



Master of Business Administration (MBA)

Assessed by: MBA Faculty

Cycle of Assessment: Fall 2019-Spring 2020

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																						
<p>1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.</p>	<p>An EEC: Embedded Ethics Case in the MBA 533 course was instituted in the Fall of 2014, which assesses this outcome. The EEC 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 agreed to change the tool last year. We decided to experiment with tools but continue to use a kind of EEC. In the Fall we used a group case analysis. In the Spring we used essay assignment.</p> <p>We note that the course is held in the classroom in the Fall and On Line in the Spring.</p>	<p>10 administrations of the EEC have occurred since Fall 2015 up through Spring of 2020. 37 students participated in the assessment, successfully in 2019-2020. The 2019 -2020 average Overall score decreased from 7.45 last year to 7.345. This continues to meet the benchmark of acceptable performance (5). The increased number of assignments demonstrated the desired analysis continues to improve student performance. We only fell below 6.0 once in the last 8 semesters. The trendline has been on an upward trajectory.</p> <div data-bbox="758 737 1514 1349" style="text-align: center;"> <p>MBA EEC OVERALL PERFORMANCE: FALL 2015 - SPRING 2020</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Overall Score</th> </tr> </thead> <tbody> <tr><td>F 2015-21 stu</td><td>6.23</td></tr> <tr><td>S 2016-26 stu</td><td>5.96</td></tr> <tr><td>F 2016 - 16 stu</td><td>7.44</td></tr> <tr><td>S 2017 - 14 stu</td><td>7</td></tr> <tr><td>F 2017 -19 stu</td><td>6.42</td></tr> <tr><td>S 2018 - 22 stu</td><td>7.18</td></tr> <tr><td>F 2018 - 17 stu</td><td>7.47</td></tr> <tr><td>S 2019 - 14 stu</td><td>7.43</td></tr> <tr><td>F 2019 - 16</td><td>7.2</td></tr> <tr><td>S 2020 - 21</td><td>7.49</td></tr> </tbody> </table> </div>	Semester	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	F 2017 -19 stu	6.42	S 2018 - 22 stu	7.18	F 2018 - 17 stu	7.47	S 2019 - 14 stu	7.43	F 2019 - 16	7.2	S 2020 - 21	7.49	<p>Last year we agreed to try new assignments for qualitative assessment. This year we experimented with 2 options. Although we are continuing to focus our qualitative assessment in the ethics course, we are going to move from a focus on application of ethics theories to using ethics theories to inspire means-oriented, rather than results-oriented visions for problem-solving.</p>
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2) Students will be able to demonstrate knowledge of current business practice and theory.

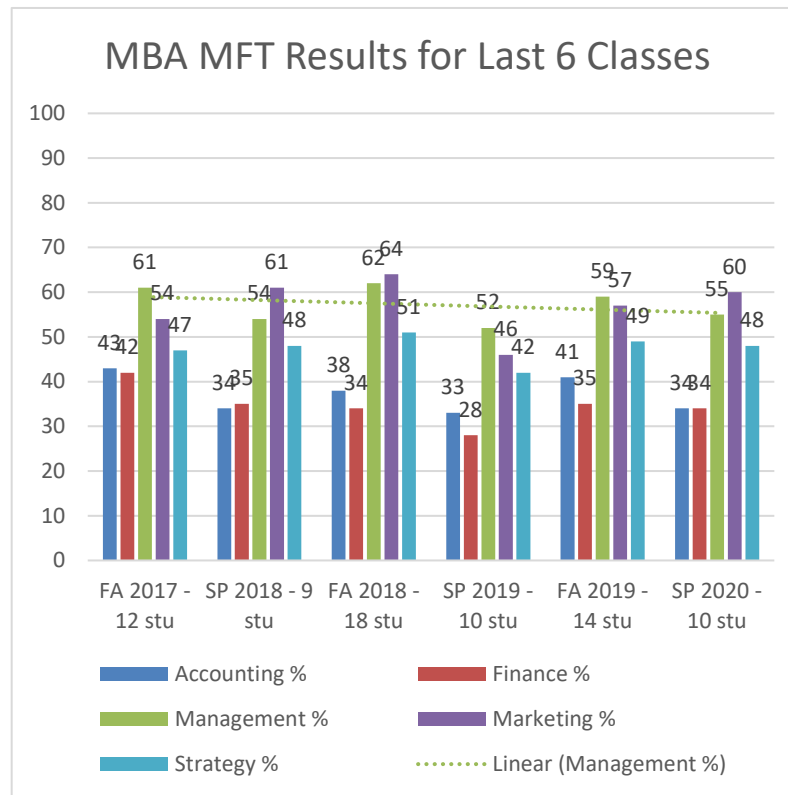
The Major Fields Test (MFT), and the EEC (see item #1 for the description) are used to assess this area.

