



Accounting and Business Administration (UG)

Assessed by: Department of Business 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:

Business Administration

1. Provide opportunities for students to reflect on the role of Christian faith in business
2. Provide opportunities for students to interact with business people.
3. Provide opportunities for students to engage in the study and resolution of business related problems.
4. Develop students who will use their business education to contribute to their church, community, and beyond throughout their careers

Accounting

1. Provide opportunities for students to reflect on the role of Christian faith in the accounting profession
2. Provide opportunities for students to interact with business people.
3. Provide opportunities for students to engage in the study and resolution of accounting and business related problems.
4. Develop students who will use their accounting education to contribute to their church, community, and beyond throughout their careers

Note: the Accounting major includes all courses in the Business Administration major except for 2 elective courses, and so these majors are assessed together.

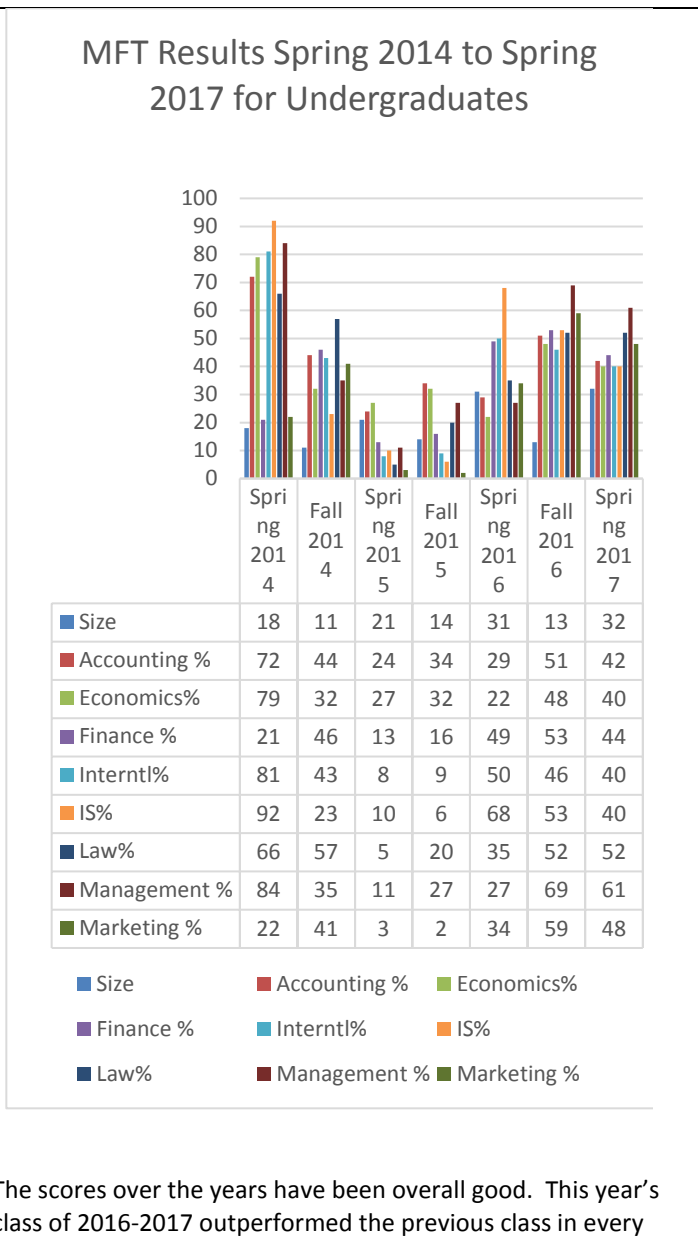
| Program Intended Learning Outcomes (PILO) | Means of Program Assessment & Criteria for Success | Summary of Data Collected | Use of Results | | | | | | | | | | | | | | | | | | |
|--|--|--|-----------------------|---------------|--------|------|--------|------|--------|------|--------|------|--------|---|--------|------|--------|------|--------|------|--|
| <p>1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.</p> | <p>The Embedded Ethics Case (EEC) is given in the BUS 330 course, and through it students examine the following faith integration dimensions: 1. Thesis, focusing on ethical issues identification, 2. Analysis focusing on evidence of Christian understanding, 3. Conclusion explaining Christian wisdom, and 4. The overall score. The Overall score on the EEC is used 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.)</p> | <p>Two administrations of the EEC have occurred in this assessment cycle. 52 students participated in the assessment, this academic year. The total average Overall student score on the EEC were 5.73 and 5.18, which combined is up from last year's scores of 5 and 4.88, respective to the two semesters, out of 9 points. With the highest possible score of 9.0, then 5.0 would indicate satisfaction.) The overall performance of students in the 2016-2017 academic year fell above this benchmark at 5.46.</p> <div data-bbox="753 734 1383 1292" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">EEC Results: Overall: Fall 2013 to Spring 2017</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Semester</th> <th>Overall Score</th> </tr> </thead> <tbody> <tr> <td>F 2013</td> <td>6.67</td> </tr> <tr> <td>S 2014</td> <td>5.94</td> </tr> <tr> <td>F 2014</td> <td>6.37</td> </tr> <tr> <td>S 2015</td> <td>5.93</td> </tr> <tr> <td>F 2015</td> <td>5</td> </tr> <tr> <td>S 2016</td> <td>4.88</td> </tr> <tr> <td>F 2016</td> <td>5.73</td> </tr> <tr> <td>S 2017</td> <td>5.18</td> </tr> </tbody> </table> <p style="text-align: center;">● 4. Overall Score</p> </div> | Semester | Overall Score | F 2013 | 6.67 | S 2014 | 5.94 | F 2014 | 6.37 | S 2015 | 5.93 | F 2015 | 5 | S 2016 | 4.88 | F 2016 | 5.73 | S 2017 | 5.18 | <p>Students in both semesters showed a penchant for reporting their research, and for demonstrating a good grasp of the ethical issues. They also tended to focus on achieving their desired outcomes, and to do the right things, but were not as adept at identifying or resolving actual ethical dilemmas. The textbook uses a much looser understanding of ethical dilemmas than we use in our department, and the bridging of this gap has been difficult.</p> <p>The EEC continues to be a vital instrument for assessing students' abilities to integrate course specific skills with the Department's core principles of integrity and stewardship.</p> <p>The EEC requires an in depth and intentional use of faith and ethical concepts within the student's defense of his or her position/ resolution on the case.</p> |
| Semester | Overall Score | | | | | | | | | | | | | | | | | | | | |
| F 2013 | 6.67 | | | | | | | | | | | | | | | | | | | | |
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2) Students will be able to demonstrate knowledge of current business practice and theory.

