



Master of Business Administration (MBA)

Assessed by: MBA Faculty

Cycle of Assessment: Fall 2016-Spring 2017

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.

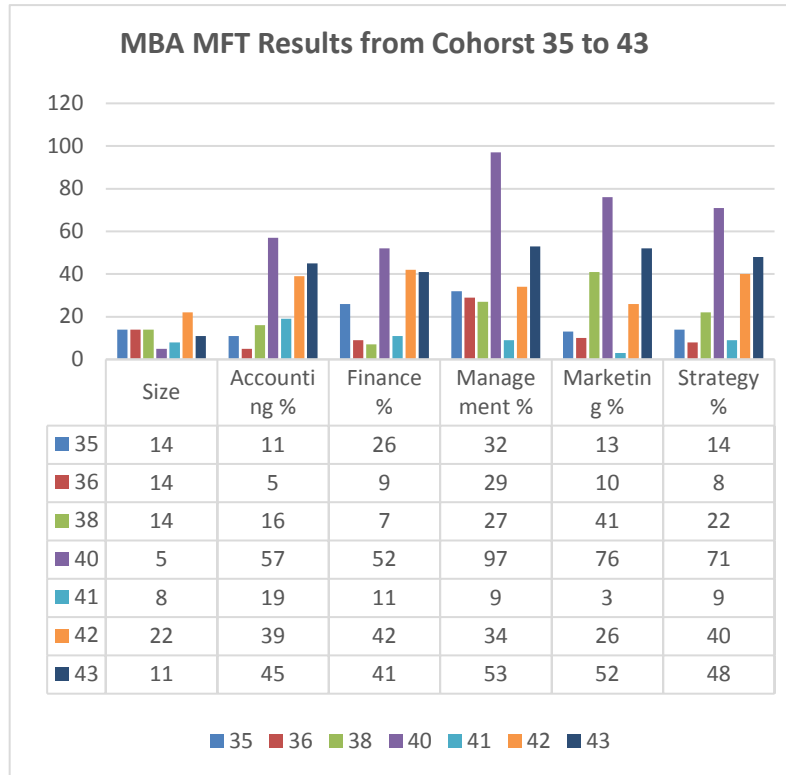
Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results														
<p>1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.</p>	<p>An Embedded Ethics Case (EEC) in the MBA 531 course was instituted in the Fall of 2014 now meets this outcome. The EEC included in the MBA 531 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 Fall classes are held in the Fall and On Line ethics courses are held in the Spring.</p>	<p>6 administrations of the EEC have occurred since Fall 2014 up through Spring of 2017. 30 students participated in the assessment, successfully this past academic year. The 2016 -2017 average Overall score was increased from 6.1 last year to 7.22. This meets the benchmark of acceptable performance (5).</p> <div data-bbox="758 656 1535 1230" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Overall Scores on EEC in MBA 531</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>F 2014-14</td> <td>4.92</td> </tr> <tr> <td>S 2015-27</td> <td>6.27</td> </tr> <tr> <td>F 2015-21</td> <td>6.23</td> </tr> <tr> <td>S 2016-26</td> <td>5.96</td> </tr> <tr> <td>F 2016-16</td> <td>7.44</td> </tr> <tr> <td>S 2017-14</td> <td>7</td> </tr> </tbody> </table> </div>	Term	Score	F 2014-14	4.92	S 2015-27	6.27	F 2015-21	6.23	S 2016-26	5.96	F 2016-16	7.44	S 2017-14	7	<p>Continue to require an ethics assignment in each MBA course, as well as the EEC in the MBA 531 course. This coming year we will be combining the ethics courses from the MBA and the MAOL. We plan to separate out MBA students from MAOL students in the assessment of this assignment. In order to increase knowledge of the Christian faith, new assignments will make more direct mention of Christian values.</p> <p>We will move from cohorts to semester/year in our next year's report.</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 has been moved so that it is taken by seniors 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.)

MBA students tend to perform better in the area of management (MGT%) vis-à-vis the other areas. Management is a focus area (i.e., an intentional strength) of the MBA Program.



While the MBA has moved away from a cohort approach to one where students may begin in any semester, many students do take courses with many of the same people they began the program with.

