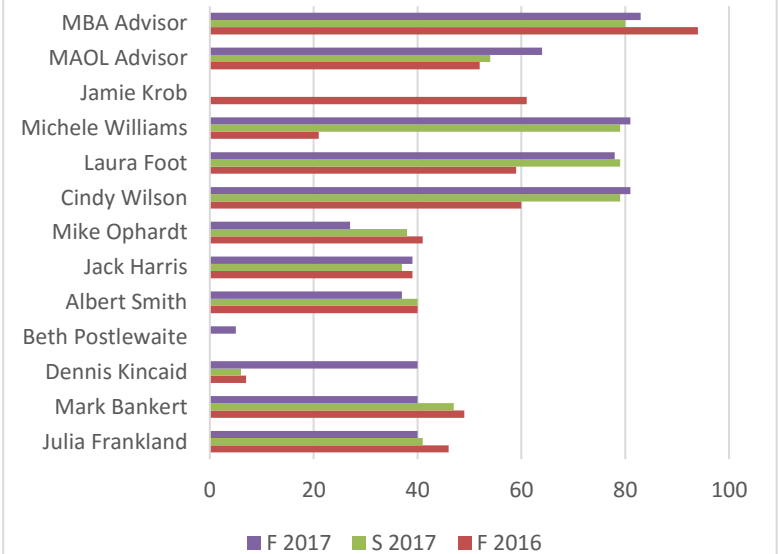
Report from the Center for Student Success.

We strive to share advising duties equitably, roughly 40 to 50 students each. Advising adult students in the MGMT studies and graduate business programs occurs at the beginning of the program of study for each student and later at the student's request. The MGMT Studies faculty advise students through the completion of their B.A.

The Dept. of Bus has moved from 5 members to 7 members advising over the last 2 years. MGMT studies has fallen from 4 to 3 members handling advising. The MAOL and MBA advising each have had one faculty member advising those students. We do not give advising responsibilities to people not hired in a tenure track role, or to faculty members who do not teach in that program.

In the Dept. of Business, this year we redistributed the load so that most faculty members had 40 advisees each, with Ms. Postlewaite having 5 in order to acclimate her to the duty. We are combining the MAOL and MBA advisor as of Spring 2018 for reasons of efficiency. We are seeking to hire another faculty member for MGMT Studies and possibly for Marketing.

Number of Advisees per Faculty Member

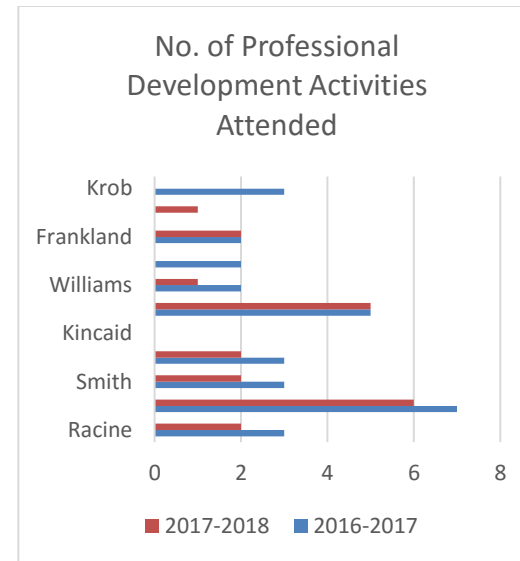


Professional development. Faculty reports.

Number of professional development activities, including University professional development events, conferences attended, workshops attended, outside consultation on research interests, and faculty retreats.

The faculty makes fair use of Un diversity -held professional development events.

We will continue to promote workshops and faculty development events to the SBL faculty.