The a) Major Fields Test (MFT), the b) Business Learning Assessment UG Test, (BLA), the c) Embedded Ethics Case (EEC) (see item #1 for the description) and the d) Ethics Research Presentations (ERP) are used to assess this area.

2a) MFT: The MFT is included as a course requirement in the BUS 453 course (the Capstone course in both the Accounting and Business Administration majors.) The Dept. 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 120 multiple-choice questions and is a proctored test that is closed-book. It lasts 2 hours.)

The MFT computes total scores for each the following areas of business: accounting, economics, finance, international business, information systems, business law, management, and marketing. The test also



Note: Being aware that we needed a professor dedicated to the area of marketing, we have a hired a new Marketing professor, who began Fall 2016. However, she resigned in the summer of 2017. So, we will do a search for a new Marketing professor to begin Fall 2018.

Having seen evidence of a need for more expertise in the area of Finance, Dr. Kincaid returned to more teaching duties at the Undergraduate level.

Upon review of the UG MFT results the faculty made the following Motions.

Motion #1 – The professor of BUS 453 Strategic Management will attach point credit within the course to the MFT test in order to promote student seriousness. The motion is inspired by the concern that the lack of student seriousness in valuing these tests are resulting in lower scores.

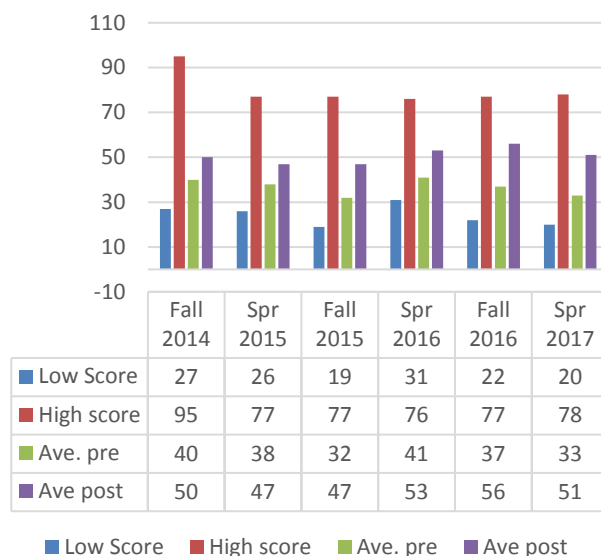
Action point: We will move back the time when students take the MFT, to a time when they are more fully engaged in the Glo-Bus simulation, with the idea that they are using the information being applied in the work on the simulation.

