



Malone Accelerated Degree Completion Program in Management (MGMT)

Assessed by:

Faculty of Management Studies

Cycle of Assessment: Fall 2017 – Summer 2018

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 content courses of the Accelerated Degree Completion Program in Management (MGMT). Exam is specific to the major. The exam was taken at the beginning of the program, which was embedded in the MGMT Orientation/Assessment non-credit course. And, again at the end of the program. Evaluation assessment tool, Pre/Post Exam, is taken online through the learning management system (Moodle) software platform. Comprehensive statistical analysis performed with student/cohort 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.</p> <p>Post Exam - Effective August 2017, new delivery of Program (7-week semester courses) resulted in collection of post exam scores at the end of program course (MGMT410 Capstone in Critical Thinking). Detailed results can be found in pp.18-31 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Assessment consisted of five completed cohorts; average increase of 45% from pre to post period (1% increase from previous cycle; however, 20% increase above <i>benchmark</i> of 25%). • All post results were above the minimal score of 68, 	<p>Pre/Post Program Exam</p> <ul style="list-style-type: none"> • Eliminate Pre exam due to delivery. • Maintain post exam; no change. • Implement post “before and after” self-assessment to determine changes in knowledge and skills. • Continue to validate results of SLO quiz with course instructors as they are indicators that support the final post exam results. • Maintain point allocation and second attempt process for post exam.

