



**Malone Accelerated Degree Completion Program in Management (MGMT)**

**Assessed by:**

Faculty of Management Studies

**Cycle of Assessment: Fall 2019 – Summer 2020**

**Mission Statement:**

The Department of Management Studies is part of the School of Business & Leadership, exists to deliver dynamic, contemporary, faith based programs to the life-long learner. Our mission is to equip students with professional competencies based on management principles, Christian values, and ethical practices.

**Program Goals:**

- To develop critical thinkers who effectively manage and lead within an applied management context.
- To develop managers who effectively integrate Christian faith and values within multiple contexts.
- To develop managers who ethically lead others and serve their community.
- To develop learners who aspire to continued intellectual growth through research and problem solving.
- To develop leaders who demonstrate accomplished and applicable communication skills.

Academic Program Assessment Template

Malone Educational Goals	MGMT Program Intended Learning Outcomes (PILO)	Assessment Method	Assessment Location
Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world.	1 Students will analyze the situation and apply appropriate managerial principle(s).	<ul style="list-style-type: none"> <li>• Post Program Exam</li> <li>• Ethical Case Resolution</li> <li>• Project MGMT SLO</li> </ul>	<ul style="list-style-type: none"> <li>• MGMT Orientation</li> <li>• MGMT409 Ethics</li> </ul>
Understand the biblical, historical, and theological foundations of the Christian faith.	2 Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles.	<ul style="list-style-type: none"> <li>• Ethical Case Resolution</li> <li>• Service Learning</li> </ul>	<ul style="list-style-type: none"> <li>• MGMT409 Ethics</li> <li>• MGMT407 F&amp;WV</li> </ul>
Think critically and creatively and communicate effectively in multiple contexts.	3 Students will be able to communicate effectively in both an academic and business setting.	<ul style="list-style-type: none"> <li>• Ethical Case Resolution</li> <li>• Business Critical Thinking Skill Test (BCTST)</li> </ul>	<ul style="list-style-type: none"> <li>• MGMT409 Ethics</li> <li>• MGMT410 Critical Thinking</li> </ul>
Attain expertise in at least one professional or academic discipline and lay the foundation for meaningful work or further studies at the graduate level.	4 Students will be able to develop and apply research and problem-solving capabilities applicable to management.	<ul style="list-style-type: none"> <li>• Post Program Exam</li> <li>• Ethical Case Resolution</li> <li>• BCTST</li> <li>• Project MGMT SLO</li> </ul>	<ul style="list-style-type: none"> <li>• MGMT Orientation</li> <li>• MGMT409 Ethics</li> <li>• MGMT410 Critical Thinking</li> </ul>
Explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits.	5 The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values.	<ul style="list-style-type: none"> <li>• Ethical Case Resolution</li> <li>• Service Learning</li> </ul>	<ul style="list-style-type: none"> <li>• MGMT409 Ethics</li> <li>• MGMT407 F&amp;WV</li> </ul>

Program Intended Learning Outcomes (PILO)	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<b>Post Program Exam</b>			
<p>1. Students will analyze and apply basic concepts and theories of management.</p> <p>4. Students will be able to develop and apply research and problem-solving capabilities applicable to management.</p>	<p><b>Post Program Exam</b> – A 100 question exam which consists of questions applicable to the 12 content courses of the Accelerated Degree Completion Program in Management (MGMT). The exam is contained and administered, online, from the non-credit course, MGMT Orientation/Assessment; however, is a required assignment embedded in the senior level course, MGMT410/413 Capstone in Critical Thinking. Student learning is measured by comparing aggregate data to benchmark standard identified as 70%.</p>	<p><b>Post Program Exam</b> – See PE-T1 and Figure 1 in Appendix</p> <ul style="list-style-type: none"> <li>• Current assessment cycle indicated an overall average of 70%. That’s a 1% decrease from previous cycle of 71% average.</li> <li>• Opportunity for a second attempt; highest score is preserved. Average last attempt was 72%. Second attempts resulted in a higher score (avg. 4% increase).</li> <li>• Overall historical perspective is an average 70% since 09/10 that parallel the average score for 19/2020.</li> <li>• Historical modality comparison; average online 70%; not statistically significant. Ground modality not offered last two academic years.</li> </ul>	<p><b>Post Program Exam</b></p> <ul style="list-style-type: none"> <li>• Maintain post exam instrument; no change.</li> <li>• Maintain point allocation and second attempt process.</li> <li>• Determine validity for continuance. May consider deletion and or replacement tool.</li> </ul>
<b>Project Management Secondary Major Student Learning Outcomes (SLO)</b>			
<p>1. Students will analyze and apply basic concepts and theories of management.</p> <p>1. Students will be able to develop and apply research and problem-solving capabilities applicable to management.</p>	<p><b>Project Management Secondary Major Student Learning Outcomes (SLO)</b> – a quiz embedded in Unit 7 (post) specific to the outcomes of the courses relative to Project Management.</p>	<p><b>SLO</b> – See Figure 2. Student Learning Outcomes Project Management Students in Appendix</p> <ul style="list-style-type: none"> <li>• Overall average score 68.75%; a decrease 7.25% from previous year.</li> <li>• Due to low enrollment, no offerings Spring.</li> </ul>	<p><b>SLO</b></p> <ul style="list-style-type: none"> <li>• Implement Unit 1 (pre) and Unit 7 (post) to measure variance of retention.</li> </ul>

