



**Accounting and Business Administration (UG)**

**Assessed by: Department of Business 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:**

**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.

<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>																		
<p>1.1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.</p>	<p>1.11) Accounting students: 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 is a measurement of the quality of analysis and explanations. 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.) A 2<sup>nd</sup> assignment focusing on the ability to integrate faith-based concepts with business was added this year.</p>	<p>Two administrations of the EEC and the 2<sup>nd</sup> assignment have occurred in this assessment cycle. 10 students majoring in Accounting, participated in the assessment, this academic year. The total average of the Overall student scores on the EEC were 6 and 6.1, respectively, the mean of which is 6.05 down from last year's 6.17 average. With the highest possible score of 9.0, 5.0 indicates satisfaction.) The overall performance of students in the 2019-2020 academic year exceeded this benchmark.</p> <div data-bbox="753 792 1383 1365" style="text-align: center;"> <table border="1"> <caption>Accounting Majors Faith Integration Overall Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2016 - 2017</td> <td>5.25</td> </tr> <tr> <td>2017 - 2018</td> <td>5</td> </tr> <tr> <td>2018 - 2019</td> <td>3.8</td> </tr> <tr> <td>2019 - 2020</td> <td>5.5</td> </tr> <tr> <td>2020 - 2021</td> <td>4.83</td> </tr> <tr> <td>2021 - 2022</td> <td>7.5</td> </tr> <tr> <td>2022 - 2023</td> <td>6</td> </tr> <tr> <td>2023 - 2024</td> <td>6.1</td> </tr> </tbody> </table> </div>	Year	Score	2016 - 2017	5.25	2017 - 2018	5	2018 - 2019	3.8	2019 - 2020	5.5	2020 - 2021	4.83	2021 - 2022	7.5	2022 - 2023	6	2023 - 2024	6.1	<p>Last year the plan was to move to a new assessment tool in a different class for faith integration, but the implementation was not entirely successful. So, the decision was made to focus faith integration on two assignments in BUS 330 Case analysis and an essay on faith in business.</p> <p>This coming year, BUS 330 is introducing an interview with a business professional about the importance of ethics in their business experience. The student will then report on that interview and discuss lessons comparing theory and practice. That interview, will focus on the role of values that shape the interviewee's sense of ethics in business and be woven into the overall score for faith integration in this major.</p> <p>We are changing the accounting major in 2 distinct ways. Firstly, we have reduced the business core in the accounting major. Secondly, we are requiring an internship in the accounting major. These changes will inspire a unique assessment report for accounting, beginning next year.</p>
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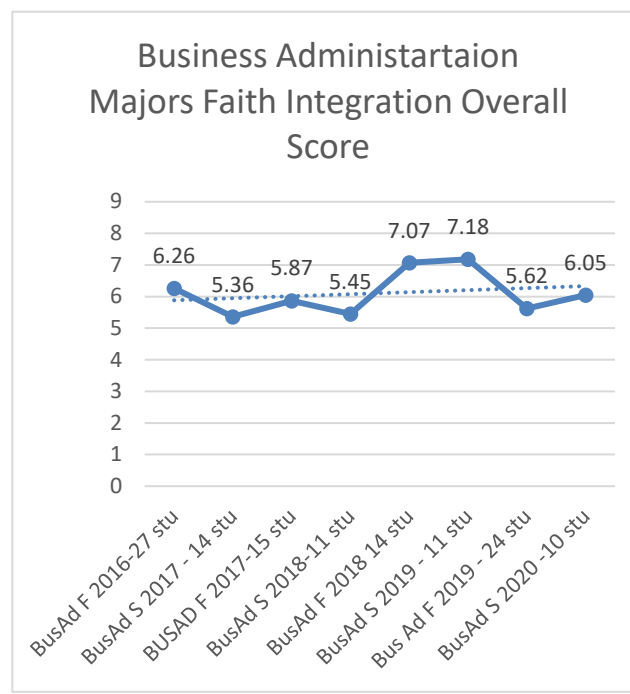
**1.12) Business Administration** (Bus Admin) majors:

The overall score on the EEC is used to assess this program goal. 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.) A 2<sup>nd</sup> assignment focusing on the ability to integrate faith-based concepts with business was added this year.

The case resolution and the 2<sup>nd</sup> assignment should integrate concepts from the Christian faith and the Overall score also indicates how well this was done. Those students who did well overall, tended to use Christian concepts, and ideally, we look for integrity and stewardship.

Keeping many of the changes put in place last year, Bus. Admin. majors showed weaker performance on the overall quality of analysis and integration of the Christian faith throughout the case analysis. The trendline shows still show overall improvement since Fall 2016 through Spring 2020.

Two administrations of the EEC have occurred in this assessment cycle. 34 Bus Admin majors participated in the assessment, this academic year. The total average of the Overall student scores on the EEC were 5.62 and 6.05, respectively, the mean of which is 5.84. This indicates a dropping off of 1.05 against last year's mean score of 6.89. The overall performance of students in the 2019-2020 academic year scored remains above the benchmark.