2.a. MFT: 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.)

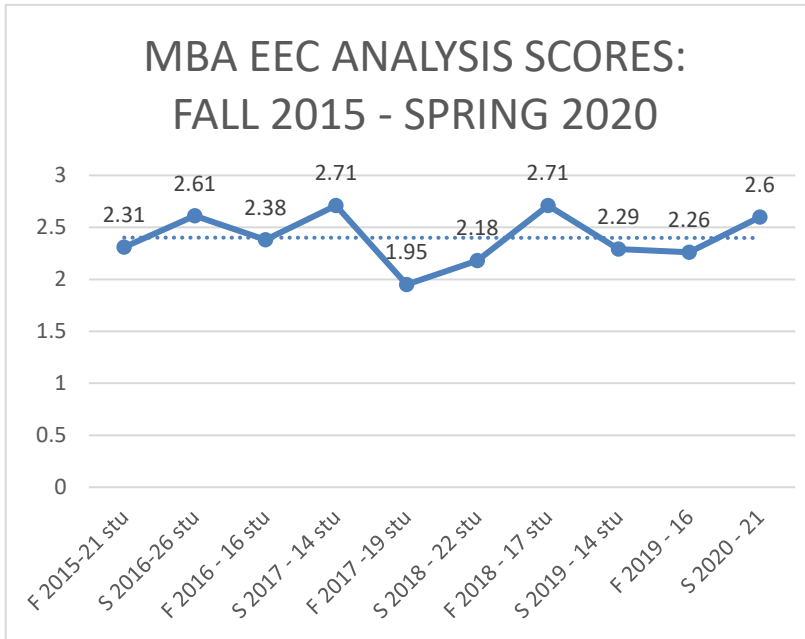
We are consistently scoring highest in the areas of Marketing and Management. Fall's high score was in Mgmt at 59, while spring's highest score was in Marketing at 60. Our lower performances are in the areas of Accounting and Finance, both with Spring lows of 34 in each area.

Taking the MFT is a requirement of graduation. Coordination with student schedules remains 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, but it may be a contributing factor if students have no experience in accounting or finance.

We will work with our Accounting and Finance professors to affirm the appropriate depth and breadth of their respective courses, and to look for assignments that may help improve mastery in those fields.



2.b. The EEC: Point 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 2.43 surpass the benchmark of 2.0, and represents an ability to see the complexity of a business situation. The addition of more exercises showed positive results again this year. The trendline remains fairly flat for this assessment. We are continuing to focus our qualitative assessment in the ethics course, however, we will begin to experiments with new ideas.

Beginning Fall 2020, we are going to ask students to write vision papers on the problems they see in addition to their ability to resolve ethics cases in business. The vision papers will be intended to have students focus on awareness of problems that are arising in our world of production and trade.

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.