Post Ethical Case Resolution Essay			
<ol style="list-style-type: none"> <li>1. Students will analyze and apply basic concepts and theories of management.</li> <li>2. Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles.</li> <li>3. Students will be able to communicate effectively in both an academic and business setting.</li> <li>4. Students will be able to develop and apply research and problem-solving capabilities applicable to management.</li> <li>5. The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values.</li> </ol>	<p><b>Post Ethical Case Resolution Essay</b> – Assessment is a case resolution essay. The student is required to write a 3-5-page resolution to an assigned case, embedded into course, MGMT409 Personal Values &amp; Business Ethics. The student is to incorporate as much of the managerial methodology as the case allows and to consider the values distinctions of spiritual, ethical, moral, and business. The student is to use one theory of ethics to resolve the case. Evaluation assessment tool is the case study resolution, “Conflicts of Conscience.” A prepared rubric is utilized for analysis; benchmark is a rubric score of 4, which falls in the <i>Meets</i> category and represents 79%-70%.</p> <p>Student essays are reviewed by full time faculty via a rubric for each PILO.</p>	<p><b>Post Ethical Case Resolution</b> The overall average score for the essay was 4.96, which is an increase from the last cycle. See Figure 3. Historical Data of Online</p> <ul style="list-style-type: none"> <li>• PILO 1 86% of essays reviewed were awarded in <i>Meets or Exceeds</i> category. This is less than previous cycle. This fell below the desired benchmark of 90% of essays falling in the <i>Meets or Exceeds</i> categories. See Figure 4. Historical Data by Category in Appendix.</li> <li>• PILO 2 100% of essays reviewed were awarded in <i>Meets or Exceeds</i> category. This is consistent with previous cycles. This fell above the desired benchmark of 90% of essays falling in the <i>Meets or Exceeds</i> categories. See Figure 4. Historical Data by Category in Appendix</li> <li>• PILO 3 100% of essays reviewed were awarded in <i>Meets or Exceeds</i> category. This is consistent with previous cycles. This fell above the desired benchmark of 90% of essays falling in the <i>Meets or Exceeds</i> categories. See Figure 4. Historical Data by Category in Appendix</li> <li>• PILO 4 100% of essays reviewed were awarded in <i>Meets or Exceeds</i> category. This is consistent with previous cycles. This fell above the desired benchmark of 90% of essays falling in the <i>Meets or Exceeds</i> categories. See Figure 4. Historical Data by Category in Appendix</li> <li>• PILO 5 represents a synthesis of review, which is represented by the overall score of 4.96.</li> </ul>	<p><b>Post Ethical Case Resolution</b></p> <ul style="list-style-type: none"> <li>• Maintain assessment instrument.</li> <li>• Continue to reinforce explicit instructions to emphasize APA format/structure.</li> <li>• Maintain benchmark of 4 as (70%-79%). <i>Meets</i> category</li> </ul> <p>Increase random pull to a minimum of five essays if 25% of class is less than five.</p>