	<p>Post Ethical Case Resolution Essay – Assessment was a case resolution essay. The student was required to write a 3-5 page paper on their personal resolution to an assigned case, which is embedded into course, 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>which is equivalent to the Program’s <i>average</i>.</p> <ul style="list-style-type: none"> • Comparison of cohort (80) to course (76); not significant. Average post score from 09/10 – 17/18 is 71. • Since 13/14, we have surpassed the percentage of deviation above the <i>benchmark</i>. • Ground cohort average 60%; 6% deviation increase from previous cycle; online 36%; same as previous cycle. However, trending in comparable pattern consistent since 09/10. • Average gap in modality is not significant. <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.32-39 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Average score 5.85; above <i>Meets</i> score 4. 	<p>Post Ethical Case Resolution</p> <ul style="list-style-type: none"> • Revise evaluation rubric to be in alignment with new program grading scale. • Maintain assessment instrument. • Reinforce instructions to emphasize APA format headings. • Assign 90% to number of students we
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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>Post Ethical Case Resolution Essay – assessment was a case resolution essay. The student was required to write a 3-5 page paper on their personal resolution to an assigned case, which is embedded into course, 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"> • Slight increase of 1.53 from previous cycle in which the average score was 4.32. • All cohorts and courses were at <i>Meets</i> or above. • Average ground 5.33 vs. online 5.22; gap of .11. • Benchmark of 84-87% established 15/16; 90% of current met or exceeded all four criterion. <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.32-39 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Average score 5.85; above <i>Meets</i> score 4. • Slight increase of 1.53 from previous cycle in which the average score was 4.32. • All cohorts and courses were at <i>Meets</i> or above. • Average ground 5.33 vs. online 5.22; gap of .11. 	<p>would like to see score in <i>Meets</i>.</p> <p>Post Ethical Case Resolution</p> <ul style="list-style-type: none"> • Revise evaluation rubric to be in alignment with new program grading scale. • Maintain assessment instrument. • Reinforce instructions to emphasize APA format headings. • Assign 90% to number of students we would like to see score in <i>Meets</i>.
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	<p>Service Learning Reflection Essay – a final written assignment embedded into course, MGMT407 Faith & 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. Both ground and online 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>	<ul style="list-style-type: none"> • Benchmark of 84-87% established 15/16; 90% of current met or exceeded all four criterion. <p>Service Learning Reflection Essay embedded in course, MGMT407 Faith & Worldviews. 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. Detailed results can be found in pp.40-48 of the <i>MGMT Student Learning Assessment Guide – Part III</i>:</p> <ul style="list-style-type: none"> • Team review yielded overall average of 2.63 (1.09 increase from previous cycle). • Five of 7 groups met or exceeded benchmark; two on-campus groups fell below. • Average on-campus of 2.36 vs. online 3.75. Both modalities improved over last year; online increase 2.1 	<p>Service Learning Reflection Essay</p> <ul style="list-style-type: none"> • Continue to reinforce directions and organization of essay. • Maintain evaluation rubric. • Update benchmark to a more realistic percentage of 90% falling in <i>Meets</i> or above. • Keep track of locations of service.
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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 3-5 page paper on their personal resolution to an assigned case, which is embedded into course, 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>and on-campus increased 1.02.</p> <ul style="list-style-type: none"> • Overall, scores indicate a significant shift in number of students scoring in the <i>Meets</i> or higher category. <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.32-39 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Average score 5.85; above <i>Meets</i> score 4. • Slight increase of 1.53 from previous cycle in which the average score was 4.32. • All cohorts and courses were at <i>Meets</i> or above. • Average ground 5.33 vs. online 5.22; gap of .11. • Benchmark of 84-87% established 15/16; 90% of current met or exceeded all four criterion. 	<p>Post Ethical Case Resolution</p> <ul style="list-style-type: none"> • Revise evaluation rubric to be in alignment with new program grading scale. • Maintain assessment instrument. • Reinforce instructions to emphasize APA format headings. • Assign 90% to number of students we would like to see score in <i>Meets</i>.
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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 5-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) was 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. Results of the BCTST were provided by Insight Assessment and can be located in pp.49-66 of <i>MGMT Student Learning Assessment Guide – Part III</i>:</p> <ul style="list-style-type: none"> • We planned to use another measurement tool; however, found it difficult to locate a suitable replacement. • Overall program score in terms of Mean 84.3; Median 84.0; Std. deviation 4.9; slight increase from previous year. • Online Mean score (83.9) slightly lower than on-campus (85.2). Modality flip-flop from 16/17; online 83.9 and on-campus 81.4. • The 25th percentile score for this group was 81 and the 75th percentile score is 89. Meaning less than 25% of program students scored below 81 and less than 25% 	<p>Business Critical Thinking Skills Test (BCTST)</p> <ul style="list-style-type: none"> • Maintain current BCTST tool as is.
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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 content courses of the Accelerated Degree Completion Program in Management (MGMT). Exam is specific to the major. The exam was taken at the beginning of the program, which was embedded in the MGMT Orientation/Assessment non-credit course. And, again at the end of the program. Evaluation assessment tool, Pre/Post Exam, is taken online through the learning management system (Moodle) software platform. Comprehensive statistical analysis performed with student/cohort scores.</p>	<p>scored above 89. Majority in the <i>Moderate</i> category.</p> <ul style="list-style-type: none"> • Average percentile score 50 indicated that 49% of aggregate sample of <i>business students</i> scored lower than average and 49% of <i>program students</i> scored higher than the average. • Overall distribution appears to follow bell curve indicative of a normal distribution. <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.</p> <p>Post Exam - Effective August 2017, new delivery of Program (7-week semester courses) resulted in collection of post exam scores at the end of program course (MGMT410 Capstone in Critical Thinking). Detailed results can be found in pp.18-31 of <i>MGMT Student</i></p>	<p>Pre/Post Program Exam</p> <ul style="list-style-type: none"> • Eliminate Pre exam due to delivery. • Maintain post exam; no change. • Implement post “before and after” self-assessment to determine changes in knowledge and skills. • Continue to validate results of SLO quiz with course instructors as they are indicators that
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	<p>case, which is embedded into course, 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>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 5-step problem</p>	<p>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.32-39 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Average score 5.85; above <i>Meets</i> score 4. • Slight increase of 1.53 from previous cycle in which the average score was 4.32. • All cohorts and courses were at <i>Meets</i> or above. • Average ground 5.33 vs. online 5.22; gap of .11. • Benchmark of 84-87% established 15/16; 90% of current met or exceeded all four criterion. <p>Business Critical Thinking Skills Test (BCTST) was 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. Results of the BCTST were provided by Insight Assessment and can be located in pp.49-66 of <i>MGMT</i></p>	<p>new program grading scale.</p> <ul style="list-style-type: none"> • Maintain assessment instrument. • Reinforce instructions to emphasize APA format headings. • Assign 90% to number of students we would like to see score in <i>Meets</i>. <p>Business Critical Thinking Skills Test (BCTST)</p> <ul style="list-style-type: none"> • Maintain current BCTST tool as is.
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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 3-5 page paper on their personal resolution to an assigned case, which is embedded into course, 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 written assignment embedded into course, MGMT407 Faith & Worldviews. The student is to write a 3-5 page paper based upon their involvement in a service/volunteer opportunity. The assignment</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.32-39 of <i>MGMT Student Learning Assessment Guide - Part III</i>:</p> <ul style="list-style-type: none"> • Average score 5.85; above <i>Meets</i> score 4. • Slight increase of 1.53 from previous cycle in which the average score was 4.32. • All cohorts and courses were at <i>Meets</i> or above. • Average ground 5.33 vs. online 5.22; gap of .11. • Benchmark of 84-87% established 15/16; 90% of current met or exceeded all four criterion. <p>Service Learning Reflection Essay embedded in course, MGMT407 Faith & Worldviews. Adult students learn most through experiential education. They are required to complete a minimum of 2-4 hours of direct</p>	<p>Post Ethical Case Resolution</p> <ul style="list-style-type: none"> • Revise evaluation rubric to be in alignment with new program grading scale. • Maintain assessment instrument. • Reinforce instructions to emphasize APA format headings. • Assign 90% to number of students we would like to see score in <i>Meets</i>. <p>Service Learning Reflection Essay</p> <ul style="list-style-type: none"> • Continue to reinforce directions and organization of essay.
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	<p>incorporates two required elements: service and reflection. Both ground and online 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>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. Detailed results can be found in pp.40-48 of the <i>MGMT Student Learning Assessment Guide – Part III</i>:</p> <ul style="list-style-type: none"> • Team review yielded overall average of 2.63 (1.09 increase from previous cycle). • Five of 7 groups met or exceeded benchmark; two on-campus groups fell below. • Average on-campus of 2.36 vs. online 3.75. Both modalities improved over last year; online increase 2.1 and on-campus increased 1.02. • Overall, scores indicate a significant shift in number of students scoring in the <i>Meets</i> or higher category. 	<ul style="list-style-type: none"> • Maintain evaluation rubric. • Update benchmark to a more realistic percentage of 90% falling in <i>Meets</i> or above. • Keep track of locations of service.
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