The scores over the years have been overall good. This year’s class of 2016-2017 outperformed the previous class in every

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| | <p>provides student and institutional averages across the functional areas.</p> | <p>area except "Information Systems." The higher scores in Marketing might be attributable to the new interest in marketing since we added the Marketing major and made adjustments to the Marketing minor.</p> <p>The changes we made to incentivize the MFT may have also contributed to the better results this year.</p> <p>The MFT is carefully proctored and taken in an On Line system, so cheating is not likely. In ECON we see a great recovery in performance on the test, from those of the last 2 years.</p> <p>The changes we made to incentivize the MFT showed overall positive results this year. The lowest score for this Senior class were 3 scores of 40 in Econ, International and IS. The highest score was 69, in Management by the Spring class.</p> | |
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2b) BLA: The BLA Test is an online test comparable to the MFT; however, this test is created by the Department of Business faculty, based on what we teach. This test is administered as a pre-test in ECON 202 and as a post-test in BUS 453.

Comparing Pre and Post BLA Scores



In this 2016 – 2017 academic year, the mean score of the pre-test was 35. The mean score for this year’s post- test was 53.5. The score indicates statistically significant improvement.

The class average performance on the Post-test BLA remains fairly consistent over the years. The pre-test averages are skewed higher a bit, because in the On Line offerings of ECON 202, there are some adult students enrolled in the course, and they come to the material with more prior learning and business experience.

The faculty will be reviewing the questions in the BLA in order to make sure they are updated and still relevant. Note: our Marketing Professor has resigned in the Summer of 2017. So, we will put a hold on the BLA marketing question review until a new Marketing professor is hired.

After reviewing the incentives in place for the BLA post-test, the faculty passed the following motions, each designed to bring more serious attention to the post-test.

Motion #3 – The professor of BUS 453 Strategic Management will attach point credit within the course to the BLA test in order to promote student seriousness.

Motion #4- Remove non-traditional students from BLA scores with in-depth explanation.

This motion is inspired by the concern that we want to measure the traditional student’s knowledge of business in comparison with what those same students know at the end of our program. We believe this will provide a more accurate assessment of knowledge gained in our undergraduate programs.

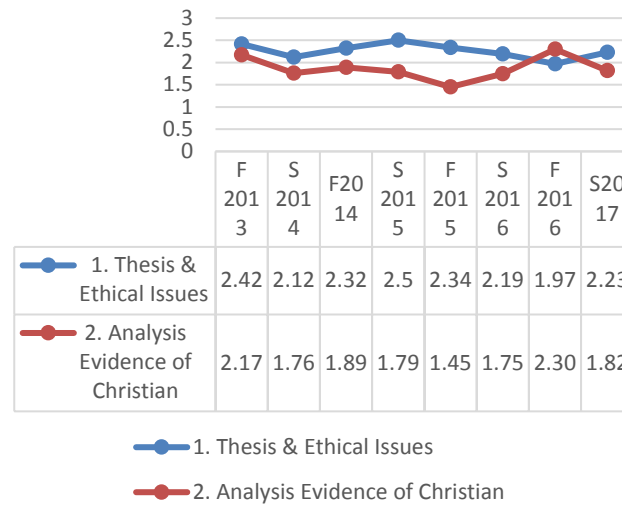
Action point: We will move back the time when students take the BLA, to a time when they are 2-4 weeks engaged in the Glo-Bus simulation, with the idea that they are using the information being applied in the work on the simulation.

2c) EEC: The first and second areas of the EEC are also applicable here. The thesis area is useful for identifying ethical issues related to business problems. The analysis, showing Christian understanding requires the student to apply ethical thinking to an area of business.

Students remain strong in the area of identifying the ethical issues. This year showed good improvement in the area of ethical analysis, where the mean for this year rose to 2.06, which meets the overall benchmark.

In order to further strengthen the analysis of ethical issues within business problems, more supporting assignments will be administered during the course, and a new focus on discussion questions will be used.