Service Learning Reflection Essay			
<p>2. Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles.</p> <p>5. The student will be able to make educated/learned informed choices in both professional and personal areas of their lives that demonstrate understanding of Christian values.</p>	<p><b>Service Learning Reflection Essay</b> – Final written assignment embedded into course, MGMT407 Faith &amp; Worldviews. The student is to write a 3-5-page paper based upon their involvement in a service/volunteer opportunity. The assignment incorporates two required elements: service and reflection. 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 or environment involved, (4) effect on student’s educational experience at Malone, (5) effect on student’s vales and belief system, and (6) how their experience might influence their involvement in future community service projects or activities. A prepared rubric utilized for the assessment.</p>	<p><b>Service Learning Reflection Essay</b> – 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). Assessment tool was evaluated by reviewer team according to the assessment rubric with possible scores ranging from 0 to 4 points. See Figure 5. Service Learning Reflection Average Score and Figure 6. Historical View of Online Scores of Service Learning Reflection in Appendix</p> <ul style="list-style-type: none"> <li>• Review yielded overall average of 1.5 that fell below the <i>Meets</i> category.</li> <li>• Reviews decrease of .76 over previous assessment cycle.</li> <li>• Administered online since 18/19 that reflected a slight decrease past two assessment cycles.</li> <li>• Due to COVID-19 the service learning project was suspended Spring/Summer 2020.</li> </ul>	<p><b>Service Learning Reflection Essay</b></p> <ul style="list-style-type: none"> <li>• Repositioned the measurement of Christian values with managerial concepts in another measurement tool to be embedded in senior course, MGMT413 Capstone in Critical Thinking.</li> <li>• Increase random pull to 35% in low enrolled courses.</li> <li>• Will position the experience to Pendle Hill initiative for the adult learner.</li> </ul>
Business Critical Thinking Skills Test (BCTST)			
<p>4. .Students will be able to develop and apply research and problem-solving capabilities applicable to management.</p>	<p><b>Business Critical Thinking Skills Test (BCTST)</b> – An external assessment tool to benchmark MGMT students against other business students nationally. A case-based reasoning skills tool designed to evaluate critical thinking skills of business students and working professionals. BCTST measures six factors: analysis, inference, evaluation, induction, deduction, and numeracy. Students engage in a 5-step problem solving and decision making process of identifying the problem, gathering relevant information, considering</p>	<p><b>Business Critical Thinking Skills Test (BCTST)</b> - An embedded assignment relocated in MGMT410 Capstone in Critical Thinking. Upon completion of the web-based test, students receive scores immediately, which provides feedback and explanation of their individual scores.</p> <ul style="list-style-type: none"> <li>• Overall program score in terms of Mean 83.2; Median 83; Std deviation 4.6; increase from previous year.</li> <li>• Online delivery only with modality. For a comparison of scores of online students for the past five years see Figure 7. Online BCTST Means Scores.</li> </ul>	<p><b>Business Critical Thinking Skills Test (BCTST)</b></p> <ul style="list-style-type: none"> <li>• Maintain current BCTST tool as is.</li> </ul>

	<p>options and consequences, assessing, and scrutinizing. In educational settings, the BCTST is used for learning outcomes assessment and to gather program evaluation, accreditation and research data at the baccalaureate level. The test presents 35 case-based reasoning scenarios with multiple-choice answers.</p>	<ul style="list-style-type: none"> <li>• The 25<sup>th</sup> percentile score for this group was 81 and the 75<sup>th</sup> percentile score is 86. Meaning less than 25% of program students scored below 81 and less than 25% scored above 86. Majority in the <i>Moderate</i> category.</li> <li>• Average percentile score of 43 indicated that 43% of aggregate sample of <i>business students</i> scored higher than aggregate sample of BCTST undergraduate business students.</li> <li>• Overall distribution appears to follow bell curve indicative of a normal distribution. See Figure 8. Percentile Ranking of Program Test Takers vs. All BCTST Takers. See Table BCTST T2 for scores per factor.</li> </ul>	
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Appendix

Table PE-T1. 2019/2020 Post Exam						
Organizational Management Term	# Students Taking Post Exam	Avg First Attempt	Avg Last Attempt	Avg All Attempt	Media for Highest Grade	Standard Deviation (for highest graded attempt)
Fall B 2019 OP 410	14	69%	71%	69%	72%	7%
Spring B 2020 OP 410	15	67%	72%	70%	68%	10%
Summer B 2020OP 410						
<b>Total Average</b>		<b>68%</b>	<b>72%</b>	<b>70%</b>	<b>70%</b>	<b>9%</b>
Note: (1) Possible 100 % score. (2) Second attempt resulted in a higher score.						

