



**Master of Business Administration (MBA)**

**Assessed by: MBA Faculty**

**Cycle of Assessment: Fall 2018-Spring 2019**

**Mission Statement:**

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

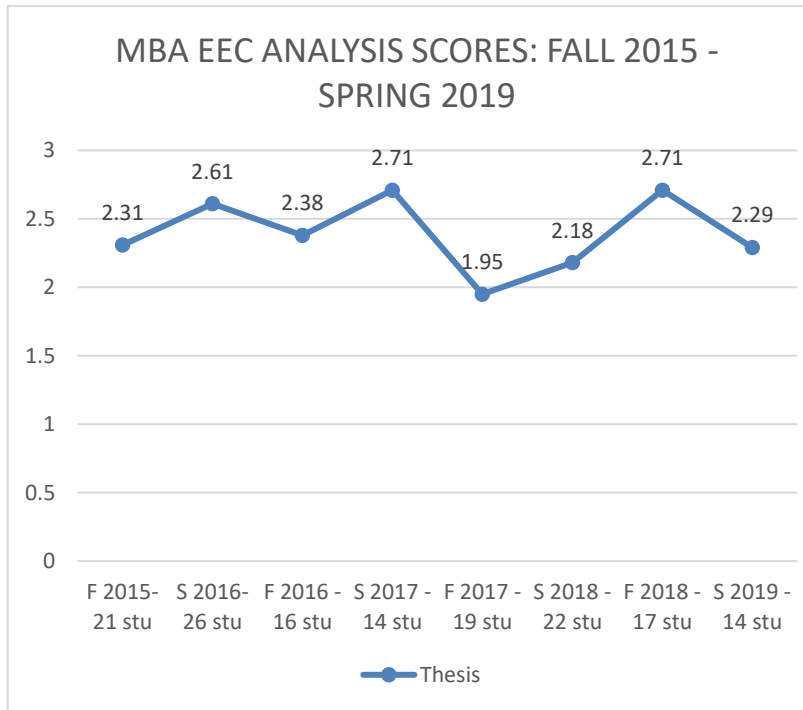
**Program Goals:**

1. Provide opportunities for students to reflect on the role of Christian faith in business.
2. Provide opportunities for students to engage in the study and resolution of business related problems.
3. Provide opportunities for students to network with those in other industries.
4. Provide opportunities for students to learn from colleagues in other industries.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results																											
1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.	<p>An Embedded Ethics Case (EEC) in the MBA 531, and now renumbered MBA 533 course was instituted in the Fall of 2014, which assesses this outcome. The EEC included in the MBA 533 course examines the following faith integration dimensions: 1. Thesis in which students identify the ethical issues, 2. Analysis with evidence of Christian understanding, and 3. Conclusion explaining the Christian wisdom of the chosen resolution. There is also 4. The Overall score on the EEC.</p> <p>We use 4. The Overall score to assess this outcome, as the ethical issues of the case are in the context of a business problem. (The maximum possible total score is 9 points.) We have set the benchmark at 5.</p> <p>We note that the course is held in the classroom in the Fall and On Line in the Spring.</p>	<p>8 administrations of the EEC have occurred since Fall 2015 up through Spring of 2019. 31 students participated in the assessment, successfully this past academic year. The 2018 -2019 average Overall score increased from 6.8 last year to 7.45. This meets the benchmark of acceptable performance (5). The increased number of assignments improved on last year's scores. We only fell below 6.0 once in the last 8 semesters. The trendline has been on an upward trajectory throughout the 8 years.</p> <div><p>MBA EEC OVERALL PERFORMANCE: FALL 2015 - SPRING 2019</p><table><tr><th>Semester</th><th>Students</th><th>Overall Score</th></tr><tr><td>F 2015</td><td>21 stu</td><td>6.23</td></tr><tr><td>S 2016</td><td>26 stu</td><td>5.96</td></tr><tr><td>F 2016</td><td>16 stu</td><td>7.44</td></tr><tr><td>S 2017</td><td>14 stu</td><td>7.00</td></tr><tr><td>F 2017</td><td>19 stu</td><td>6.42</td></tr><tr><td>S 2018</td><td>22 stu</td><td>7.18</td></tr><tr><td>F 2018</td><td>17 stu</td><td>7.47</td></tr><tr><td>S 2019</td><td>14 stu</td><td>7.43</td></tr></table></div>	Semester	Students	Overall Score	F 2015	21 stu	6.23	S 2016	26 stu	5.96	F 2016	16 stu	7.44	S 2017	14 stu	7.00	F 2017	19 stu	6.42	S 2018	22 stu	7.18	F 2018	17 stu	7.47	S 2019	14 stu	7.43	We will continue to require an ethics assignment in each MBA course. We will continue to emphasize skills in case analysis. However, since we have used ethics case analysis for the last 10 years in our assessments, we will be moving to a new assessment tool to measure how well the students are able to integrate the Christian faith into their knowledge of business, beginning this Fall 2019.