We note that the Spring semester, which is an accelerated online class, which began in Spring 2019, students have performed better the last two year. This may be due to their intensive practice on group case analysis before writing a case analysis on their own.

Last year the plan was to move to a new assessment tool in a different class for faith integration, but the implementation was not entirely successful. So, the decision was made to focus faith integration on two assignments in BUS 330 Case analysis and an essay on faith in business.

This coming year, BUS 330 is introducing an interview with a business professional about the importance of ethics in their business experience. The student will then report on that interview and discuss lessons comparing theory and practice. That interview, will focus on the role of values that shape the interviewee's sense of ethics in business and be woven into the overall score for faith integration in this major.

<p>1.2) How well <b>Accounting and Bus Admin majors</b> perceive they are <b>learning to integrate</b> course knowledge and the Christian faith, we look at students' reporting in <b>The NSSE assessment of Reflective and Integrative Learning (RIL)</b>.</p> <p>1.3) Also applicable here are the students' reports in the <b>NSSE assessment of how often they were asked to apply facts, theories or methods to practical problems or new situations</b>.</p>	<p>1.2 The Means of Assessment is by comparing MU's Freshman experience of using <b>Reflective and Integrative Learning</b> to that of Seniors, with a desired increase of 20 points higher, and a benchmark mean score for senior experience at 41%.</p> <p>Secondly, we would like to see Malone's mean score on <b>RIL</b> be greater than that of CCCU by about 2 mean points.</p> <p>In 2018, the score of seniors <b>"on applying facts, theories or methods to practical problems or new situation"</b> will be greater than that of 2014 by about 15%.</p>	<p><b>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</b></p> <p>Mean Score differences b/n FY (35.5) and SY (39.9) on RIL is 4.4, which is &lt; 20 mean points. SY mean points of 39.9 is &gt; CCCU SY mean points of 39.0</p> <p><b>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</b></p> <p>2018 SY score on 4b is 75% and 2014 FY is 77%Y, with a difference of -2%.</p>	<p>Having met our benchmarks, Our curriculum supports our learning objectives within the major. We see room for improvement in exposing our students to diverse perspectives for their personal edification and building of global community. We will build on our recent endeavors to offer learning opportunities both abroad and in the community through our student organizations.</p> <p>The drop in student perceptions of applied knowledge supports our intent to increase case analysis in appropriate classes, and to find an appropriate way to bring the news into our students' collective experiences.</p>
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<p>2) Students will be able to demonstrate knowledge of current business practice and theory.</p> <p>The 1) Major Fields Test (MFT), the 2) Business Learning Assessment UG Test, (BLA), the 3) Embedded Ethics Case (EEC) (see item #1 for the description) and the 4) Student Survey Responses of The NSSE are used to assess this area.</p> <p>2.1 MFT Student performance will average 40% across all tested areas of the MFT.</p>	<p>2.1) <b>MFT:</b> 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.)</p> <p>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 provides student and institutional averages across the functional areas.</p> <p>We use the entire MFT for assessing both our Accounting and our Business Administration majors.</p>	<p>Our seniors are fairly consist at meeting the benchmark of 40%, ech year, since Fall 2017. Our seniors have met the benchmark for retaining accounting information each of the last 6 semesters. Many members of our chapter of the IMA donate charitably to filling out tax returns for local citizens, which enhances their practice of using their information.