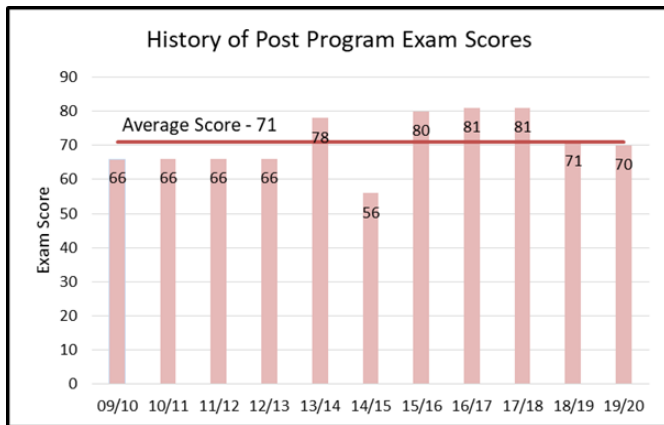


Figure 1. History of Post Program Exam Scores

Semester Project Management	# Students Taking Post Exam	Avg First Attempt	Avg Last Attempt	Avg All Attempt	Median for Highest Grade	Standard Deviation (for highest graded attempt)
Fall A 2019 341 OP	3	62.50%	62.50%	62.50%	62.50%	25.00%
Fall B 2019 342 OP	4	75.00%	75.00%	75.00%	72.22%	18.98%
<b>Total Average</b>		<b>45.83%</b>	<b>45.83%</b>	<b>45.83%</b>	<b>44.91%</b>	<b>14.66%</b>

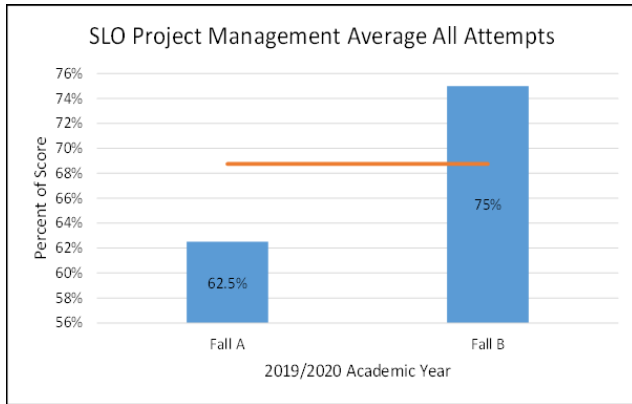


Figure 2. Student Learning Outcomes Project Management Students



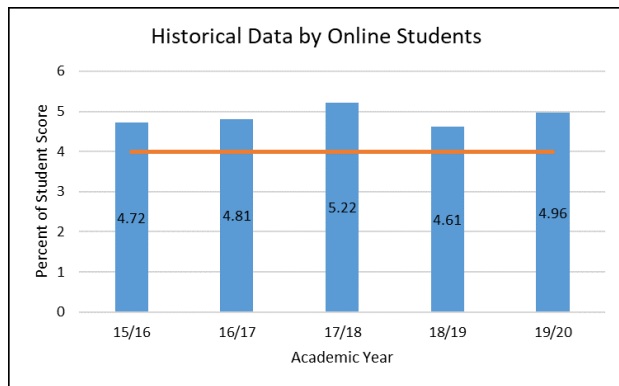


Figure 3. Post Ethical Case. Historical Data of Online Students

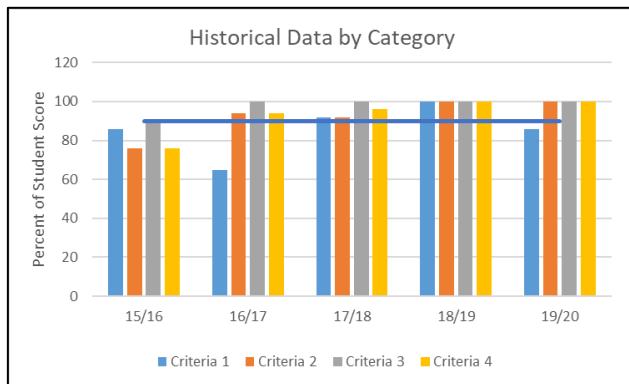


Figure 4. Ethical Case Historical Data by PILO Category

**Service Learning Locations:**

- Salvation Army
- Community Hospice
- Bridge Point Community Service
- Dueber Elementary School (Canton, OH)
- PA Conservancy

