



Malone Accelerated Degree Completion Program in Management (MGMT)

Assessed by:

Faculty of Management Studies

Cycle of Assessment: Fall 2015 – Summer 2016

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.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>A. Students will analyze and apply basic concepts and theories of management.</p>	<p>Pre/Post Program Exam – a 100 question exam which consists of questions applicable to the 11 courses of the Malone Accelerated Degree Completion Program in Management (MGMT). Exam is specific to the major. The exam is taken at the beginning of the program with course, MGMT304 Principles of Mgmt. & Leadership, and again at the end of the program with course, MGMT409 Personal Values & Business Ethics. Evaluation assessment tool is the Pre/Post Exam taken online through the learning management system (Moodle) software platform. Comprehensive statistical analysis performed with student scores.</p>	<p>Pre/Post Program Exam is measured from starting cohort data to completed cohort data. The student’s growth and understanding of management theory and application are measured through the overall score improvement taken from a comparison of pre program exam scores to post program exam scores. Detailed results can be found in pp.18-27 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Assessment consisted of six completed cohorts; average increase of 48% from pre to post period (21% increase from previous cycle and 23% increase from <i>ideal</i> state of 25%). • Interesting to note that past three assessment cycles have surpassed the percentage of deviation above the ideal state of 25%. Action plans are progressing with effectiveness. • Ground cohort average 49%; online 46% of deviation. Conclusion can be made that there is insufficient significance between students learning in ground vs. online. 	<p>Pre/Post Program Exam</p> <ul style="list-style-type: none"> • Maintain exam questions; no change. • Validate results of SLO quiz with course instructors. • Maintain point allocation and second attempt process for post exam. • Reposition the program exam in MGMT Assessment non-credit course.