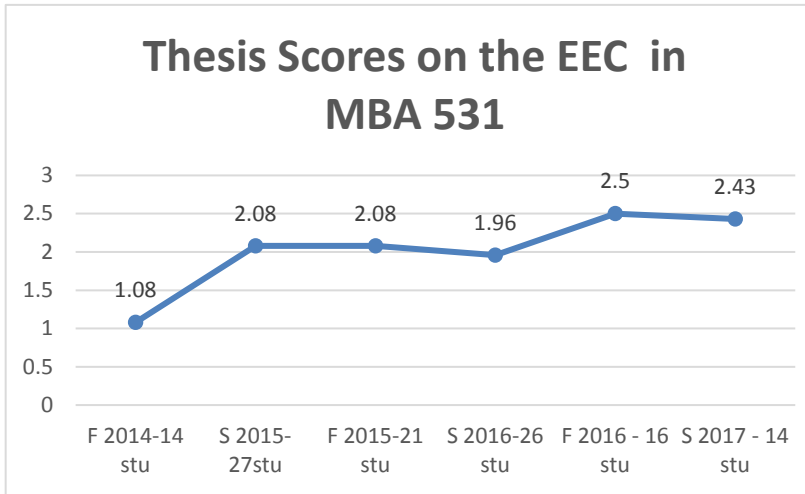
While there were no outstanding points of performance: any score 75% or above, from this year’s students, the scores are all above our benchmark of 25%. This shows important improvements.

The MBA Program will be significantly revised beginning in the Fall of 2017, as all courses will be worth 3 credits and be delivered in 7 weeks. The modular structure established in January of 2013, will remain, as it allows students to join the MBA Program at 6 different points in the academic year.

Another noteworthy change is the merging of Business Law and Human Resource Management, and the strengthening of Managerial Economics as it moves from 2 credits to 3.

The Department will give scheduling priority to MBA courses in assigning fulltime faculty load assignments in order to improve learning in each area of the MBA program. *The motion is inspired by our analysis of the scores in relation to the cohorts, where we have evidence that the weakest areas of scoring correlate with those students being taught by new adjuncts. We will also work to help adjuncts be aware of the MFT testing that we do.*

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 surpass the benchmark, and represent an ability to see the complexity of a business situation.

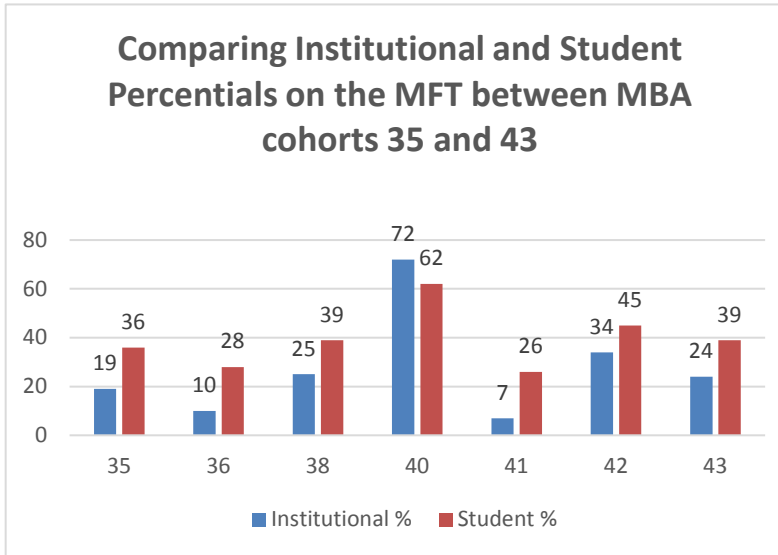
The EEC score is supported by assignments and exercises in the MBA 531 course that helps to clarify the formulation of ethical issues and the dilemma.

Choice in business stories for resolving business ethics questions will be enhanced by the integration of both managerial and leadership objectives within the cross-referenced ethics course.

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 it helps us to benchmark our students' performance with students from many other institutions. For this assessment we will compare the Institutional and Student percentiles for the last 7 cohorts.