</p> <div data-bbox="741 511 1430 1393" data-label="Figure"> <p style="text-align: center;"><b>UG MFT Results Fall 2017 to Spr 2020</b></p> <table border="1"> <caption>UG MFT Results Data (Estimated from Chart)</caption> <thead> <tr> <th>Subject Area</th> <th>Fall 2017 - 19 stu</th> <th>Fall 2018 - 10 stu</th> <th>Fall 2019 - 25 stu</th> <th>Spring 2018 - 22 stu</th> <th>Spring 2019 - 19 stu</th> <th>Spring 2020 - 28 stu</th> </tr> </thead> <tbody> <tr> <td>Accounting %</td> <td>43</td> <td>53</td> <td>45</td> <td>42</td> <td>41</td> <td>44</td> </tr> <tr> <td>Economics %</td> <td>40</td> <td>34</td> <td>42</td> <td>41</td> <td>39</td> <td>45</td> </tr> <tr> <td>Finance %</td> <td>40</td> <td>41</td> <td>38</td> <td>42</td> <td>37</td> <td>46</td> </tr> <tr> <td>Interntl %</td> <td>40</td> <td>44</td> <td>45</td> <td>46</td> <td>43</td> <td>41</td> </tr> <tr> <td>15%</td> <td>52</td> <td>45</td> <td>50</td> <td>51</td> <td>48</td> <td>55</td> </tr> <tr> <td>Law %</td> <td>45</td> <td>42</td> <td>47</td> <td>48</td> <td>43</td> <td>50</td> </tr> <tr> <td>Management %</td> <td>60</td> <td>65</td> <td>66</td> <td>64</td> <td>61</td> <td>67</td> </tr> <tr> <td>Marketing %</td> <td>50</td> <td>46</td> <td>53</td> <td>49</td> <td>48</td> <td>49</td> </tr> </tbody> </table> </div>	Subject Area	Fall 2017 - 19 stu	Fall 2018 - 10 stu	Fall 2019 - 25 stu	Spring 2018 - 22 stu	Spring 2019 - 19 stu	Spring 2020 - 28 stu	Accounting %	43	53	45	42	41	44	Economics %	40	34	42	41	39	45	Finance %	40	41	38	42	37	46	Interntl %	40	44	45	46	43	41	15%	52	45	50	51	48	55	Law %	45	42	47	48	43	50	Management %	60	65	66	64	61	67	Marketing %	50	46	53	49	48	49	<p>We will note that our full-time accounting professor retired at the end of Summer 2020. Students appear to have a fair and competitive retention of accounting information at the end of the program.</p> <p>This year we begin to require internships of our accounting majors, and we will see how well this supports the retention of accounting information, but it will add to their experience and practice.</p> <p>This Learning Objective will be enhanced in a few years as Malone University undertakes its Pendle Hill Pledge, which is a pledge that students will gain practice or experiential learning in addition to their academic education. Business majors are able to satisfy the Pendle Pledge by virtue of any one of the following: a) an internship/practicum, b) completing a major research project, c) a semester off-campus program, or d) takes a course that requires significant service learning.</p> <p>We plan to adjust our assessment tools to reflect this new university-wide pledge in each of our department's majors.</p>
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		<p>With regards to Business Administration majors the scores over the years have been overall good, with an average of weighted averages across all areas of 43.52. This year's class of 2019-2020 performed relatively evenly with last year's class. This year's class scored above 50% in Information systems, Marketing and Management. The faculty noted that "Undergraduate performance has been strong the last 5 semesters. This year's average scores for all categories came to <b>48.69%</b>. The MFT is carefully proctored and taken in an On Line system, so cheating is not likely. All scores were within our benchmarks of higher than 25%.</p> <p>The changes we made to incentivize the MFT showed overall positive results this year. The lowest score for this Senior class were 39, each, in Economics and Finance. The highest score was 66, in Management by the Fall class, followed by 62 in Management by the Spring class.</p>	
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<p><b>2.2) BLA</b></p> <p>2.2) Students will successfully complete the BLA with an average score of 50% or higher.</p>	<p>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.</p> <p>Again, we will use this assessment tool for both Accounting and Business Administration.</p> <p>2.2) Students will successfully complete the BLA with an average score of 50% (score of 55) or higher.</p>	<p>In this 2019 – 2020 academic year, the mean score of the pre-test was 35.51. The mean score for this year’s post- test was 62.25. The score indicates statistically significant improvement, with noted increases over last year’s low and high mean scores: 35 and 77, respectively. We note, also that the high score this year was the best we have seen, since the BLA began, scoring 95/110. The overall trend continues to rise moving from 59 to <b>84</b> as the yearly mean on the Post test scores.</p> <p>This is the first year we met our benchmark of an average for the year score of 55, ours was 62.25, we also scored a 25.7 average difference between the Pre and Post test scores for the year. We also met our benchmark of the highest score being above 80. This year we had 1 score above 80.