	<p>Post Ethical Case Resolution Essay – assessment was a case resolution essay. The student was required to write a three to five page paper on their personal resolution to an assigned case, which is embedded into the last course of the program, MGMT409 Personal Values & 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.</p>	<ul style="list-style-type: none"> • Better instruction and time have resulted in an overall higher deviation; however, little impact with score from first to second attempt. <p>Post Ethical Case Resolution is a reviewed essay that takes into consideration the incorporation of managerial principles, ethics, and Christian values. Students must identify, define, support, and critically appraise these three elements as an essential consolidated part of their reasoned conclusions. Detailed results can be found in pp.28-33 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Revised assessment rubric resulted in average score 4.54, slightly above <i>Meets</i> score 4. • Previous average score 3.70; .84 increase. • Five of the six cohorts were at <i>Meets</i> or above. However, still below benchmark of 100% at <i>Meets</i> or above. • Average ground 4.36 vs. online 4.72; not significant. 	<p>Post Ethical Case Resolution</p> <ul style="list-style-type: none"> • Will maintain assessment rubric. • Will establish ideal state at 100% in the <i>Meets</i> or above category and benchmark 84-87% (above average) for a more realistic goal. • We will need a couple of complete assessment cycles for more review before any revisions or adjustments are made.
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<p>B. Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles.</p>	<p>Service Learning Reflection Essay – a final assignment of a service learning project that is integrated in the 15 month program. Includes three required elements: preparation, service, and reflection. The student is to write a 3-5 page paper based upon their involvement in a service/volunteer opportunity. Both ground and online instruction include: (1) how Malone’s mission was supported through the service, (2) how service enhanced the educational experience, (3) impact made of the organization, and (4) how Christian values were influenced. A prepared rubric utilized for the assessment.</p> <p>Post Ethical Case Resolution Essay – assessment was a case resolution essay. The student was required to write a three to five page paper on their personal resolution to an assigned case, which is embedded into the last course of</p>	<p>Service Learning Reflection Essay is one of the final assignments in the program, embedded in the last course, MGMT409 Personal Values & Business Ethics. The evaluation is a systemic approach of integrating managerial principles, business ethics, and Christian values-based moral leadership. Detailed results can be found in pp.53-62 of the <i>MGMT Student Learning Assessment Guide – Part III</i>:</p> <ul style="list-style-type: none"> • External reviewers used and given additional instructions. • Internal review yielded overall average of 1.86. External review yielded overall average of 1.25. • Average ground of 2.08 vs. online 1.65. • Four out of six cohorts <i>Meets</i> or above; below ideal state of 100% <i>Meets</i> or above. • Downward trend from previous cycle. <p>Post Ethical Case Resolution is a reviewed essay that takes into consideration the incorporation of managerial principles, ethics, and Christian values. Students must identify, define, support, and critically appraise these three elements as an essential</p>	<p>Service Learning Reflection Essay</p> <ul style="list-style-type: none"> • Review activity, assignment and assessment rubrics. • Update grading course rubric to reflect realignment. • Re-examine value of external reviewers. • Realign activity based upon course revision. <p>Post Ethical Case Resolution</p> <ul style="list-style-type: none"> • Will maintain assessment rubric. • Will establish ideal state at 100% in the <i>Meets</i> or above category and
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	<p>the program, MGMT409 Personal Values & 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.</p> <p>Service Learning Reflection Essay – a final assignment of a service learning project that is integrated in the 15 month program. Includes three required elements: preparation, service, and reflection. The student is to write a 3-5 page paper based upon their involvement in a service/volunteer opportunity. Both ground and online instruction include: (1) how Malone’s mission was supported through the service, (2) how service enhanced the educational experience, (3) impact made of the organization, and (4) how Christian values were influenced. A prepared rubric utilized for the assessment</p>	<p>consolidated part of their reasoned conclusions. Detailed results can be found in pp.28-33 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Revised assessment rubric resulted in average score 4.54, slightly above <i>Meets</i> score 4. • Previous average score 3.70; .84 increase. • Five of the six cohorts were at <i>Meets</i> or above. However, still below benchmark of 100% at <i>Meets</i> or above. • Average ground 4.36 vs. online 4.72; not significant. <p>Service Learning Reflection Essay is one of the final assignments in the program, embedded in the last course, MGMT409 Personal Values & Business Ethics. The evaluation is a systemic approach of integrating managerial principles, business ethics, and Christian values-based moral leadership. Detailed results can be found in pp.53-62 of the <i>MGMT Student Learning Assessment Guide – Part III</i>:</p> <ul style="list-style-type: none"> • External reviewers used and given additional instructions. • Internal review yielded overall average of 1.86. External review yielded overall average of 1.25. • Average ground of 2.08 vs. 	<p>benchmark 84-87% (above average) for a more realistic goal.</p> <ul style="list-style-type: none"> • We will need a couple of complete assessment cycles for more review before any revisions or adjustments are made. <p>Service Learning Reflection Essay</p> <ul style="list-style-type: none"> • Review activity, assignment and assessment rubrics. • Update grading course rubric to reflect realignment. • Re-examine value of external reviewers. • Realign activity based upon course revision.