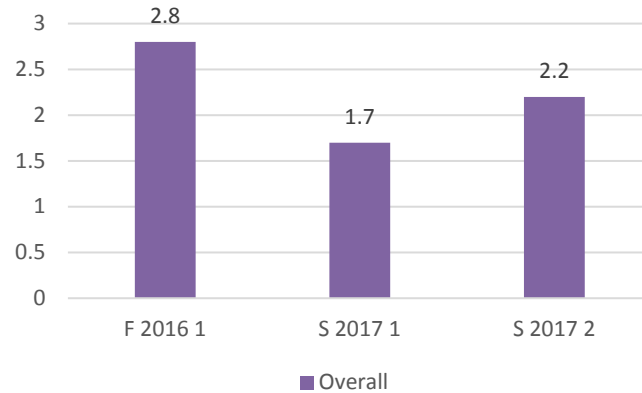
EEC Results Focused on thesis and Analysis: Fall 2013 to Spring 2017



The case requires students to formulate an ethical dilemma being faced by the moral agent in a case chosen from two chapters related to international business ethics. This case requires the integration of ethics with knowledge of business in order to be answered well.

2d) ERP: the Ethics Research Presentation is a group presentation where students find a news story from which they compose their own case to present, identify a moral agent, formulate an ethical dilemma to resolve, and then apply their knowledge of business, ethics, and the Christian faith to resolve the dilemma. We use the Overall category to assess this learning outcome.

Ethics Research Case in Business Administration: Overall



The groups presented information reasonably well. Two of the three projects were judged to be too big in scope for the time limits of the presentation. The most cited strength was that students focused on correcting the main unethical practices they identified. The most cited weakness was that the presentations seemed one sided.

The professor will meet individually with each group in order to help them scale down the case, and to provide balance to the analysis of the ethical dilemma.

| <p>3) Students will be able to identify and address major issues presented by a business problem.</p> | <p>The MFT, BLA Test, a Global Business simulation, EEC, and the ERP are used to assess this area (see items #1 and #2 above for the descriptions). The 3a) MFT and 3 b) BLA test retained and applied knowledge through their respective multiple choice tests.</p> <p>3c) EEC is a written essay on problems complicated by ethical concerns, and students are evaluated as to how they approach the case, analyze the case, defend their conclusions, and appreciate the wisdom of their critique.</p> <p>The Department of Business weaves problem-solving skills into each of its classes, along with ethics problems to discuss in order to bolster students' analytic skills integrated by ethical value judgments.</p> | <p>The EEC, MFT, and BLA results discussed in items #1 and 2 above are applicable to this area.</p> <p>In the EEC, we find a relative strength in identifying ethical issues related to the business problems. We are seeing improvement in explaining the desired results in terms associated with the Christian faith and its values.</p> <div data-bbox="743 418 1423 1370" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">EEC Results: Fall 2013 to Spring 2017</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>F 2013</th> <th>S 2014</th> <th>F2014</th> <th>S 2015</th> <th>F 2015</th> <th>S 2016</th> <th>F 2016</th> <th>S2017</th> </tr> </thead> <tbody> <tr> <td>1. Thesis & Ethical Issues</td> <td>2.42</td> <td>2.12</td> <td>2.32</td> <td>2.5</td> <td>2.34</td> <td>2.19</td> <td>1.97</td> <td>2.23</td> </tr> <tr> <td>2. Analysis Evidence of Christian</td> <td>2.17</td> <td>1.76</td> <td>1.89</td> <td>1.79</td> <td>1.45</td> <td>1.75</td> <td>2.30</td> <td>1.82</td> </tr> <tr> <td>3. Conclusion Explaining Christian Wisdom</td> <td>2.08</td> <td>2.06</td> <td>2.16</td> <td>1.64</td> <td>1.21</td> <td>1.25</td> <td>1.83</td> <td>1.59</td> </tr> <tr> <td>4. Overall Score</td> <td>6.67</td> <td>5.94</td> <td>6.37</td> <td>5.93</td> <td>5</td> <td>4.88</td> <td>5.73</td> <td>5.18</td> </tr> </tbody> </table> <p style="text-align: center;"> ● 1. Thesis & Ethical Issues ● 2. Analysis Evidence of Christian ● 3. Conclusion Explaining Christian Wisdom ● 4. Overall Score </p> </div> | | F 2013 | S 2014 | F2014 | S 2015 | F 2015 | S 2016 | F 2016 | S2017 | 1. Thesis & Ethical Issues | 2.42 | 2.12 | 2.32 | 2.5 | 2.34 | 2.19 | 1.97 | 2.23 | 2. Analysis Evidence of Christian | 2.17 | 1.76 | 1.89 | 1.79 | 1.45 | 1.75 | 2.30 | 1.82 | 3. Conclusion Explaining Christian Wisdom | 2.08 | 2.06 | 2.16 | 1.64 | 1.21 | 1.25 | 1.83 | 1.59 | 4. Overall Score | 6.67 | 5.94 | 6.37 | 5.93 | 5 | 4.88 | 5.73 | 5.18 | <p>The focus of the EEC in this objective is to write out in essay form a summary of the problem, to identify the ethical issues, formulating an ethical dilemma faced by a moral agent in the case, to integrate ethical sensibilities into resolving the dilemma. In order to encourage this work, we will increase case analysis activities, and written work on the different facets of the case analysis.</p> |
|---|---|--|-------|--------|--------|--------|--------|--------|--------|--------|-------|----------------------------|------|------|------|-----|------|------|------|------|-----------------------------------|------|------|------|------|------|------|------|------|---|------|------|------|------|------|------|------|------|------------------|------|------|------|------|---|------|------|------|--|
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| 4. Overall Score | 6.67 | 5.94 | 6.37 | 5.93 | 5 | 4.88 | 5.73 | 5.18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