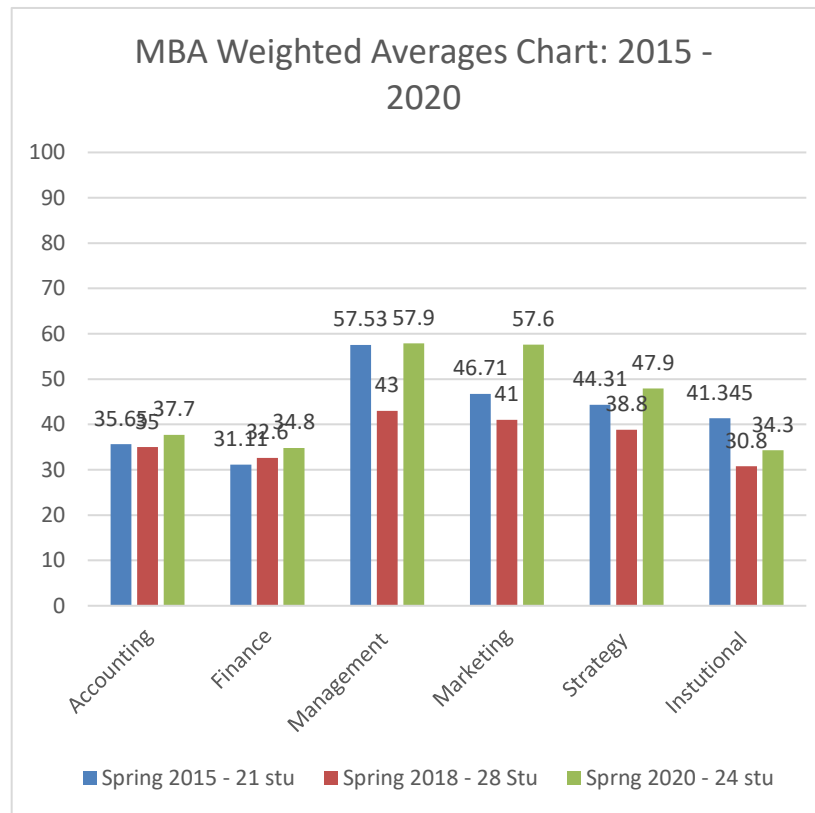
3a) MFT: The MFT is a national test, and so we are looking at the weighted averages over the last 6 years in order to compare the strength of our program against its past.

We see that the moving averages of student performance over the years is moving in an overall upward trend, between 2015 and 2020, we do note one exception, which is our institutional performance. While we are seeing some improvements in each specific area, our students are scoring on the overall MFT in competition with other institutions the range, this year, of 34%. We note however, that this moving average in 2018 was at 30.8%, so we have seen a 3.2% increase.

Last year we noted that our moving averages in strategy were showing a downward trend. This year, we see an increase in our moving average in Strategy from 2018's **38.8%** to 2020's **47.9%**.

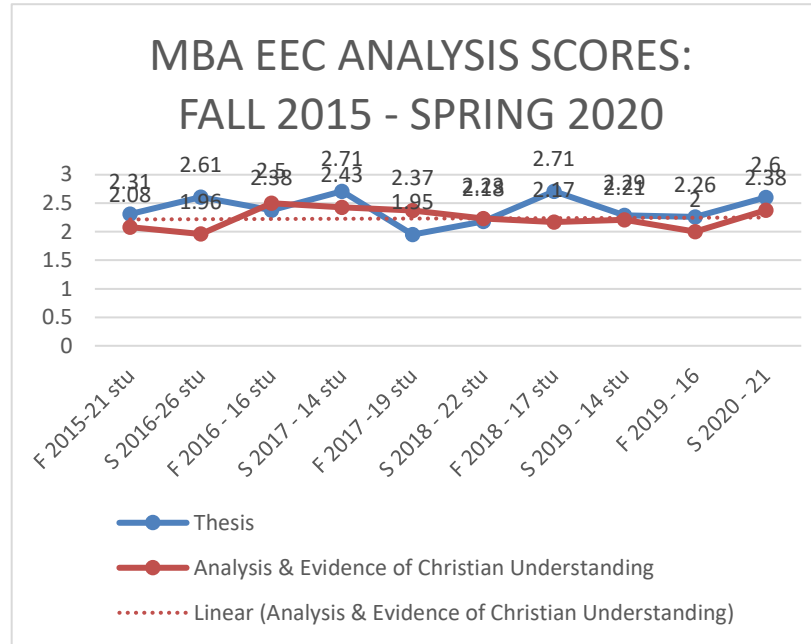
This longitudinal study shows overall positive improvement. At the end of this academic year, we cross referenced our MBA and LEAD Managerial Accounting courses, but we do not require a financial Accounting course in the MAOL program, so we do not have a cross-listed LEAD course in Finance.