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<p>C. Students will be able to communicate effectively in both an academic and business setting.</p>	<p>Post Ethical Case Resolution Essay – assessment was a case resolution essay. The student was required to write a three to five page paper on their personal resolution to an assigned case, which is embedded into the last course of the program, MGMT409 Personal Values & 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.</p>	<p>online 1.65.</p> <ul style="list-style-type: none"> • Four out of six cohorts <i>Meets</i> or above; below ideal state of 100% <i>Meets</i> or above. • Downward trend from previous cycle. <p>Post Ethical Case Resolution is a reviewed essay that takes into consideration the incorporation of managerial principles, ethics, and Christian values. Students must identify, define, support, and critically appraise these three elements as an essential consolidated part of their reasoned conclusions. Detailed results can be found in pp.28-33 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Revised assessment rubric resulted in average score 4.54, slightly above <i>Meets</i> score 4. • Previous average score 3.70; .84 increase. • Five of the six cohorts were at <i>Meets</i> or above. However, still below benchmark of 100% at <i>Meets</i> or above. • Average ground 4.36 vs. online 4.72; not significant. 	<p>Post Ethical Case Resolution</p> <ul style="list-style-type: none"> • Will maintain assessment rubric. • Will establish ideal state at 100% in the <i>Meets</i> or above category and benchmark 84-87% (above average) for a more realistic goal. • We will need a couple of complete assessment cycles for more review before any revisions or adjustments are made.
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	<p>Business Critical Thinking Skills Test (BCTST) – 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 five-step problem solving and decision making process of identifying the problem, gathering relevant information, considering 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>	<p>Business Critical Thinking Skills Test (BCTST) is an embedded assignment in course MGMT442 Problem Solving in Management Part II. Upon completion of the web-based test, students receive scores immediately, which provides feedback and explanation of their individual scores. Results of the BCTST were provided by Insight Assessment and can be located in pp.34-51 of <i>MGMT Student Learning Assessment Guide – Part III</i>:</p> <ul style="list-style-type: none"> • Awareness session held with course instructors to better understand areas of improvement (inference, deduction, numeracy); as well as administration processes. • Online cohorts (83.1) scored slightly higher than ground (82.5). • Group mean score for MGMT 83 represented a full point decrease over previous 84. Second year of decline. • The 25th percentile score for this group is 79 and the 75th percentile score is 86. Meaning less than 25% of program students scored below 79 and less than 25% scored above 86. Majority in the <i>Moderate</i> category. • Average score 40 indicated 	<p>Business Critical Thinking Skills Test (BCTST)</p> <ul style="list-style-type: none"> • There has been insignificant value and ROI with assessment tool since 12/13; therefore, will discontinue use. • Will explore alternative critical thinking assessment instrument/process specific to adult learning.
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<p>D. Students will be able to develop and apply research and problem-solving capabilities applicable to management.</p>	<p>Pre/Post Program Exam – a 100 question exam which consists of questions applicable to the 11 courses of the Malone Accelerated Degree Completion Program in Management (MGMT). Exam is specific to the major. The exam is taken at the beginning of the program with course, MGMT304 Principles of Mgmt. & Leadership, and again at the end of the program with course, MGMT409 Personal Values & Business Ethics. Evaluation assessment tool is the Pre/Post Exam taken online through the learning management system (Moodle) software platform. Comprehensive statistical analysis performed with student scores.</p>	<p>that 40% of aggregate sample of business students scored lower than average of MGMT students at 60%.</p> <p>Pre/Post Program Exam is measured from starting cohort data to completed cohort data. The student's growth and understanding of management theory and application are measured through the overall score improvement taken from a comparison of pre program exam scores to post program exam scores. Detailed results can be found in pp.18-27 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Assessment consisted of six completed cohorts; average increase of 48% from pre to post period (21% increase from previous cycle and 23% increase from <i>ideal</i> state of 25%). • Interesting to note that past three assessment cycles have surpassed the percentage of deviation above the ideal state of 25%. Action plans are progressing with effectiveness. • Ground cohort average 49%; online 46% of deviation. Conclusion can be made that there is insufficient 	<p>Pre/Post Program Exam</p> <ul style="list-style-type: none"> • Maintain exam questions; no change. • Validate results of SLO quiz with course instructors. • Maintain point allocation and second attempt process for post exam. • Reposition the program exam in MGMT Assessment non-credit course.
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<p>E. 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>Post Ethical Case Resolution Essay – assessment was a case resolution essay. The student was required to write a three to five page paper on their personal resolution to an assigned case, which is embedded into the last course of the program, MGMT409 Personal Values & 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.</p> <p>Service Learning Reflection Essay – a final assignment of a service learning project that is integrated in the 15 month program. Includes three required elements:</p>	<p>that 40% of aggregate sample of business students scored lower than average of MGMT students at 60%.</p> <p>Post Ethical Case Resolution is a reviewed essay that takes into consideration the incorporation of managerial principles, ethics, and Christian values. Students must identify, define, support, and critically appraise these three elements as an essential consolidated part of their reasoned conclusions. Detailed results can be found in pp.28-33 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Revised assessment rubric resulted in average score 4.54, slightly above <i>Meets</i> score 4. • Previous average score 3.70; .84 increase. • Five of the six cohorts were at <i>Meets</i> or above. However, still below benchmark of 100% at <i>Meets</i> or above. • Average ground 4.36 vs. online 4.72; not significant. <p>Service Learning Reflection Essay is one of the final assignments in the program, embedded in the last course, MGMT409 Personal Values &</p>	<p>Post Ethical Case Resolution</p> <ul style="list-style-type: none"> • Will maintain assessment rubric. • Will establish ideal state at 100% in the <i>Meets</i> or above category and benchmark 84-87% (above average) for a more realistic goal. • We will need a couple of complete assessment cycles for more review before any revisions or adjustments are made. <p>Service Learning Reflection Essay</p> <ul style="list-style-type: none"> • Review activity, assignment and assessment rubrics. • Update grading course
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