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<p>2) Students will be able to demonstrate knowledge of current business practice and theory.</p>	<p>The Major Fields Test (MFT), and the EEC (see item #1 for the description) are used to assess this area.</p> <p><b>2.a. MFT:</b> The MFT is taken by MBA students in the last semester of their individualized program of study. The department of business faculty reviews the results and recommends areas for attention. Historically, the recommendation for attention was based on average assessment indicator scores outside of the interquartile range and/or institutional means outside of the interquartile range. (The MFT consists of 124 multiple-choice questions and is a proctored test that is closed-book. It lasts three hours.)</p>	<p>This year’s MBA students scored highest in the area of Marketing and Management, the 2 classes flipping scores of 61 and 54 between these two areas. Our students are scoring in the lower middle range of other institutions using the MFT. The weighted average over the years puts our students’ scores at the 30.8 percentile for comparative national institutional performance. Last year’s classes scored 39 and 28, respectively, giving us a yearly average of 33.5. We have seen a stabilizing trend over the last 2 years.</p> <div><p>MBA MFT Results for Last 6 Classes</p><table><thead><tr><th>Semester</th><th>Students</th><th>Accounting %</th><th>Finance %</th><th>Management %</th><th>Marketing %</th><th>Strategy %</th></tr></thead><tbody><tr><td>Spr 2015 - Fall 2015</td><td>14 stu</td><td>16</td><td>7</td><td>27</td><td>41</td><td>22</td></tr><tr><td>Spr 2016 - Fall 2016</td><td>5 stu</td><td>57</td><td>52</td><td>97</td><td>76</td><td>71</td></tr><tr><td>Spr 2017 - Fall 2017</td><td>8 stu</td><td>19</td><td>11</td><td>9</td><td>3</td><td>9</td></tr><tr><td>Spr 2018 - Fall 2018</td><td>22 stu</td><td>39</td><td>42</td><td>34</td><td>40</td><td>26</td></tr><tr><td>Spr 2019 - Fall 2019</td><td>11 stu</td><td>45</td><td>41</td><td>53</td><td>48</td><td>48</td></tr><tr><td>Spr 2020 - Fall 2020</td><td>12 stu</td><td>43</td><td>42</td><td>61</td><td>54</td><td>47</td></tr><tr><td>Spr 2021 - Fall 2021</td><td>9 stu</td><td>34</td><td>35</td><td>54</td><td>61</td><td>48</td></tr></tbody></table></div>	Semester	Students	Accounting %	Finance %	Management %	Marketing %	Strategy %	Spr 2015 - Fall 2015	14 stu	16	7	27	41	22	Spr 2016 - Fall 2016	5 stu	57	52	97	76	71	Spr 2017 - Fall 2017	8 stu	19	11	9	3	9	Spr 2018 - Fall 2018	22 stu	39	42	34	40	26	Spr 2019 - Fall 2019	11 stu	45	41	53	48	48	Spr 2020 - Fall 2020	12 stu	43	42	61	54	47	Spr 2021 - Fall 2021	9 stu	34	35	54	61	48	<p>Last year’s changes were all successfully implemented. All 12 courses are now 3 credits each. Business Law and Human Resource Management were merged into 1 course. Managerial Economics was increased to 3 credits.</p> <p>Taking the MFT is a requirement of graduation. We will work to make this requirement as easy as we can, but its coordination with student schedules has been challenging. The summer of 2017, we dropped the accounting requirement, and provided a booklet to help acquaint students with standard accounting concepts and ideas. This makes the MBA more attractive to people who have not majored in business or worked directly with accounting.</p> <p>We have plans this year to hire at least 1 new faculty member for the School of Business and Leadership.</p>
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**2.b. The EEC:** Points 1 that assesses the thesis portion of the EEC is used to assess objective 2, since it identifies ethical concerns within larger business problems, and addresses the business problems through the guidance of an ethical dilemma to be resolved within the business problems.