3d) Glo-Bus Simulation: The Global Business Simulation provides a competitive challenge of positioning an imaginary company against others in a national simulation of competing businesses. This simulation is administered throughout the BUS 453 Business Strategic Management course.

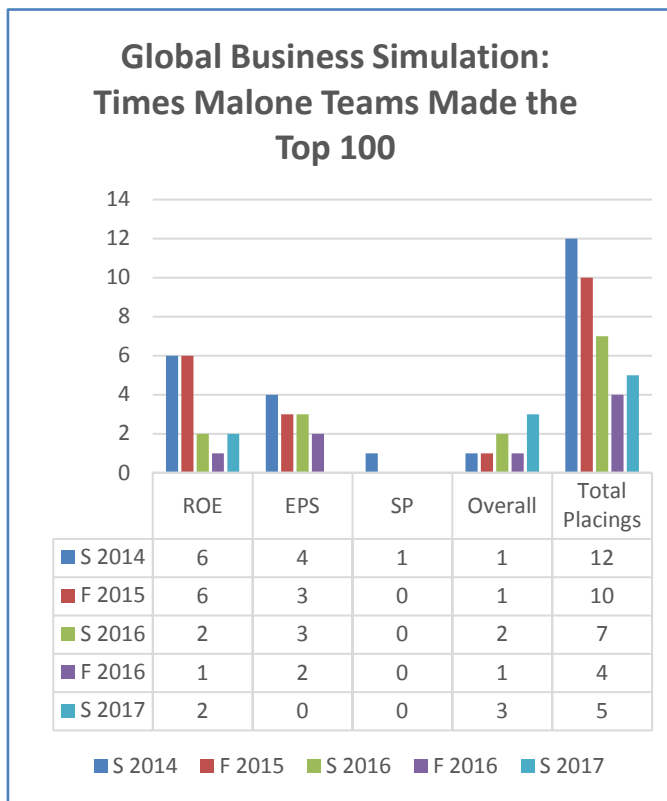
The competition begins with year 6 and continues through year 15. We participate in 9 weeks of the simulation from year 6 through 14.

The students are judged on four categories:

**ROE = Return on Equity;
EPS = Earnings per Share,
SP = Stock Price, and
Overall performance.**

The Glo-Bus Simulation provides our students with an applied approach to studying strategy. The simulation provides supplementary support to our students' ability to identify and address business problems.

We assess their strengths by how often teams place in the top 100 during the 9 weeks in which they are engaged in the simulation.



In the Fall, in Yr 12, 1 team placed 1st in the Overall category. [Tied for top score out of 1672 teams] Other teams ranked EPS - 48th, EPS - 70; ROE: 98

In the Spring of 2017, one team placed in the top 100 of the Overall category 3 times. Overall: 18th place, Year 6, 57th in year 11; 27th in yr. 14. ROE 38th place in yr 7; 99th place yr 10.

