



Accounting and Business Administration (UG)

Assessed by: Department of Business Faculty

Cycle of Assessment: Fall 2018-Spring 2019

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.

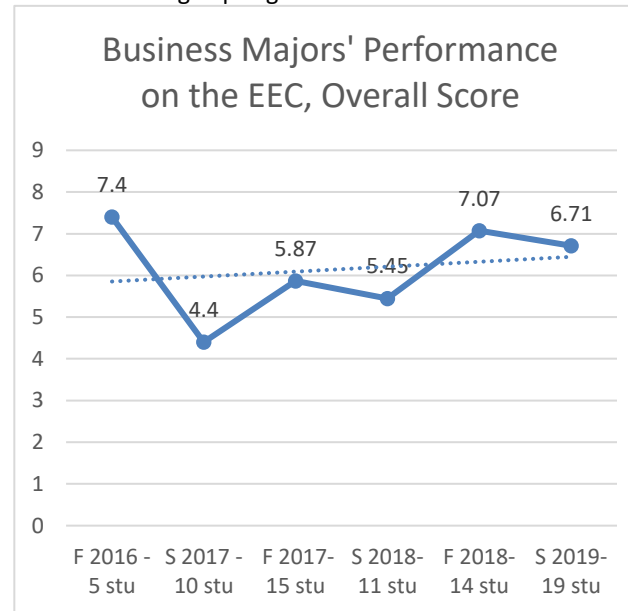
Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results														
1.1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.	1.11) Accounting 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.)	Two administrations of the EEC have occurred in this assessment cycle. 9 students majoring in Accounting, participated in the assessment, this academic year. The total average of the Overall student scores on the EEC were 5.5 and 6.59, respectively, the mean of which is 6.05, up significantly for 4.4 last year. With the highest possible score of 9.0, then 5.0 would indicate satisfaction.) The overall performance of students in the 2017-2018 academic year exceeded this benchmark. <div><p>Accounting Majors Overall Score on the EEC Fall 2016-Spring 2019</p><table><tr><th>Term</th><th>Score</th></tr><tr><td>ACCT F16-4 stu</td><td>5.25</td></tr><tr><td>ACCT S17-2 stu</td><td>5</td></tr><tr><td>ACCT F17-5 stu</td><td>3.8</td></tr><tr><td>ACCT S18-3 stu</td><td>5.5</td></tr><tr><td>ACCT F18-4 stu</td><td>5.5</td></tr><tr><td>ACCT S19-5 stu</td><td>6.59</td></tr></table></div>	Term	Score	ACCT F16-4 stu	5.25	ACCT S17-2 stu	5	ACCT F17-5 stu	3.8	ACCT S18-3 stu	5.5	ACCT F18-4 stu	5.5	ACCT S19-5 stu	6.59	Accounting students’ performance in case analysis improved significantly, this year. The extra work, which was last year’s action for improvement in case analysis appears to have been helpful. While this ethics course will continue to promote work in the skills of case analysis, since we have been doing ethics cases for assessment for over 20 years, we are going to move to assessing an ethics paper in our BUS 453 Strategic Management course, beginning Fall 2019.
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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.)

The case resolution 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.

This year new exercises on using Bible terms, new lectures on integrity and stewardship and renewed focus on other biblical terms and biblical content of the chapters was discussed. This year, Bus. Admin. majors showed improvement on the overall quality of analysis and integration of the Christian faith throughout the paper. The trendline shows overall improvement since Fall 2016 through Spring 2019.



Two administrations of the EEC have occurred in this assessment cycle. 33 Bus Admin majors participated in the assessment, this academic year. The total average of the Overall student scores on the EEC were 7.07 and 6.71, respectively, the mean of which is 6.89. This indicates an improvement over last year's mean score of 5.635. The overall performance of students in the 2018-2019 academic year scored well above this benchmark.

With Bus Admin majors making up the bulk of the classes, the good news is that overall performance is improved over last year. This is important because part of the Spring semester students took this course online, as the first time this course was offered online. The online students tended to not do as well as the students in the classroom. Still, the overall score on the quality of analysis and the overall integration of Christian values was above the benchmark.

While this ethics course will continue to promote work in the skills of case analysis, since we have been doing ethics cases for assessment for over 20 years, we are going to move to assessing an ethics paper in our BUS 453 Strategic Management course, beginning Fall 2019.