</p> <div data-bbox="739 646 1430 1409"> <p><b>BLA Pre/POST Scores Spring 2016 - Spring 2020</b></p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Ave. pre</th> <th>Ave post</th> <th>Low Score post</th> <th>High score Post</th> </tr> </thead> <tbody> <tr> <td>Spr 2016-30</td> <td>41</td> <td>53</td> <td>31</td> <td>76</td> </tr> <tr> <td>Fall 2016-13</td> <td>37</td> <td>56</td> <td>22</td> <td>77</td> </tr> <tr> <td>Spr 2017-33</td> <td>33</td> <td>51</td> <td>20</td> <td>78</td> </tr> <tr> <td>Fall 2017-20</td> <td>36</td> <td>55</td> <td>19</td> <td>87</td> </tr> <tr> <td>Spr 2018-21</td> <td>34</td> <td>55</td> <td>33</td> <td>73</td> </tr> <tr> <td>Fall 2018-10</td> <td>36</td> <td>55</td> <td>33</td> <td>73</td> </tr> <tr> <td>Spring 2019-18</td> <td>35</td> <td>60.7</td> <td>35</td> <td>77</td> </tr> <tr> <td>Fall 2019</td> <td>34</td> <td>58.8</td> <td>38</td> <td>73</td> </tr> <tr> <td>Spr 2020</td> <td>38</td> <td>65.69</td> <td>51</td> <td>95</td> </tr> </tbody> </table> <p>Legend:  <span style="color: blue;">■</span> Ave. pre      <span style="color: red;">■</span> Ave post  <span style="color: green;">■</span> Low Score post      <span style="color: purple;">■</span> High score Post  <span style="color: red;">⋯</span> Linear (Ave post)</p> </div>	Semester	Ave. pre	Ave post	Low Score post	High score Post	Spr 2016-30	41	53	31	76	Fall 2016-13	37	56	22	77	Spr 2017-33	33	51	20	78	Fall 2017-20	36	55	19	87	Spr 2018-21	34	55	33	73	Fall 2018-10	36	55	33	73	Spring 2019-18	35	60.7	35	77	Fall 2019	34	58.8	38	73	Spr 2020	38	65.69	51	95	<p>The faculty revised questions, in 2018 in four areas.</p> <p>Note: our Marketing Professor resigned in the Summer of 2017. So, we have not yet hired a marketing professor, so revisions on marketing questions were not addressed this year. We suspended our search again, this past year.</p> <p>We are hopeful that these results on the BLA can be repeated.</p> <p>During this next year, as we introduce new opportunities for experiential learning following on the Pendle Hill Pledge initiative we hope that the value of theoretical lessons will be supported in the experiential learning opportunities that students find. We will be working in the next few years to connect the two, in preparing our students to be prepared for their future careers.</p>
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<p><b>2.3) EEC:</b></p>	<p>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.</p> <p>The case requires students to formulate an ethical dilemma being faced by the moral agent in a case chosen from the textbook. In the fall each major was given a different case to analyze. In the Spring a single case was used for every major. Every case chosen for this assignment requires the integration of ethics with knowledge of business in order to resolve the ethical dilemma.</p> <p>First, we will review our Accounting majors.</p>	<p>A different case was used by all students in the Spring semester. Both classes of Accounting students met the benchmark of 1.5 for satisfactory performance.</p> <div data-bbox="743 386 1430 1019" data-label="Figure"> <table border="1"> <caption>EEC Faith Integration Accounting Majors Data</caption> <thead> <tr> <th>Semester</th> <th>1. Thesis &amp; Ethical Issues</th> <th>2. Analysis Evidence of Christian</th> </tr> </thead> <tbody> <tr> <td>ACCT F 2016 - 2017 - 4 stu</td> <td>2.2</td> <td>2.2</td> </tr> <tr> <td>ACCT S 2017 - 2017 - 2 stu</td> <td>2.5</td> <td>1.5</td> </tr> <tr> <td>ACCT F 2017 - 2017 - 5 stu</td> <td>1.8</td> <td>1.8</td> </tr> <tr> <td>ACCT S 2018 - 2018 - 3 stu</td> <td>2.1</td> <td>1.7</td> </tr> <tr> <td>Acct F 2018 - 2018 - 4 stu</td> <td>1.8</td> <td>2.0</td> </tr> <tr> <td>ACCT S 2019 - 2019 - 2 stu</td> <td>2.0</td> <td>2.5</td> </tr> <tr> <td>Acct F 2019 - 2019 - 5 stu</td> <td>1.8</td> <td>1.8</td> </tr> <tr> <td>Acct S 2020 - 2020 - 5 stu</td> <td>1.6</td> <td>2.0</td> </tr> </tbody> </table> </div>	Semester	1. Thesis & Ethical Issues	2. Analysis Evidence of Christian	ACCT F 2016 - 2017 - 4 stu	2.2	2.2	ACCT S 2017 - 2017 - 2 stu	2.5	1.5	ACCT F 2017 - 2017 - 5 stu	1.8	1.8	ACCT S 2018 - 2018 - 3 stu	2.1	1.7	Acct F 2018 - 2018 - 4 stu	1.8	2.0	ACCT S 2019 - 2019 - 2 stu	2.0	2.5	Acct F 2019 - 2019 - 5 stu	1.8	1.8	Acct S 2020 - 2020 - 5 stu	1.6	2.0	<p>We used a different case for analysis in the Fall than last Fall.</p> <p>This year, the Bus 330 class will emphasize a means-focused approach to problem-solving. We will continue to use case analysis for this area of assessment.</p>
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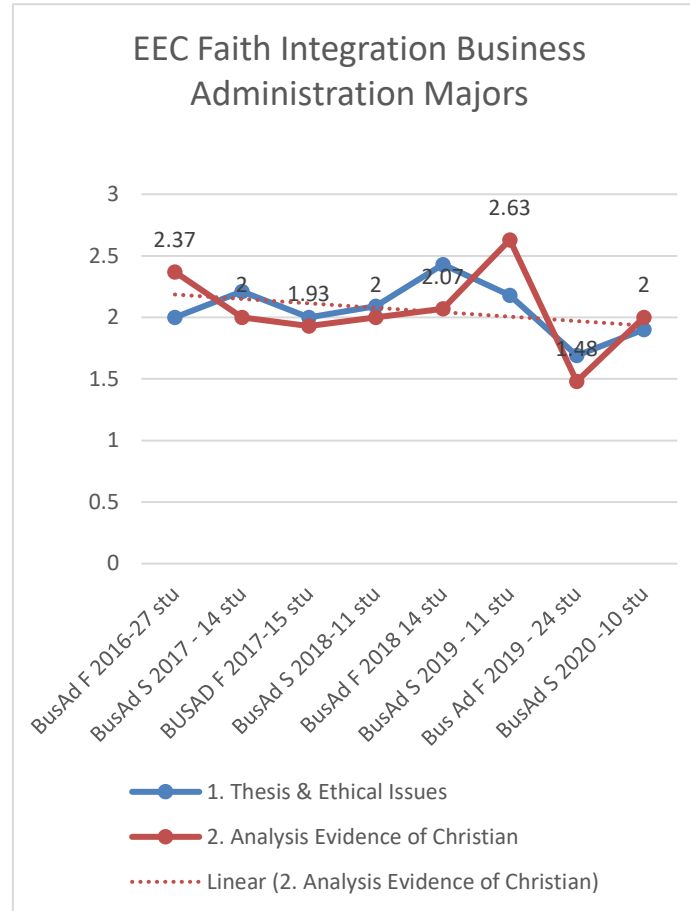