We will continue to monitor the worth of this simulation for assessment purposes. One area indicating some room for improvement is that of tying business strategy to the Stock Price. This is countered however, by 4 showings in the Overall category, this year.

We will also be inaugurating a Student Managed investment Fund club. This might help to attune students to Stock price-influenced strategies in the years to come, likely showing up in the senior class of Fall 2018.

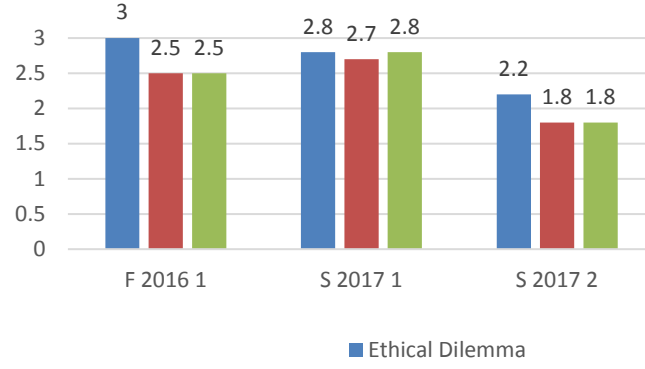
Upon reviewing the report on the Global Business simulation in the Strategy course, we will affirm to our students our open door policy – by which students may speak with any professor for help in any area of their education and career pursuits. We will re-emphasize in BUS 453 to encourage students to seek help with questions, especially as they pertain to strategy and the Glo-Bus simulation.

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| | <p>Our classes are divided into teams. We usually field 3 to 7 teams each semester around the globe.</p> | <p>We note our strongest category continues to be the Return on Equity. We will continue to use the Glo-Bus simulation for a while to see if the students' believe their learning is enhanced by it.</p> <p>Certain weaknesses of the simulation are noted, such as not accommodating for ethical considerations, such as environmental protections, or for supporting high end/ high cost product strategies. The role of Executive Management as measured by the stock price appears to be our weakest area. We will have to see if this weakness is a result of game strategy (since we tied twice for first place in S 2016), or if this indicates a weakness in our students' analyses, or is nothing of grave concern.</p> | |
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3e) ERP:

The Ethics Research Presentation is assigned in BUS 330. Students that share a major work in groups to research cases where a moral agent (usually of management or executive status) faces an ethical dilemma. Each group researches one such case, applies their knowledge of specific areas of business as guided by ethical concerns, and Christian faith and values, so that they can determine how the moral agent might best be able to resolve the ethical dilemma and correct the problems of the business. The ERP began in Fall 2016. The Presentations are assessed by a random assortment of business faculty members. The assessment rubric is similar to that of the EEC, using the same categories. 1. Thesis, focusing on ethical issues identification, 2. Analysis with evidence of Christian understanding, 3. Conclusion explaining Christian wisdom, and 4. The overall score. We focus on the first 3 criteria for this area.

Ethics Research Case in Business Administration: Thesis, Analysis with Christian Understanding, & Conclusion



3 groups majoring in Business Administration presented cases in 2016-2017, on the GM Bailout, Globalization and the Volkswagen Scandal. Using a benchmark of 2 on a 3 point scale, students performed above the benchmark in all groups but 1. In that group 2 fell below the benchmark. Student work on these research projects for 8 weeks. All groups presented a clear ethical dilemma. Two groups expressed the Christian faith in clear terms. Two of the three groups were very one-sided in their conclusions.

We will note here that no groups presented in the areas of accounting in this academic year.

Students are understanding the concepts. The faculty believes that students would benefit from more practice at doing case analyses. The professor will provide more and shorter assignments in order to facilitate the development of better case analysis skills, and meet with groups in order to better focus their work on formulating ethical dilemmas.