<p>1.2) How well Accounting and Bus Admin majors perceive they are learning to integrate course knowledge and the Christian faith, we look at students' reporting in The NSSE assessment of Reflective and Integrative Learning (RIL).</p> <p>1.3) Also applicable here are the students' reports in the NSSE assessment of how often they were asked to apply facts, theories or methods to practical problems or new situations.</p>	<p>1.2 The Means of Assessment is by comparing MU's Freshman experience of using Reflective and Integrative Learning 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 RIL be greater than that of CCCU by about 2 mean points.</p> <p>In 2018, the score of seniors "on applying facts, theories or methods to practical problems or new situation" will be greater than that of 2014 by about 15%.</p>	<p>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</p> <p>Mean Score differences b/n FY (35.5) and SY (39.9) on RIL is 4.4, which is < 20 mean points. SY mean points of 39.9 is > CCCU SY mean points of 39.0</p> <p>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</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) 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.)</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 style="text-align: center;">UG MFT Results from Last 6 Semesters</p> <p>The scores over the years have been overall good, with an average across all areas of 47.5. This year's class of 2018-2019 performed relatively evenly with last year's class. This year's class scored above 50% in Accounting, 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 45.94%.</p>	<p>Note: We are continuing to search for a professor of marketing; last year's search did not find a suitable candidate.</p> <p>In order to improve performance this coming year, we will begin to move finance back to a full-time professor, as her schedule allows. We will continue to firm up good relations with our adjuncts, as MU investigates ideas and option for its Faculty of the Future initiatives.</p>
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<p>2.2) BLA</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>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 34 in Economics. The highest score was 62, in Management by the Fall class, followed by 61 in Management by the Spring class.</p> <div><p>BLA Post-Scores: Fall 2015 - Spring 2019 (Seniors)</p><table><thead><tr><th>Semester</th><th>Low Score</th><th>High score</th><th>Ave. pre</th><th>Ave. post</th></tr></thead><tbody><tr><td>Fall 2015-14</td><td>19</td><td>77</td><td>32</td><td>47</td></tr><tr><td>Spr 2016-30</td><td>31</td><td>76</td><td>41</td><td>53</td></tr><tr><td>Fall 2016-13</td><td>22</td><td>77</td><td>37</td><td>56</td></tr><tr><td>Spr 2017-33</td><td>20</td><td>78</td><td>33</td><td>51</td></tr><tr><td>Fall 2017-20</td><td>19</td><td>87</td><td>36</td><td>55</td></tr><tr><td>Spr 2018-21</td><td>33</td><td>73</td><td>34</td><td>55</td></tr><tr><td>Fall 2018-10</td><td>33</td><td>73</td><td>36.5</td><td>55</td></tr><tr><td>Spring 2019-18</td><td>35</td><td>77</td><td>35.8</td><td>60.7</td></tr></tbody></table><p>Low Score High score Ave. pre Ave. post Linear (Ave post)</p></div> <p>In this 2018 – 2019 academic year, the mean score of the pre-test was 36.15. The mean score for this year’s post- test was 57.85. The score indicates statistically significant improvement, with slight increases over last year’s low and high mean scores: 35 and 55, respectively. We note, also that the high score this year was below that of last year’s, down from 87 to 77. Nevertheless, the overall trend is rising each year, moving from 50 to 59 mean on the Post test scores.</p>	Semester	Low Score	High score	Ave. pre	Ave. post	Fall 2015-14	19	77	32	47	Spr 2016-30	31	76	41	53	Fall 2016-13	22	77	37	56	Spr 2017-33	20	78	33	51	Fall 2017-20	19	87	36	55	Spr 2018-21	33	73	34	55	Fall 2018-10	33	73	36.5	55	Spring 2019-18	35	77	35.8	60.7	<p>The faculty revised questions, last year in the BLA in four areas.</p> <p>Note: our Marketing Professor 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. We suspended our search this past year.</p> <p>We eliminated adult students from the pre- BLA test in order to have the numbers better reflect the average of incoming Freshmen.</p> <p>We just met our benchmarks in the Spring semester, that we raised last year. The new benchmark was to achieve an average score of 60% and/or a difference between the pre-test average score and the post-test average score of 25 questions. We however, did not meet our benchmark for the highest score to meet 80, missing this mark by 3 points.</p> <p>We will also continue to monitor when the BLA is offered in relation to the Glo-Bus simulation which is an essential part of the Strategy course.</p>
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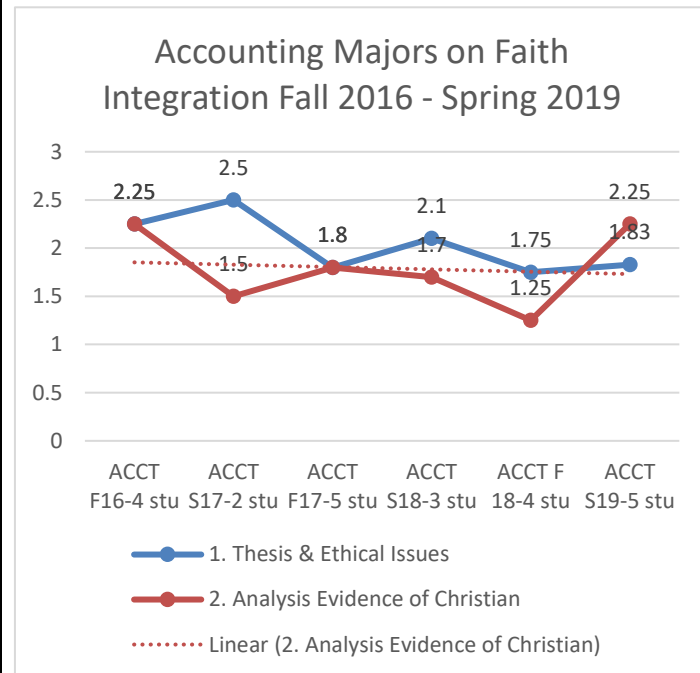
2.3) EEC:

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.

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.

First, we will review our Accounting majors.

While overall Accounting student skills are merging in common competence, Accounting students misunderstood the focus of the assigned case for them in the Fall, thereby lowering their overall performance. A different case was used by all students in the Spring semester. The Fall class of Accounting students did not meet the benchmark of 1.5 for satisfactory performance.

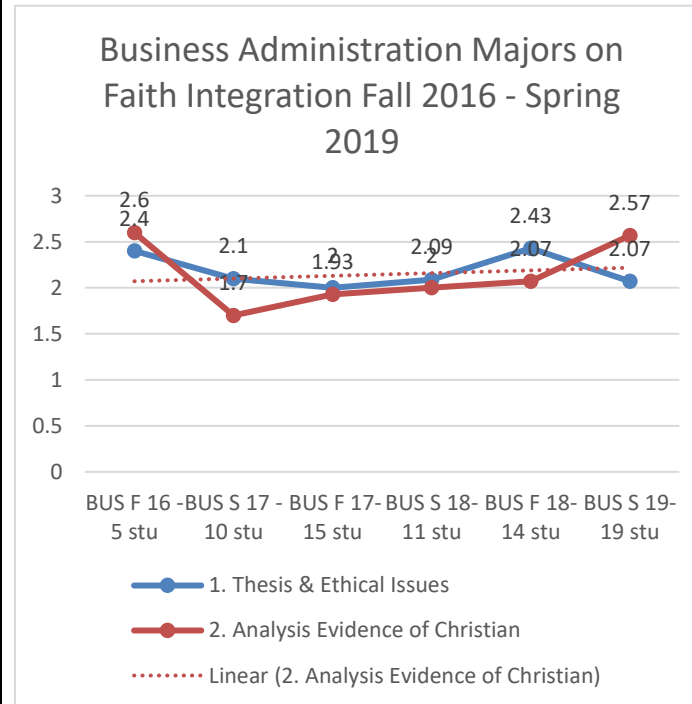


Accounting students' performance in faith integration spread throughout the analysis was showed a weakening trend, this year, but mostly due to the case chosen for this Fall.

While this ethics course will continue to promote work in the skills of faith integration in judgment and case analysis, the faculty have agreed to move to a new measure of faith integration, since we have been doing ethics cases for assessment for over 20 years. We will be assessing faith integration in a Strategy ethics paper being assigned in our BUS 453 Strategic Management course, beginning Fall 2019.

Now, for Business Administration majors.

Business Administration majors responded well to the extra assignments, showing improvements in both areas of faith integration, from the explanation of the thesis to through the analysis of the issues. Performance exceeds the benchmark of 1.5, significantly.



Business Administration majors' performance in faith integration spread throughout the analysis was shows a slightly upward trend.