Now, for Business Administration majors.

Business Administration majors did not perform near the level of last year's class. Performance for the year's average continues to exceed the benchmark of 1.5. The trend for Christian understanding began a downward trend this year. The fall-off in identifying an ethical dilemma is noted.

We will continue to use exercises to prepare students for case analysis skills.

This year, the Bus 330 class will emphasize a means-focused approach to problem-solving. We will continue to use case analysis for this area of assessment.

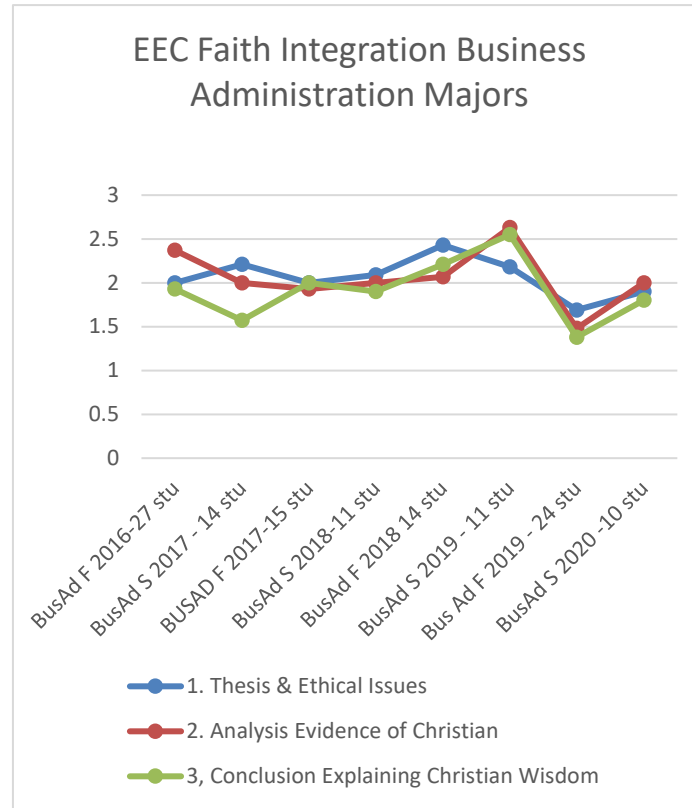


<p>2.41) <b>Student Assessment:</b> <i>Students will demonstrate Higher Order Learning (HOL)</i></p>	<p>Student Survey Responses of The NSSE are used to assess this area. 2.41 The Means of Assessment is by comparing MU's Freshman experience of using <b>Higher Order Learning (HOL)</b> to that of Seniors, with a desired increase of 20 points higher, and a benchmark mean score for senior experience at more than 41 mean points. Secondly, We would hope to compare seniors in <b>The 2014 NSSE Survey</b> Data to seniors in <b>The 2018 NSSE Survey</b> Data for HOL.</p>	<p><b>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</b></p> <p>2018 SY score on 4b is 75% and 2014 FY is 77%Y, with a difference of -2%.</p>	<p>The drop in student perceptions of applied knowledge supports our intent to increase case analysis in appropriate classes, and to find an appropriate way to bring the news into our students' collective experiences.</p>
<p>2.42) Students will use <b>numerical information to examine a real world problem or issue</b>, (such as unemployment)</p>	<p>We would like to see Malone's mean score on the <b>use of numerical information to examine a real life situation</b> be greater for Seniors in 2018 than it was for seniors reporting in 2014 by about 15% points.</p>	<p><b>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</b></p> <p>2018 SY score on HOL is 38.6 and FY score is 39.4, with a difference of -0.8.</p> <p>2018 SY score on 6b is 31%, 2014 SY score on 6b is 31%, no difference.</p>	<p>While Malone University students score themselves slightly above CCCU students, we see the weakest area of concern referring to how well they learn or understand new things from new or varied sources of information. We hope to enhance their education with more activities involving evaluation and speculation from perspectives challenging either established theory or practices through discussions in appropriate classes.</p> <p>Quantitative reasoning is important to our business administration major. We hope to see a rise in this area in the next NSSE report. We have suffered a loss in 5 faculty members since 2014, and so we are</p>