| <p>4) Students will be able to identify and resolve ethical dilemmas, while taking into consideration the impact on God's world.</p> | <p>The EEC and the ERP are used to assess this area, primarily (see item #1 above for the description).</p> <p>4a) EEC: Students are evaluated by how insightful their respective theses are, by how well the case is analyzed using concepts from business areas, ethics, and the Christian faith, and how detailed their conclusion is with regards to the Christian wisdom and the rightness of their resolution.</p> <p>In addition to this, every course requires an ethics assignment. Because each professor is free to evaluate this assignment according to their own judgment, our focus is on building a habit of looking at the ethical issues inherent to the business questions asked.</p> | <p>The EEC assesses 3 categories: identification of ethical issues, evidence of Christian understanding, and explaining Christian wisdom. Using 2.0 as a desirable score out of 3, in each component area in order to meet the objectives, the overall performance showed good improvement.</p> <div data-bbox="743 418 1428 1258" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">EEC Results: Fall 2013 to Spring 2017: Thesis, Analysis, Conclusion</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>F 2013</th> <th>S 2014</th> <th>F2014</th> <th>S 2015</th> <th>F 2015</th> <th>S 2016</th> <th>F 2016</th> <th>S2017</th> </tr> </thead> <tbody> <tr> <td>1. Thesis & Ethical Issues</td> <td>2.42</td> <td>2.12</td> <td>2.32</td> <td>2.5</td> <td>2.34</td> <td>2.19</td> <td>1.97</td> <td>2.23</td> </tr> <tr> <td>2. Analysis Evidence of Christian</td> <td>2.17</td> <td>1.76</td> <td>1.89</td> <td>1.79</td> <td>1.45</td> <td>1.75</td> <td>2.30</td> <td>1.82</td> </tr> <tr> <td>3. Conclusion Explaining Christian Wisdom</td> <td>2.08</td> <td>2.06</td> <td>2.16</td> <td>1.64</td> <td>1.21</td> <td>1.25</td> <td>1.83</td> <td>1.59</td> </tr> </tbody> </table> <p style="text-align: center;"> ● 1. Thesis & Ethical Issues ● 2. Analysis Evidence of Christian ● 3. Conclusion Explaining Christian Wisdom </p> </div> <p>Benchmarks were met for thesis and evidence of Christian faith, for the year, equating to 2.1 and 2.24, respectively.</p> | | F 2013 | S 2014 | F2014 | S 2015 | F 2015 | S 2016 | F 2016 | S2017 | 1. Thesis & Ethical Issues | 2.42 | 2.12 | 2.32 | 2.5 | 2.34 | 2.19 | 1.97 | 2.23 | 2. Analysis Evidence of Christian | 2.17 | 1.76 | 1.89 | 1.79 | 1.45 | 1.75 | 2.30 | 1.82 | 3. Conclusion Explaining Christian Wisdom | 2.08 | 2.06 | 2.16 | 1.64 | 1.21 | 1.25 | 1.83 | 1.59 | <p>The EEC continues to be a vital instrument for assessing the Program objective of faith integration.</p> <p>As stated above, attempts in the BUS 330 course to enhance the integration of Christian faith and values showed good improvement, this year.</p> <p>Continue to require an ethics assignment in each UG Accounting and Business course, as well as the EEC in the BUS 330 course. As additional data are collected for the EEC, the standards can be refined.</p> <p>Upon reviewing the assessment results from the EEC, the Embedded Ethics Case, our desire is to see students develop more in-depth analyses in regards to resolving ethical dilemmas, therefore, students will be given more case work during BUS 330.</p> <p>Overall, students are understanding the concepts. We believe they would benefit from more practice at doing case analyses. The instructor will provide more and shorter assignments in order to facilitate the development of better case analysis skills, and more explanation of Christian wisdom.</p> <p>We believe that the work on each ethics assignment in every course is enough to keep our Christian mission, ethics and core values of integrity and stewardship in the forefront of the students' experience and education in business at Malone University.</p> |
|--|---|--|-------|--------|--------|--------|--------|--------|--------|--------|-------|----------------------------|------|------|------|-----|------|------|------|------|-----------------------------------|------|------|------|------|------|------|------|------|---|------|------|------|------|------|------|------|------|---|
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4b) ERP: The Ethics Research Presentation occurs at the end of the course, and after the EEC has been evaluated. Based on this the intent is that this group presentation should enhance the integration of faith and ethics in the study of the major. All assessment points will be used here.

We will note here that no groups presented in the areas of accounting in this academic year.

Explaining Christian wisdom fell below the benchmark at 1.8 for the year.



The strengths of these presentations were found in the delivery of information about the case, and the integration of the ethics and the Christian faith. The groups showed they could explain why actions were unethical, but were less able to find an ethical dilemma to resolve – a point of decision where two good purposes or intents seems to be at odds given the circumstances of the case. Students did view the dilemma between the pressures of business profitability and ethical values, and often saw the cases they researched in these terms.

As stated above, groups will meet with the professor regularly in order to scale down cases, formulate ethical dilemma or ethical debates, and then work with the groups to resolve the cases.