We also cross-listed between the MBA and the MAOL programs courses in Strategic Planning, Organizational Behavior, and Marketing. Now, only MBA students will take the MFT for assessment purposes. We are hopeful that these scheduling improvements will be able to serve both programs well.



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 a continuation of improvements shown last year. We continue to surpass our benchmark of 2.0 in both areas of assessment.



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.

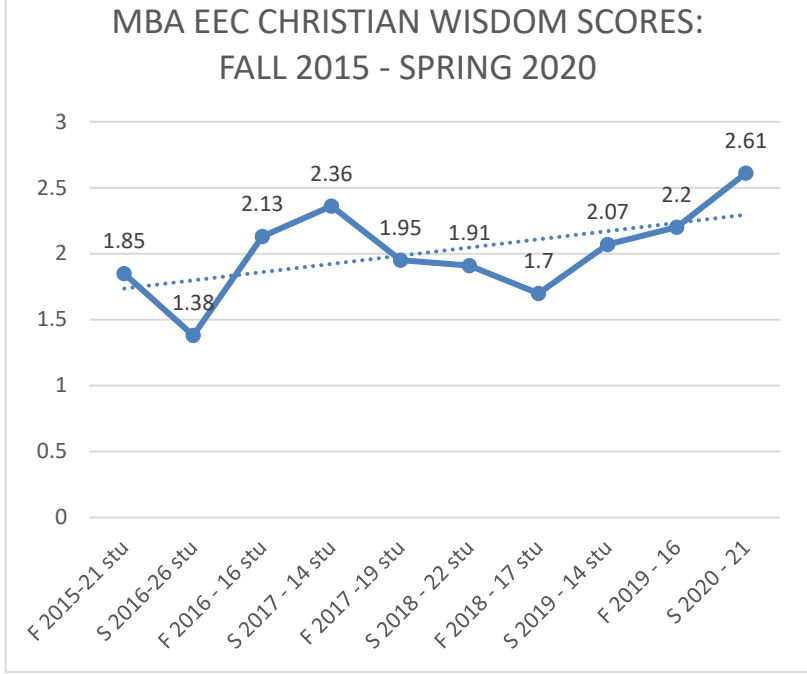
As stated, we will be adding to case analysis an assignment on developing a vision for identifying problems in our world regarding business.

Both 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.

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.



We are particularly pleased to see the marked improvement in this area, as it has been the weakest area over these measured semesters. The mean conclusion scores for both semesters rose considerably over last year's 1.89 to 2.41, which is well above the benchmark of 2.0. This raises our trendline happily.

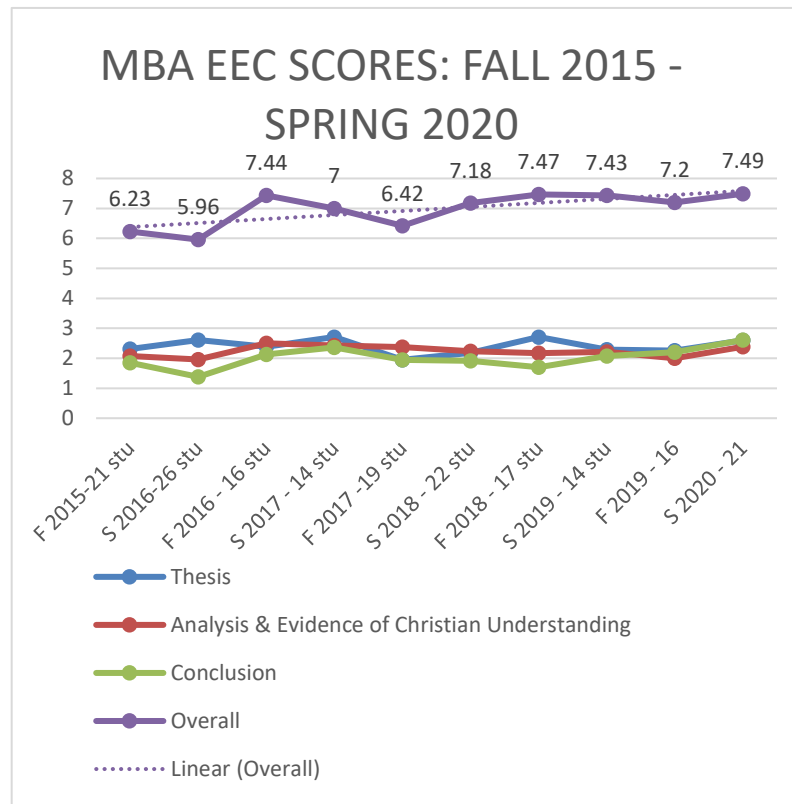
Again, we note that the course textbook does not focus on Christian thinking in the same way that the undergraduate book does in the same subject. So, we see that the course's minor assignments seem to have had their desired result.