<p>3) Students will be able to identify and address major issues presented by a business problem.</p> <p>This area is assessed by the following instruments.</p> <p>3.1 The MFT 3.2 The BLA 3.3 The EEC: Thesis, Understanding and Conclusion 3.4 GLO-Bus simulation 3.5 Students' responses</p>	<p>3.1) <b>MFT:</b> See PILO 2, above for analysis.</p> <p>3.2) <b>BLA</b> test retained and applied knowledge through their respective multiple choice tests. See PILO 2, above for analysis.</p>	<p>3.1 MFT: As stated above, student performance has an increasing trend line. Making the performance on the test worth a number of points to the students in the Strategy course seems to have been beneficial, even though the high performers lagged behind last year's high performing students.</p> <p>3.2 BLA: Over the last 8 semesters, class median scores have been steadily increasing. This year we saw a jump in the median score from 55, last year, to this year's 60.7.</p>	<p>pleased to see that students' perceptions in quantitative reasoning has not suffered. We now use 3 full-time academically qualified faculty members from other departments teaching quantitatively oriented classes for us, and they appear to be doing a good job, by this reporting. We will share this information with the faculty in order to encourage them to create challenging and useful problems for students to solve.</p> <p>3.1 MFT: Student memory is often improved with application of that information. The faculty will consider how best to refer lessons to previous lessons in the development of the business learning experience.</p> <p>3.2 BLA: Faculty's review and updating of some questions might have contributed to the improved scores. We will watch to see if the business students of the future score differently as MU goes through its transformations.</p>
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<p>on a) Higher Order Learning and b) Combining ideas from different courses when completing assignments.</p>	<p><b>3.3)</b> The <b>EEC</b> focuses on qualitative theoretical integration and application through a case analysis, in which the student defends his or her judgments and the wisdom of his or her conclusions. See the above PILO's for analysis. The Department of Business faculty members each weave problem-solving skills into each of its classes, along with ethics problems in order to bolster students' analytic skills integrated by ethical value judgments.</p>	<p><b>3.3</b> The <b>EEC</b>: Students with a strong business curriculum (so both business administration majors and accounting majors) have shown improvements in areas of historical weakness: setting up an intriguing theses and taking time to defend the wisdom of their conclusions. Our goal to move student performance of weaving the Christian faith into their analysis in an integrative way remains our principal goal for this area of assessment.</p> <p>For Accounting majors, we note that while students are not phrasing the problem that they are analyzing as well as they have in the past, their integration of faith values and directives is scoring higher. We also note that the quality of their conclusions seems to mirror the quality of their theses (ethical dilemmas).</p> <div data-bbox="741 675 1430 1382" data-label="Figure"> <p><b>EEC Faith Integration Accounting Majors</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>ACCT F 2016-17 (4 stu)</th> <th>ACCT S 2017-18 (2 stu)</th> <th>ACCT F 2017-18 (5 stu)</th> <th>ACCT S 2018-19 (3 stu)</th> <th>Acct F 2018-19 (4 stu)</th> <th>ACCT S 2019-20 (2 stu)</th> <th>Acct F 2019-20 (5 stu)</th> <th>Acct S 2020-21 (5 stu)</th> </tr> </thead> <tbody> <tr> <td>1. Thesis &amp; Ethical Issues</td> <td>2.3</td> <td>2.5</td> <td>1.8</td> <td>2.1</td> <td>1.8</td> <td>2.0</td> <td>2.0</td> <td>1.6</td> </tr> <tr> <td>2. Analysis Evidence of Christian</td> <td>2.3</td> <td>1.5</td> <td>1.8</td> <td>1.7</td> <td>2.0</td> <td>2.5</td> <td>1.8</td> <td>2.0</td> </tr> <tr> <td>3. Conclusion Explaining Christian Wisdom</td> <td>1.5</td> <td>2.0</td> <td>1.8</td> <td>1.7</td> <td>1.5</td> <td>2.5</td> <td>1.6</td> <td>1.6</td> </tr> </tbody> </table> </div>	Category	ACCT F 2016-17 (4 stu)	ACCT S 2017-18 (2 stu)	ACCT F 2017-18 (5 stu)	ACCT S 2018-19 (3 stu)	Acct F 2018-19 (4 stu)	ACCT S 2019-20 (2 stu)	Acct F 2019-20 (5 stu)	Acct S 2020-21 (5 stu)	1. Thesis & Ethical Issues	2.3	2.5	1.8	2.1	1.8	2.0	2.0	1.6	2. Analysis Evidence of Christian	2.3	1.5	1.8	1.7	2.0	2.5	1.8	2.0	3. Conclusion Explaining Christian Wisdom	1.5	2.0	1.8	1.7	1.5	2.5	1.6	1.6	<p><b>3.3 EEC:</b> General Education at MU is taking efforts to increase the focus on Christian faith integration, which should support the type of values and value-led scholarship we favor at Malone University. Next year should be the first year we begin to see fruits of that change in General Education.</p> <p>Along with that change, each professor in business offers an ethics assignment in every class. The intention is to encourage students to develop a habit of thinking about our School's 2 principal Christian values: Integrity and Stewardship.</p> <p>We will continue to use exercises to prepare students for case analysis skills.</p> <p>This next year, the Bus 330 class will emphasize a means-focused approach to problem-solving. We will continue to use case analysis for this area of assessment.</p>
Category	ACCT F 2016-17 (4 stu)	ACCT S 2017-18 (2 stu)	ACCT F 2017-18 (5 stu)	ACCT S 2018-19 (3 stu)	Acct F 2018-19 (4 stu)	ACCT S 2019-20 (2 stu)	Acct F 2019-20 (5 stu)	Acct S 2020-21 (5 stu)																															
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Among Business Administration majors, this year represents similar performances in each of the 3 areas focused on faith integration in case analysis.