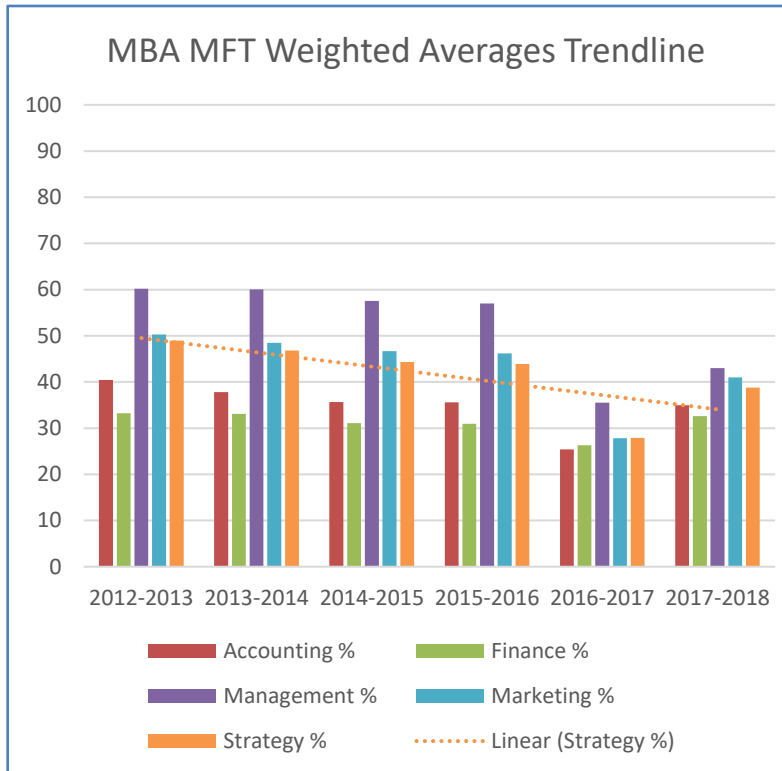
The scores' average for the year, at 2.5 surpass the benchmark of 2.0, and represent an ability to see the complexity of a business situation. The addition of more exercises showed positive results this year.

We will continue to emphasize skills in case analysis. However, since we have used ethics case analysis for the last 10 years in our assessments, we will be moving to a new assessment tool to measure how well the students are able to integrate the Christian faith into their knowledge of business, beginning this Fall 2019.

3) Students will be able to identify and address major issues presented by a business problem.

The MFT and the EEC are used to assess this area.

**3a) MFT:** The MFT is a national test, and so we are looking at the weighted averages over the last 6 years in order to compare the strength of our program against its past.

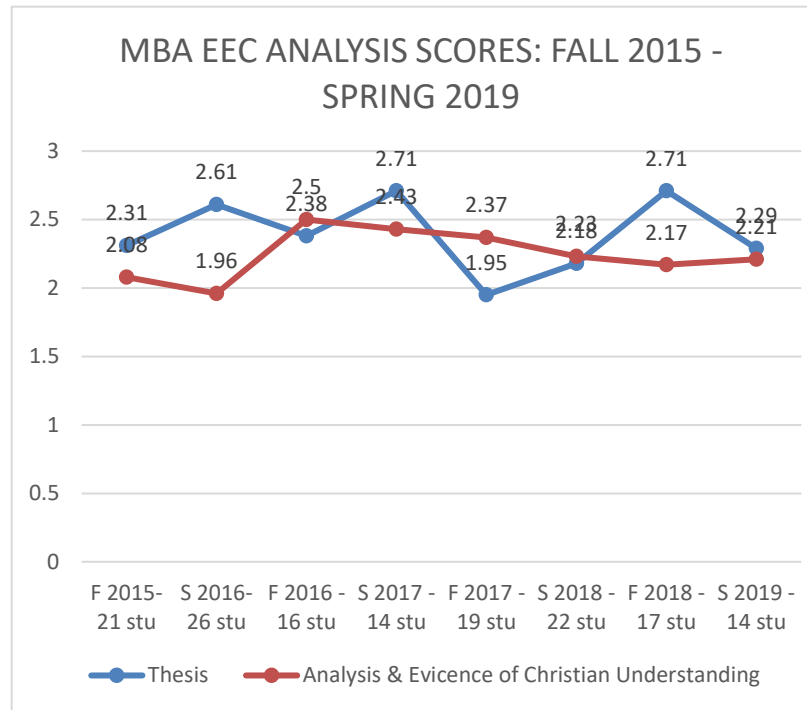


The trendline shows an overall decline moving from roughly 49% to 34%, following the performance in the area of strategy as the area that best captures overall retention of the business curriculum.

We note that the average trendline is showing a decline. We are following students' performance in Strategy in this measurement. We note that the decline follows the loss of full-time business faculty over that 5-year period. As the University recovers from the 2008 economic downturn, we hope to increase the expertise in our School over the next few years.