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

We will continue to use case analysis as one tool for this area, but as stated above, the focus will move from application of ethics theories to using ethics theories to inspire means-oriented, rather than results-oriented visions for problem-solving, in both case analysis and vision assignments for working to build a better world.

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 overall increase in performance on our qualitative assessment goals. This year's average score of 7.345 is a slight drop over last year's 7.45, but remains above our lowest scores of 5.96 and 6.23. Over the last 10 semesters, we are seeing steady results beginning in Fall of 2016. We have also had a similar range of students during these years ranging from a low of 14 students to a high of 22 per class. We are finding a similar correlation between the faith integration points of assessment and the overall problem-solving skills presented in the essays.

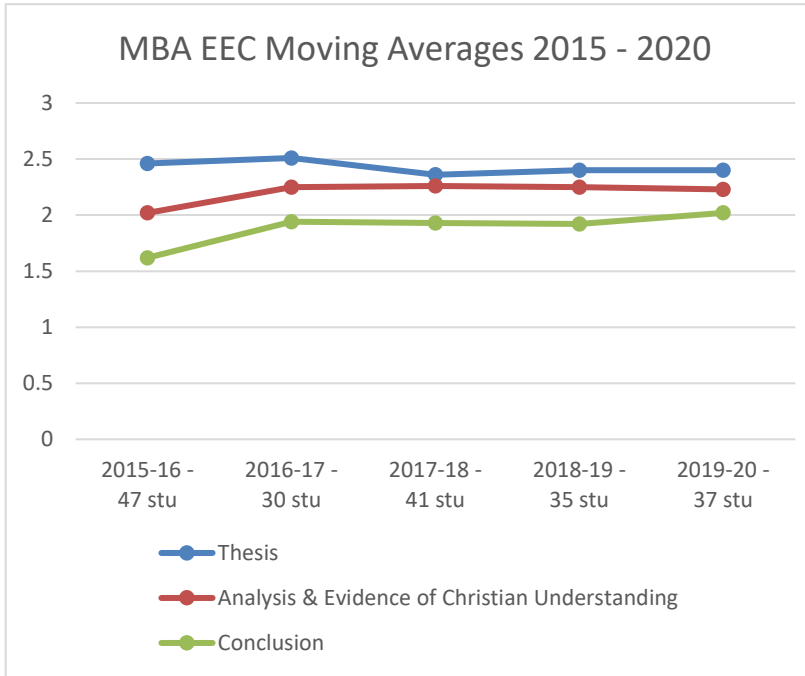


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Therefore, one change we will be working at going forward is ethical and vision awareness more than application of specific ethics theories.

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 steadiness of these averages indicates support for the changes in the assessment assignments discussed above that will remain embedded in the ethics course.

The vision assignments should be useful for exploring new facets of identifying and resolving ethical dilemmas in business.

The moving averages provides us with a longitudinal assessment of these foci on qualitative skills. The moving averages has declined slightly over the years for identifying ethical issues, while the other moving averages have overall risen.

The Conclusion, Explaining Christian wisdom 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 steady incline is a hopeful sign of both faith integration and appreciation of how values effects the conducting of business.

This overall assessment of the qualitative side of assessment shows consistency in faculty strength in the SBL, since the ability to think about business problems is reflected in all courses, through syllabus layout, lectures and the ethics assignment required in each course.