We will continue to use exercises to prepare students for case analysis skills.

This next year, the Bus 330 class will emphasize a means-focused approach to problem-solving. We will continue to use case analysis for this area of assessment.

**3.4) Glo-Bus Simulation:**

The Global Business Simulation provides a competitive challenge of positioning an imaginary company against others in an international simulation of competing business teams numbering around 1500 in the Fall semesters and by more than 3000 in the Spring semesters. 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.

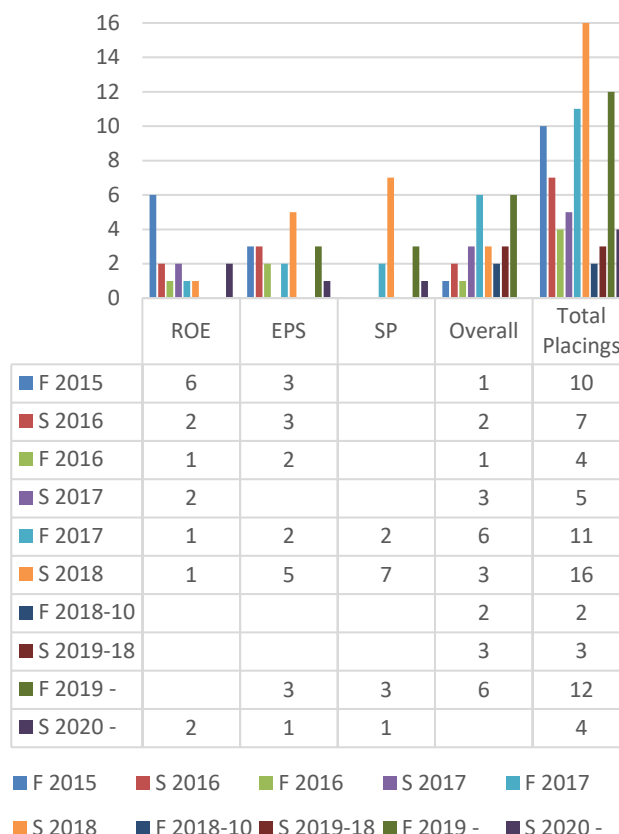
The students are judged on four categories:

**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 student strengths in the Glo-Bus simulation by how often MU teams place in the top 100 during the 9 weeks in which they are engaged in the simulation. Among the international competitors are U.S. Big 10 Universities, and local Walsh University. F 2019: Malone was competing against 2,546 other teams representing 229 schools from 17 countries.

**Global Business Simulation: Times Malone Teams Made the Top 100 Fall 2015 - Spring 2020**



We note that this year, our students' strongest category remains in the overall category, but that we had students place at least once in each of the 4 categories. End year student reports in their summary reports that they try to balance good treatment of employees with an enduring and sustainable strategy

This is the first year that the simulation was offered in an online only delivery of BUS 453, in Spring 2020 (planned, not a Covid-19 response). We are pleased to see 4 placements in the top 100 placings.

We will continue to work at how to shape and then integrate ethics and the Christian faith in this simulation. We note that this simulation promotes a sense of competition for placement, and it introduces competitive changes each week. We will work to evaluate the ethics assignment in this course to see if it is successful at bringing forth the reflections on strategy not just at the conclusion of the simulation but also at the beginning for the strategy to be used. We also will consider if students who are trying to integrate ethics into the simulation are hampered or hurt in the competition.