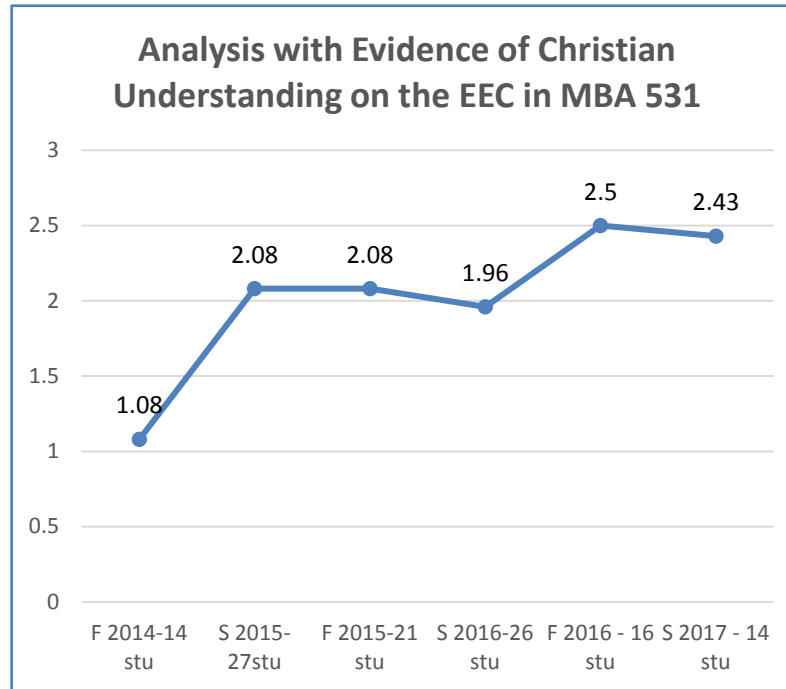
As the STD% percentiles generally exceed the INST% percentiles, Malone's MBA performs better vis-à-vis larger MBA programs. (The STD% percentile accounts for program size in the count of students.)

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. This summer 2017, we are dropping the accounting requirement, and providing 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.

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.

The chart below shows the specific results from the EEC.



Assignments for faith integration may be responsible for the higher results, as both semesters, student exceeded the benchmark of 2.0.

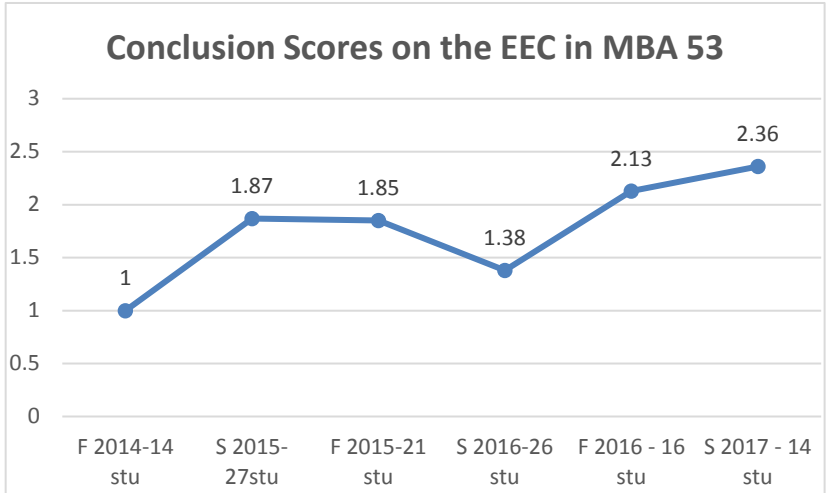
The professor of MBA 531 also teaches both versions of the course, and we see no evidence of a major difference in student learning between classroom instruction and On Line. Assignments will continue to work the integration of values in problem-solving efforts, as is appropriate to this course's being part of the systems thinking components of the program design.

Commitment to require an ethics assignment in each MBA course likewise has its benefits in meeting this objective throughout the MBA program, whereby students are instructed by a variety of ethical approaches.

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 conclusion scores exceeded the benchmark of 2.0 for both semesters this year.