Standard Five: Faculty and Staff Focus - TABLE 5.2

Complete Table 5.2 and 5.3 for new full-time and part-time faculty members since

Criterion 5.3.1 The composition of faculty must include sufficient academic credentials and business or

Table 5.2 - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

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Faculty Member Name (alphabetically by Last Name)	Major Teaching Field	Courses Taught (List the courses Taught during the reporting period, Do not duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, must include	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA Five Years Work Experience Teaching Excellence Professional Certifications	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Minimal
Steve Risialti	Business Admin & Accounting	BUS 311 Principles of Marketing	MBA	Worked for over 20 years and has taught in many regional colleges as an adjunct.	PT-Professional

Standard Five: Faculty and Staff Focus - Table 5.3

Criterion 5.8.1. Faculty members must be actively involved in professional activities that will enhance the depth and scope of their **for Scholarly Activities**

- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

Example - Table for Faculty Load

FACULTY LOAD, FULL -TIME FACULTY MEMBERS

Faculty Member	Highest Degree earned	Professional Certification	Scholarly Activities				Professional Activities				
			Papers Presented	Published Articles Manuscript and books	Unpublished Articles Manuscript and books	Consulting	Professional Related Service	Professional Conferences and workshops	Professional Meetings	Professional Memberships	Other
Smith Mary	PhD		B=2	A=1	B =1	D =1	C=2	3	2	3	
Most Recent Year			C=1	B=2							
Year 2 etc.			D=1	D=1							
			A=2	A=1	B=2	2	C=1	1	2	3	
				C=1	C=1		D=1				
Marj Carlson-Hurst year 2016-2017	D.B.A.										
Retired											
Dennis Kincaid Year 2016-2017	Ph.D.						A = 3			1	
Year 2017-2018							A = 1			1	

John P. Harris II	Ph.D.	Intercultura	D=1					3		2	
Year 2016-2017		Sensitivity									
Year 2017-2018	Ph.D.				B=1		A=2	1		2	
Quinn, Mary	D.BA.										
Year 2016-2017											
Year 2017-2018							A=1				
William Racine	Ph.D.								1	1	
Year 2016-2017						C-1	D-1				
Year 2017-2018	Ph.D.					C-1	D=1				
Laura Foote	Ed.D	CAEL PLA	1	A-2			A=4	1	1	2	
Year 2016-2017											
Year 2017-2018		ditto	1				A=1	1	1	2	
Lauren Seifert	Ph.D.		C=1	A=1 D=1	C=1		A=1; D=2	1	1	7	
Year 2016-2017											
Year 2017-2018	Ph.D.		B=1	B=1 C=1	A=1		D=4	2		8	
Williams, Michele	PhD		B=1		B=3		A=11	B=1	A=1; C=1	A=2	
Year 2016-2017					B=3		A=8		A=1	A=2	
Year 2017-2018					B=3		C=2		1	2	
Elizabeth Postlewaite	M.B.A.									2	
Year 2016-2017											
Year 2017-2018								1		1	
Frankland, Julia	Ph.D.										
Year 2016-2017							A=1			2	
Year 2017-2018				B=1		D=1				2	

[illegible]

Standard #6 - Organizational Performance Results, Table 6.1

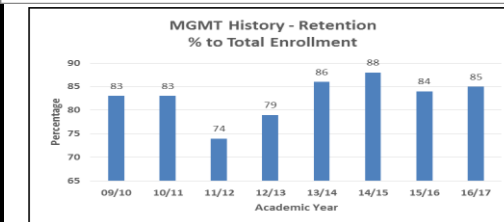
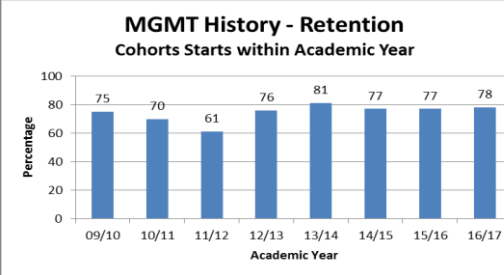
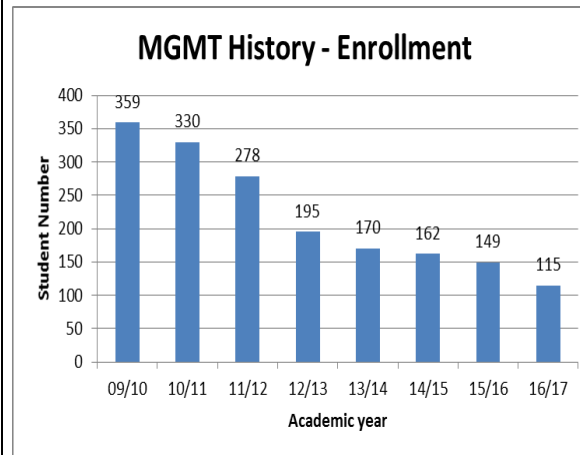
the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every