<p>3.5 Student responses on Higher Order Learning and Combine ideas from different courses when completing assignments.</p>	<p>Our classes are divided into teams. We usually field 3 to 7 teams each semester.</p> <p>Student Survey Responses of The 2018 NSSE are used to assess this area.</p> <p>3.5 The Means of Assessment is by comparing MU's Freshman experience of using <b>Higher Order Learning</b> to that of Seniors, with a desired increase of 10 points higher.</p> <p>Secondly, We would hope to compare seniors in <b>The 2014 NSSE Survey</b> Data to seniors in <b>The 2018 NSSE Survey</b> Data on how well Students 2a. <b>combine theories and knowledge from different courses (both business and general education) in analyzing business problems.</b></p>	<p><b>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</b></p> <p>2018 SY score on HOL is 38.6 and FY score is 39.4, with a difference of -0.8.</p> <p>SY score on 2a in 2018 is 72% and SY score in 2014 is 72%, no difference.</p>	<p>Students perceive themselves as being weaker in Higher Order Learning than when they entered Malone University. In order to address this, we will spend more time helping students to appreciate virtues of theory and the competing theories in various business areas.</p> <p>We will continue to challenge our students with new cases and new business problems to match the changing business world. In order to improve our students' perceptions for needing and using reflective and integrative learning, we are working with the University on renewed faith integration initiatives.</p>
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<p>4. ACCT: Develop students who will use their accounting education to contribute to their church, community, and beyond throughout their careers.</p> <p>4a) Students will be able to identify and resolve ethical dilemmas, while taking into consideration the impact on God's world.</p> <p>4.1 The EEC and the student reporting of 4.2 Reflective and Integrative Learning are used to assess this area, primarily (see item #1 above for the description).</p>	<p><b>4.1) The EEC:</b> 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><b>4.1</b> We note here that the overall score is only for the case analysis assessment. The overall average for both semesters was the same at 5.2 and 5.2, and so accounting students exceeded the benchmark of 5.0. In this learning objective however, our focus is on analysis and evidence of Christian understanding and the conclusion explaining the Christian wisdom of the student's resolution. We see that students fell below the new benchmark of 2.0, but did meet the original benchmark of 1.5. The conclusion trend is fairly flat moving from 5.25 in 2016 to 5.2 in 2020.</p> <div data-bbox="741 613 1430 1338" data-label="Figure"> <table border="1"> <caption>EEC Accounting Majors Fall 2016 to Spring 2020</caption> <thead> <tr> <th>Semester</th> <th>1. Thesis &amp; Ethical Issues</th> <th>2. Analysis Evidence of Christian</th> <th>3. Conclusion Explaining Christian Wisdom</th> <th>4. Overall Score</th> </tr> </thead> <tbody> <tr> <td>ACCT F 2016 - 4 stu</td> <td>2.5</td> <td>1.5</td> <td>1.5</td> <td>5.25</td> </tr> <tr> <td>ACCT S 2017 - 2 stu</td> <td>2</td> <td>1.5</td> <td>2</td> <td>5</td> </tr> <tr> <td>ACCT F 2017 - 5 stu</td> <td>1.8</td> <td>1.8</td> <td>1.8</td> <td>3.8</td> </tr> <tr> <td>ACCT S 2018 - 3 stu</td> <td>1.7</td> <td>1.7</td> <td>1.7</td> <td>5.5</td> </tr> <tr> <td>Acct F 2018 - 4 stu</td> <td>1.5</td> <td>1.5</td> <td>1.5</td> <td>4.83</td> </tr> <tr> <td>ACCT S 2019 - 2 stu</td> <td>2</td> <td>2</td> <td>2.5</td> <td>7.5</td> </tr> <tr> <td>Acct F 2019 - 5 stu</td> <td>1.64</td> <td>1.64</td> <td>1.64</td> <td>5.2</td> </tr> <tr> <td>Acct S 2020 - 5 stu</td> <td>1.6</td> <td>1.6</td> <td>1.6</td> <td>5.2</td> </tr> </tbody> </table> </div>	Semester	1. Thesis & Ethical Issues	2. Analysis Evidence of Christian	3. Conclusion Explaining Christian Wisdom	4. Overall Score	ACCT F 2016 - 4 stu	2.5	1.5	1.5	5.25	ACCT S 2017 - 2 stu	2	1.5	2	5	ACCT F 2017 - 5 stu	1.8	1.8	1.8	3.8	ACCT S 2018 - 3 stu	1.7	1.7	1.7	5.5	Acct F 2018 - 4 stu	1.5	1.5	1.5	4.83	ACCT S 2019 - 2 stu	2	2	2.5	7.5	Acct F 2019 - 5 stu	1.64	1.64	1.64	5.2	Acct S 2020 - 5 stu	1.6	1.6	1.6	5.2	<p>We will continue to use exercises to prepare students for case analysis skills.</p> <p>This year, the Bus 330 class will emphasize a means-focused approach to problem-solving. We will continue to use case analysis for this area of assessment.</p> <p>This coming year, BUS 330 is introducing an assignment in which the student will interview a business professional about the importance of ethics in their business experience. The student will then report on that interview and discuss lessons comparing theory and practice. That interview, will focus on the role of ethical accounting practice as it contributes to the church, community, and beyond, throughout a person's career. This will be added to the assessment in this area.</p> <p>Repeat: We are changing the accounting major in 2 distinct ways. Firstly, we have reduced the business core in the accounting major. Secondly, we are requiring an internship in the accounting major. These changes will inspire a unique assessment report for accounting, beginning next year.</p>
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