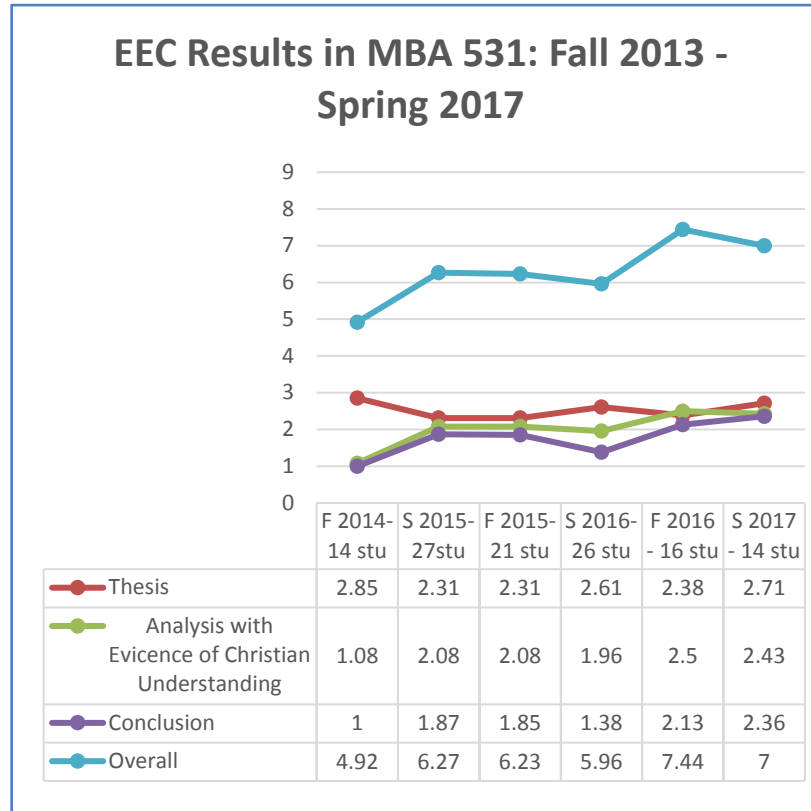
The results in the area of Conclusion show a positive trend.

The course textbook does not focus on Christian thinking in the same way that the undergraduate book does in the same subject. The instructor will offer more assignments and discussions focusing on the importance of Christian faith and ethics in the revision of the cross-referenced ethics courses in the MBA and the MAOL programs.

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 an assessment of the essay's overall quality.

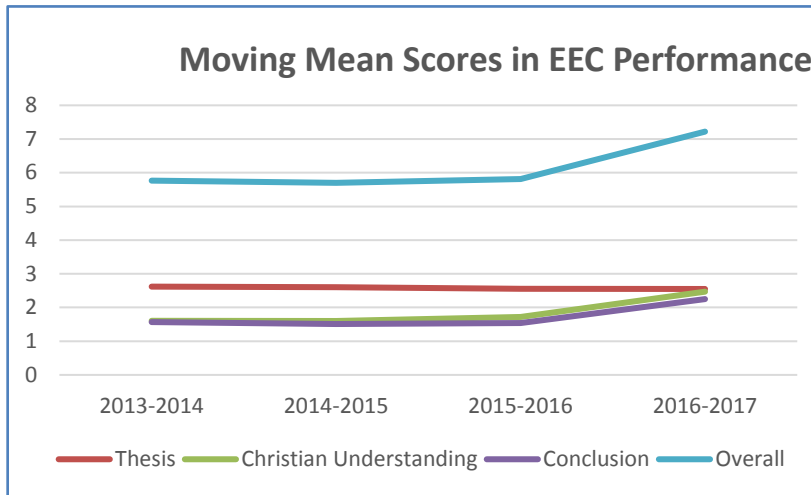
The chart below, which brings all elements together indicates an average job per class on this assignment.

The overall scores should rise as supportive assignments are used to build strengths in qualitative analysis and abstract values thinking.



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.



While improvements in the program are planned, the chart showing the Moving Averages of performance year by year indicate a reason for tweaking but nothing more drastic.

As was the case for item #1 above, no category area mean fell outside its relevant control limits; thus, indicating the associated process was in control in terms of the central tendencies. The mean for 2016-2017 in the Thesis area fell above the standard at 2.55. This year's mean for Analysis came in right at the standard with a score of 2.47. The mean of the third area: the Conclusion also exceeded the standard, with a score of 2.25.

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 four 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.