Table 6.1 Standard 6 - Organizational Performance Results

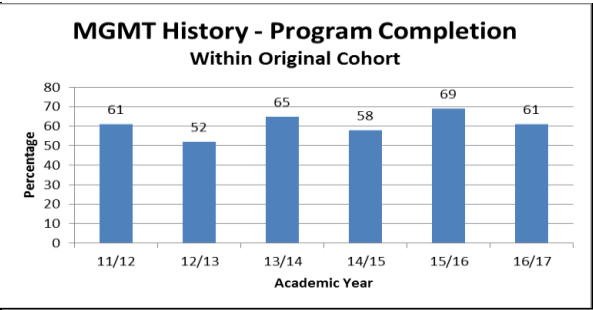
Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.				
		Analysis of Results			
Performance Measure	What is your measure ment instrument or	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?					
(Example) Increase retention from 80% to 90% by 2020	Retention rates as reported to the VPAA every January	85% in 2012	In a positive trend for the last three years	Will have three meetings a year with business students regarding continued education and completion plans	

Accelerated Degree Completion Program in Management

Program Enrollment Seven year trend of decreased enrollment. Goal to increase at least 20% in 17/18.	Operational indicators such as enrollment are reported with student assessment practices; annually in October.	Continued decline 23% from previous academic year.	Marketing activities and recruiting methods are not successful.	Continue to meet quarterly with University Relations, GPS recruiters, Business Office, Registrar's Office, and Financial Aid Office regarding best practices. With the enhanced partnership with Learning House, we anticipate increased enrollment for 17/18.
Retention - measured retention activities within cohort as well as percentage to total enrollment. Goal to maintain 85%.	Retention reporting along with student assessment reporting; annually in October.	Continue to be above industry average for degree completion programs (40%): (1) maintaining stability of retention within start of cohort, and (2) maintaining percent to total enrollment.	Although enrollment has decline over seven year history, the program's administration and instructors remain committed to mission, principles and solid student learning outcomes of the program. Curriculum is relevant, vibrant, and prepares students for success in the workplace.	Continue communication of student outcomes to constitutes and potential new students. Build a collaborative relationships with Learning House regarding best practices of student retention.



Program Completion - to maintain above industry standard (40%) with goal of 60%.	Percentage of students completing program measured and analyzed annually with student learning assessment in October.	In 16/17, we experienced a decrease of 8% from 15/16.	Although we remain above industry average of degree completion measure, we continually research and apply best practices of motivation to the adult learner.	Continuous development and revision of program curriculum and instruction.
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School of Business and Leadership

School of Business Enrollment History: shows strength of programs in our region.

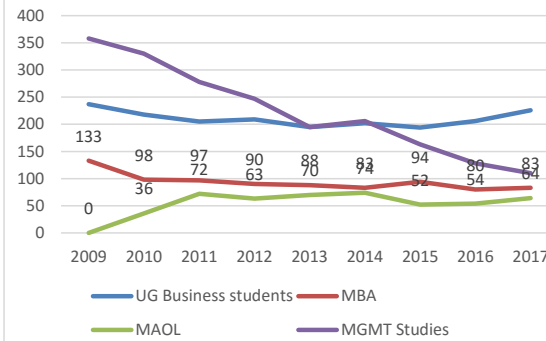
Fact book 2017.

The School of Business is holding fairly steady, with minor losses in some areas.

Malone's enrollment has steadied for the last 2 years. During this time, the SBL has enjoyed mild increases in enrollment.

In order to boost University enrollment in our On Line programs, Malone University has partnered with The Learning House.

School of Business Enrollment History



Have ratio of enrollment in the SBL to the University total enrollment to be above 20%.