**3b) EEC:** The EEC assessment points 1 and 2 are applicable. As students strive to weave Christian understanding into their analysis of the business and ethics problems presented in the case, they need to address both business problems implied in the facts as given, as well as the ethical issues that arose in the case.

Students demonstrated a good grasp of point 1, as explained above. The graph for point 2 Analysis with Evidence of Christian Understanding shows marked improvement, with both points surpassing our benchmark of 2.0.



Assignments for faith integration may be responsible for the higher results, as in both semesters, the averages exceeded the benchmark of 2.0. The professor of MBA 533 also teaches both versions of the course (ground and online), and we see no evidence of a major difference in student learning between classroom instruction and online.

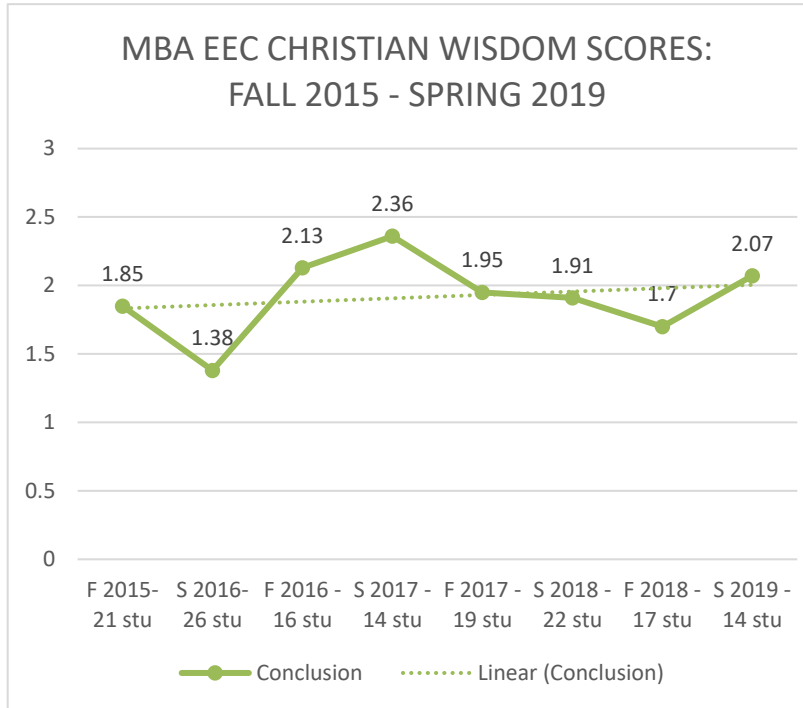
Assignments will continue to work at the integration of values in problem-solving efforts, as is appropriate to this course's being part of the systems thinking components of the program design.

However, since we have used ethics case analysis for the last 10 years in our assessments, we will be moving to a new assessment tool to measure how well the students are able to integrate the Christian faith into their knowledge of business, beginning this Fall 2019.

4) Students will be able to identify and resolve ethical dilemmas, while taking into consideration the impact on God's world.

The EEC is used to assess this area (see item #1 above for the description). For this question we focus on the a) Conclusion, b) Overall quality of the essay, and c) The Moving Averages of class performances.

**4.a The Conclusion:** Special focus is given to Point 3: The Conclusion whereby students explain the Christian wisdom of the chosen resolution.



The mean conclusion scores for both semesters comes in at 1.89, still below the benchmark of 2.0. However, we have maintained a positive trendline, performance this year.

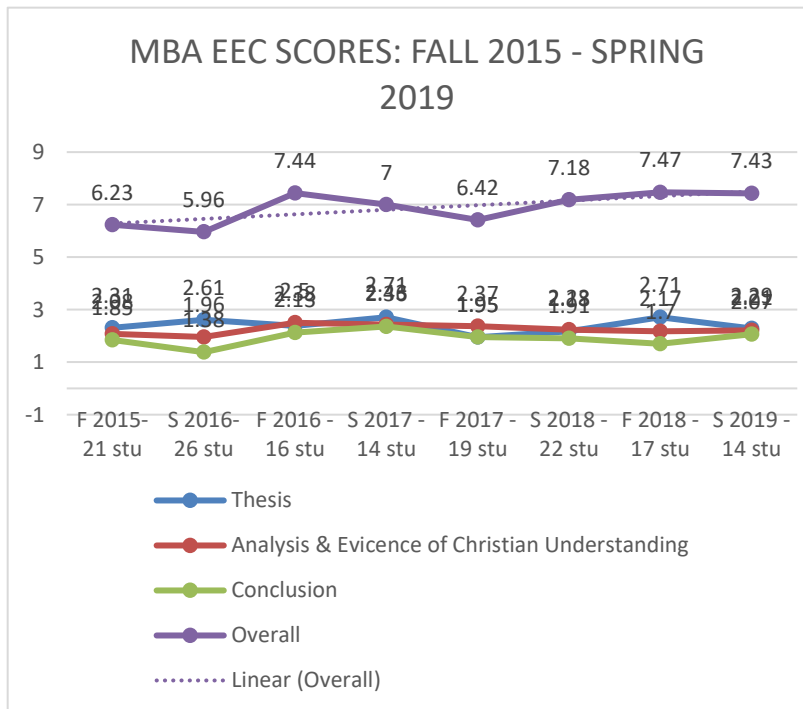
The course textbook does not focus on Christian thinking in the same way that the undergraduate book does in the same subject.