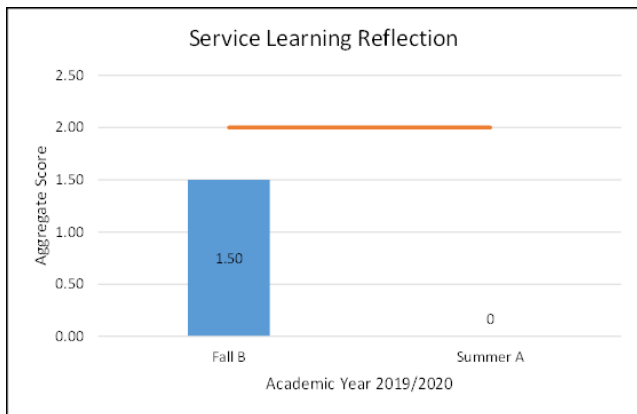


Figure 5. Service Learning Reflection Average Score. Suspended Spring/Summer 2020 due to COVID environment.

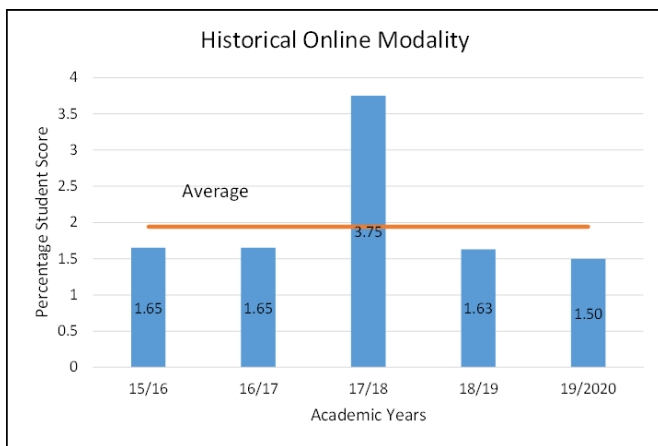


Figure 6. Historical View of Online Scores of Service Learning Reflection

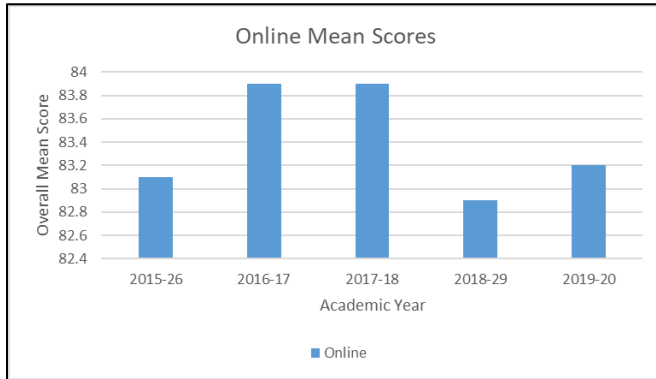


Figure 7. Online Business Critical Thinking Skills Test (BCTST) Mean Scores

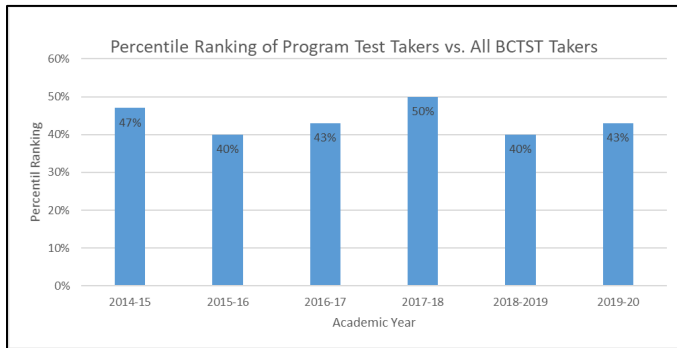


Figure 8. Percentile Ranking of Program Test Takers vs. All BCTST Takers

Table BCTST T2 <i>Overall Program Scores for each Skill/Attribute</i>									
Skill/Attribute Name	N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
OVERALL	27	83.2	83	4.6	0.9	74	95	80	86
Analysis	27	87.7	90	6.1	1.2	72	97	83	90
Inference	27	79.8	77	6.1	1.2	70	93	74	84
Evaluation	27	84.4	86	7.3	1.4	65	100	81	90
Induction	27	86.0	86	4.0	0.8	76	93	83	90
Deduction	27	79.7	81	7.2	1.4	67	98	74	84
Numeracy	27	81/8	81	5.5	1.1	71	94	79	86