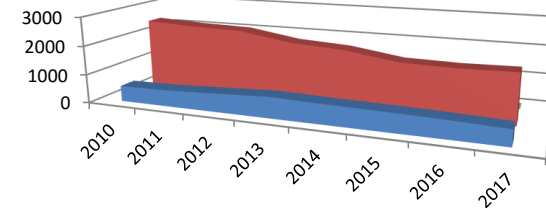
Fact book of 2017

By comparing SBL enrollment to the University enrollment, we demonstrate the strength of the SBL within Malone University.

We maintain enrollment of 25% to 29% of the student body each of the last 8 years.

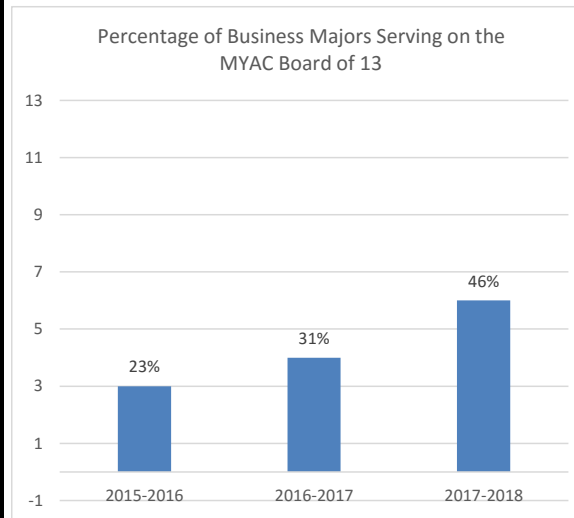
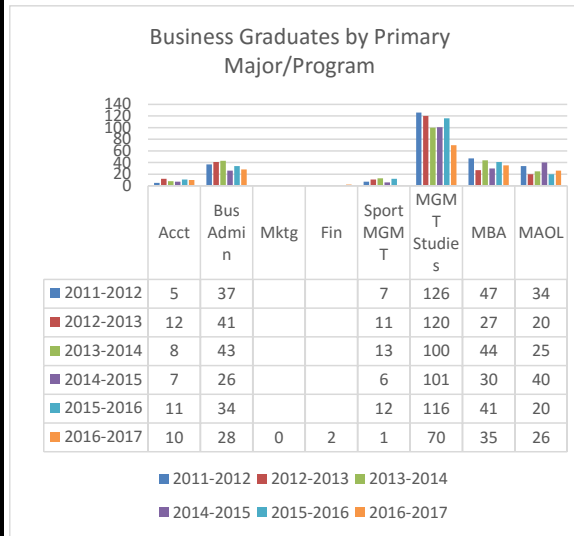
The Undergraduate business program is going to be put On line over the next two years, in order to increase On Line enrollment.

Percentage of Business Students/ Total Enrollment

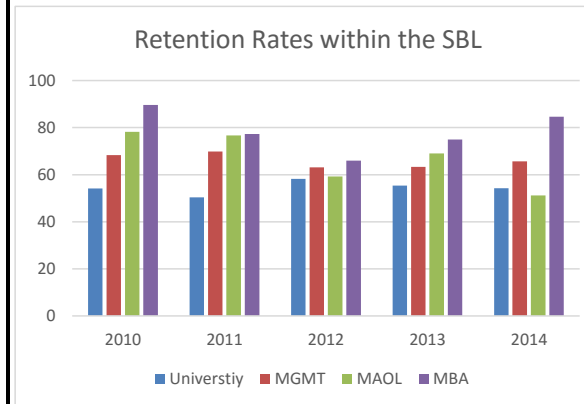


	2010	2011	2012	2013	2014	2015	2016	2017
■ Total SBL students / year	546	569	648	728	682	652	609	548
■ Total enrollment/ year	2527	2440	2396	2113	2007	1741	1707	1746
■ % of Business Students to Total Enrollment	0.2698	0.2671	0.2541	0.2593	0.2815	0.2889	0.2741	0.2766

