Malone Accelerated Degree Completion Program in Management (MGMT)

Assessed by:

Faculty of Management Studies

Cycle of Assessment: Fall 2018 – Summer 2019

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
A. Students will analyze and apply basic concepts and theories of management.	**Post Program Exam** – A 100 question exam which consists of questions applicable to the 12 content courses of the Accelerated Degree Completion Program in Management (MGMT). The exam is contained and administered, online, from the non-credit course, MGMT Orientation/Assessment; however, is a required assignment embedded in the senior level course, MGMT410 Capstone in Critical Thinking. Student learning is measured by comparing aggregate data to benchmark standard identified as 70%.	**Post Program Exam** - Detailed results can be found in pp.23-34 of *MGMT Student Learning Assessment Guide - Part III:* • Current assessment cycle indicated an overall average of 71%. That's a 5% decrease from previous cycle of 76% average. • Opportunity for a second attempt; highest score is preserved. Average last attempt was 71% - 76%. Not all second attempts resulted in a higher score. • Overall historical perspective is an average 71% since 09/10 that parallel the average score for 18/19. • Historical modality comparison; average online 70% vs 72% on-campus.—not statistically significant.	**Post Program Exam** • Maintain post exam instrument; no change. • Implement post "before and after" self-assessment to determine changes in knowledge and skills. • Maintain point allocation and second attempt process.
	Student Learning Outcome Quiz (SLO) – Represented of the Post Program Exam, questions specific to the course discipline are given in the	**SLO Quiz** – Detailed results can be found in pp. 29-32 of	**SLO Quiz** • Continue to validate results of SLO quiz with

	last unit of each program course (Unit 7). Hypothetically, the SLO quiz is meant to reinforce the process of retention and retrieving learning outcomes in preparation of the Post Exam. Student learning is measured by comparing aggregate data to benchmark 70% as well as to Post Exam results for retention.	*MGMT Student Learning Assessment Guide – Part III:* • In practice, the SLO reflected higher averages than Post Exam; 80% versus 71%. • Highest average in Sum A (86%) and lowest in Fall B (78%). • Modality comparison indicated 81% online and 85% on-campus.	course instructors as they are indicators that support the final post exam results.
	Post Ethical Case Resolution Essay – Assessment is a case resolution essay. The student is required to write a 3-5 page paper on their personal resolution to an assigned case, 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; benchmark in *Meets* category 79%-70%.	**Post Ethical Case Resolution** – 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.35-41 of *MGMT Student Learning Assessment Guide - Part III:* • Average reviewer score 4.61 fell above the *Meets* score points of 4. • Overall slight decrease of 1.24 from previous cycle which average reviewer score was 5.85.	**Post Ethical Case Resolution** • Maintain assessment instrument. • Continue to reinforce explicit instructions to emphasize APA format/structure. • Maintain benchmark in *Meets* category 79%-70%. • Increase percentage of random pull for low enrolled courses to 35%.

		• All cases reviewed were awarded in *Meets* category. • Administered online only in 18/19 that reflected a slight decrease of .61 from previous online 17/18 cycle 5.22. • Historical data by criteria reflected #3 "Students able to communicate effectively in both an academic and business setting" is *Meets* and *Exceeds* categories.	
B. Students will be able to demonstrate an understanding of a Christian worldview and values and how they relate to management principles.	**Post Ethical Case Resolution Essay** – Assessment is a case resolution essay. The student is required to write a 3-5 page paper on their personal resolution to an assigned case, 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;	**Post Ethical Case Resolution** – 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.35-41 of *MGMT Student Learning Assessment Guide - Part III:* • Average reviewer score 4.61 fell above the *Meets* score points of 4.	**Post Ethical Case Resolution** • Maintain assessment instrument. • Continue to reinforce explicit instructions to emphasize APA format/structure. • Maintain benchmark in *Meets* category 79%-70%. • Increase percentage of random pull for low enrolled courses to 35%.

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	Service Learning Reflection Essay – 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. 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	**Service Learning Reflection Essay –** 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.42-50 of the *MGMT*	**Service Learning Reflection Essay** • Rewrite essay instructions to better align with PLOs. • Reposition the measurement of Christian values with managerial concepts in another measurement tool to be embedded in senior course, MGMT410 Capstone in Critical Thinking. • Increase random pull to 35% in low enrolled courses.

	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.	*Student Learning Assessment Guide – Part III:* • Team review yielded overall average of 1.63 that fell below the *Meets* category. • Reviewer decrease of 1.00 over previous assessment cycle. • Administered online only in 18/19 that reflected a decrease 2.12 from previous 17/18 online cycle 3.75. • Connection not explicit (*Does not meet* category) in Christian values application in relation to managerial concepts.	
C. Students will be able to communicate effectively in both an academic and business setting.	**Post Ethical Case Resolution Essay** – Assessment is a case resolution essay. The student is required to write a 3-5 page paper on their personal resolution to an assigned case, 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	**Post Ethical Case Resolution** – 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.35-41 of *MGMT Student*	**Post Ethical Case Resolution** • Maintain assessment instrument. • Continue to reinforce explicit instructions to emphasize APA format/structure. • Maintain benchmark in *Meets* category 79%-70%. • Increase percentage of random pull for low enrolled courses to 35%.

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	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	**Business Critical Thinking Skills Test (BCTST) -** 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	**Business Critical Thinking Skills Test (BCTST)** • Maintain current BCTST tool as is.

	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.	Assessment and can be located in pp.51-77 of *MGMT Student Learning Assessment Guide – Part III:* • Overall program score in terms of Mean 82.9; Median 82; Std deviation 4.0; decrease from previous year. Average past 7 years 83.7. • Online delivery only with modality score of 82.9 (decrease 1.0 from previous). Average online past four years 83.5. • The 25th percentile score for this group was 80 and the 75th percentile score is 87. Meaning less than 25% of program students scored below 80 and less than 25% scored above 87. Majority in the *Moderate* category. • Average percentile score 50 indicated that 49% of aggregate sample of *business students* scored lower that average and 49% of *program students* scored higher than the average. • Overall distribution appears to follow bell curve indicative of a normal distribution.	

| D. Students will be able to develop and apply research and problem-solving capabilities applicable to management. | **Post Program Exam** – A 100 question exam which consists of questions applicable to the 12 content courses of the Accelerated Degree Completion Program in Management (MGMT). The exam is contained and administered, online, from the non-credit course, MGMT Orientation/Assessment; however, is a required assignment embedded in the senior level course, MGMT410 Capstone in Critical Thinking. Student learning is measured by comparing aggregate data to benchmark standard identified as 70%. | **Post Program Exam** - Detailed results can be found in pp.23-34 of *MGMT Student Learning Assessment Guide - Part III:*
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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.	**Post Ethical Case Resolution Essay** – Assessment is a case resolution essay. The student is required to write a 3-5 page paper on their personal resolution to an assigned case, 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; benchmark in *Meets* category 79%-70%.	**Post Ethical Case Resolution** – 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.35-41 of *MGMT Student Learning Assessment Guide - Part III:* • Average reviewer score 4.61 fell above the *Meets* score points of 4. • Overall slight decrease of 1.24 from previous cycle which average reviewer score was 5.85. • All cases reviewed were awarded in *Meets* category. • Administered online only in 18/19 that reflected a slight decrease of .61 from previous online 17/18 cycle 5.22.	**Post Ethical Case Resolution** • Maintain assessment instrument. • Continue to reinforce explicit instructions to emphasize APA format/structure. • Maintain benchmark in *Meets* category 79%-70%. • Increase percentage of random pull for low enrolled courses to 35%.

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