We will continue to find ways to develop problem-solving skills.

However, since we have used ethics case analysis for the last 10 years in our assessments, we will be moving to a new assessment tool to measure how well the students are able to integrate the Christian faith into their knowledge of business, beginning this Fall 2019.

**4b) Overall EEC:** The review of the EEC with focus on the Overall score is likewise applicable here, as it indicates an assessment of the students' overall strengths regarding the case resolution. The overall score is not simply an addition of the three scores, but is a separate assessment of the essay's overall quality.

The chart below, which brings all elements together, indicates an average job per class on this assignment. This year's average score of 7.45 showed great improvement over last year's average score of 6.8.



Over the last 8 semesters, we have seen a steady rise in the overall quality of essay writing, and so of resolving ethical dilemmas that have arisen in businesses over the last 30 years. We are finding a similar correlation between the faith integration points of assessment and the overall problem-solving skills presented in the essays.

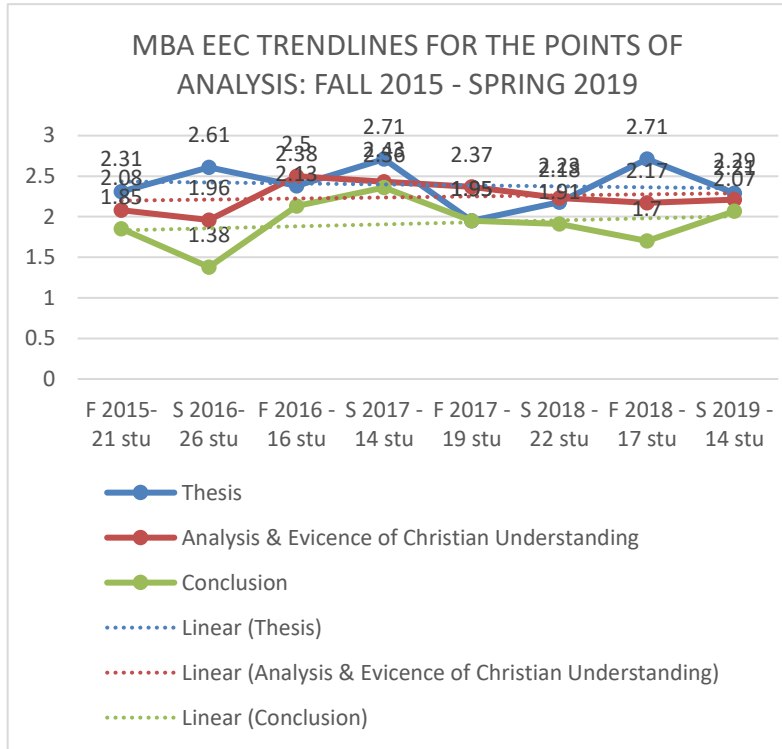
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**4c) The Moving Averages of the EEC:**

As described in item #1 above, X-Bar control limits were constructed for the following areas: identification of ethical issues, evidence of Christian understanding, and explaining Christian wisdom. Each area had a possible score of 0-3.



The Trendline for identifying ethical issues, slightly declined over the years, while the other trendlines for analysis and Understanding Christian Wisdom rose during this same time.

The Conclusion has historically been the weakest area in the essays. This is the place where students should make the meaning of their resolution clear and help the audience appreciate the wisdom of their resolution.

The chart above shows the moving average of each of the 3 areas tested by the EEC. While individual classes perform better or worse than other classes, the average of each year of assessment indicates a steady trend of performance on the qualitative side of analysis, in an applied way different than can be tested by the MFT.

The trendlines show an overall average performance, all above the original benchmarks of 1.5, and mostly rising above the later benchmarks of 2.0.

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