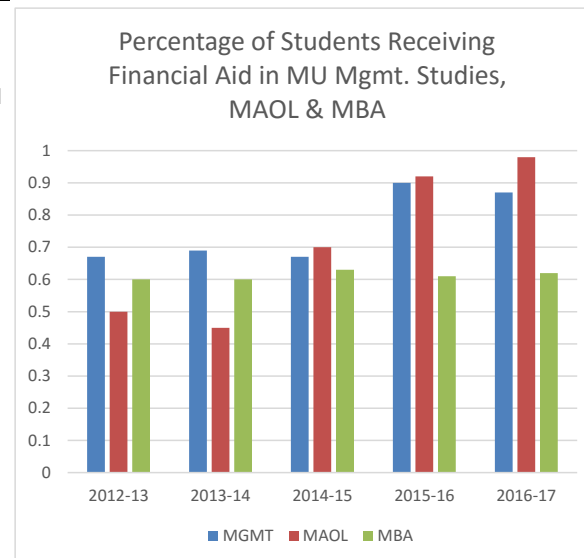
School of Business Graduation History: shows consistency of retention and strength of the program.	Fact book of 2017 and Graduating Ceremony programs and reports form Register's office.	The School of Business has seen a steady trend in its number of graduates.	In order to maintain a sense of person rather than majors, we focused only on the primary major of each student. At the Undergraduate level, it should be noted that counted by double and triple majors, there were 7 Finance and 9 Marketing majors who graduated in Spring 2017, but they did not list them as their primary major.	In the Department of Business we added Finance and Marketing majors, and began graduating students with these majors in the Spring of 2016. In Management Studies, we have overhauled the program courses to each be 7 weeks in length. The graduate programs have cross-listed 2 courses, and made all courses 7 weeks in length, each worth 3 credits.
Measure alumni interest in the University. A) MYAC leadership	Alumni Office Report	Count Business majors serving on the Board of the Malone Young Alumni Council (MYAC)	We have seen an increasing interest in business majors serving on the board over the last 3 years.	We will continue to build bridges with the MYAC in order to encourage regional involvement with our alumni.



Student retention in the School of Business programs as compared to University retention rates.	University Fact Book 2017 and Outcome Data on the MU Website .	Results show a steady trend. The MBA and MGMT programs outperform the University rates, on a consistent basis.	Malone is seeking better retention through its University-wide Strategic plan of striving to enhance its Vibrancy of student experiences, its Visibility in the region, and its financial Viability. The SBL programs all show strength in retention, outperforming University-wide retention nearly every year.	The Provost asked that each department do something new last year to enhance our student's experience. The Graduate Cabinet has been reformed as the new Graduate Council with the purpose of enhancing the graduate school students' experiences.
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Percentage of students receiving Financial Aid: Our goal is to make the Malone education affordable for the student, while maintaining profitable margins with regard to our costs.	Malone office of Financial Aid, the Malone University Fact Book of 2017. The Malone University education is made affordable by the generosity of donors and Government financial aid.	We have seen a rise in financial aid in the last 2 years. With MGMT moving from an average of 68% from 2012 to 2015 to a 2 year average of 89%. MAOL rose from roughly 67% from 2012 to 2015 to an average of 95% in the last two years. The MBA aid has remained steady at 60%	All traditional undergraduate students receive some form of financial aid, from Malone University (MU) or sources outside of MU. MU provides no financial aid to graduate students; however, many of our graduate students receive some financial aid from sources outside of MU.	Malone University will continue to work at helping adult students find sources for financial aid for their educations.
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SBL Educational integrity.

Survey of professors and Department Meeting notes.

The SBL works at educational integrity, beyond program assessment, through integral components that make up the uniqueness of each program. In Management Studies, course syllabi, student learning outcomes, and weekly objectives are uniform for all cohorts. In the UG and GR programs, course descriptions, some syllabi components, and ethics assignments are all required.

Mgmt. Studies works to update course content with new textbook editions and new eyes on the content in order to maintain high academic standards. In all programs, the ethics assignment is intentionally connected to the content of the course, and challenges the students to weave in values appropriate to the Christian faith, while dealing with real world problems/scenarios.

A great deal of time and attention is given to professorial development around the themes of faith integration and ethics. Malone University has a course that all new hires take during their second year of employment in order to help them think about how to address this core concern for our educational identity. In the SBL we invite Christian business people to join our School's Advisory Board so that we remain current and relevant in what we deliver.