While this ethics course will continue to promote work in the skills of faith integration in judgment and case analysis, the faculty have agreed to move to a new measure of faith integration, since we have been doing ethics cases for assessment for over 20 years. We will be assessing faith integration in a Strategy ethics paper being assigned in our BUS 453 Strategic Management course, beginning Fall 2019.

<p>2.41) Student Assessment: <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 Higher Order Learning (HOL) 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 The 2014 NSSE Survey Data to seniors in The 2018 NSSE Survey Data for HOL.</p>	<p>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</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 numerical information to examine a real world problem or issue, (such as unemployment)</p>	<p>We would like to see Malone's mean score on the use of numerical information to examine a real life situation be greater for Seniors in 2018 than it was for seniors reporting in 2014 by about 15% points.</p>	<p>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</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>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</p> <p>3.2 The BLA</p>	<p>3.1) MFT: See PILO 2, above for analysis.</p> <p>3.2) BLA 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>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 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>3.3 The EEC: Thesis, Understanding and Conclusion</p> <p>3.4 GLO-Bus simulation</p> <p>3.5 Students responses on a) Higher Order Learning and b) Combining ideas from different courses when completing assignments.</p>	<p>3.3) The EEC 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.</p> <p>The Department of Business weaves 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>3.3 The EEC: 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. A caveat was noted above for the Fall 2018 Accounting students. 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>With each professor offering an ethics assignment, in every class, we hope that students develop a habit of thinking about our School's 2 principal Christian values: Integrity and Stewardship.</p>	<p>3.3 EEC: As stated above, the EEC will be dropped as an assessment tool, and a new ethics assignment within the capstone Strategy course will be employed for this purpose, beginning in Fall 2019.</p> <p>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.</p>
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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:

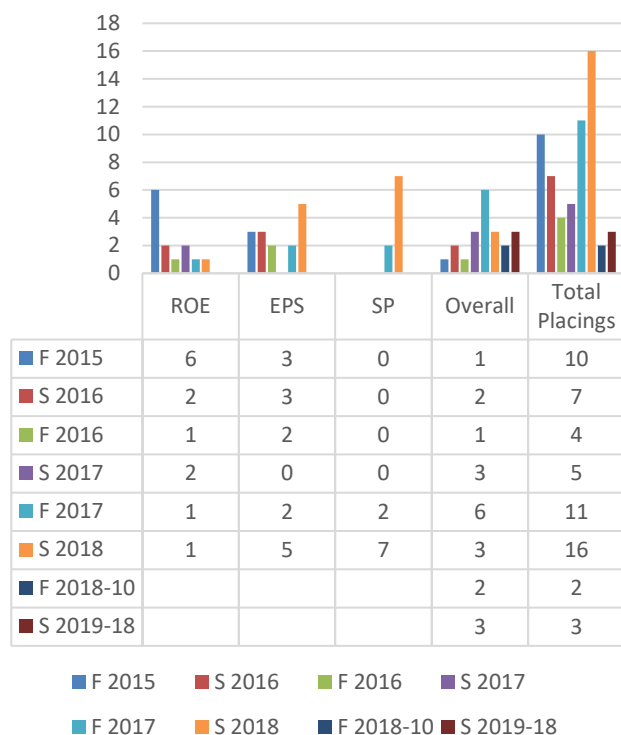
ROE = Return on Equity;
EPS = Earnings per Share,
SP = Stock Price, and
Overall performance.

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.

Our classes are divided into teams. We usually field 3 to 7 teams each semester.

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.

Global Business Simulation: Times Malone Teams Made the Top 100 Fall 2015 - Spring 2019



Among the international competitors are U.S. Big 10 Universities, and local Walsh University.

We note that this year, our students' strongest category remains in the overall category. End of the year student

We are finding student satisfaction with this simulation, and so the ethics assignment is being related to their reflections on the weaknesses of the simulation. We have noted certain weaknesses of the simulation, such as not accommodating for ethical considerations such as environmental protections, or for supporting high end/ high cost product strategies. We believe this is a good place for the values side of the Christian faith, focusing on aspects of integrity and stewardship, to be explored.

We note that this year we did not place in the other finance-related categories. We are completing plans to introduce a student managed investment club this Fall. Providing this is met happily, we will have more students familiar with these areas of ROE, EPS, and SP, over the next few years.

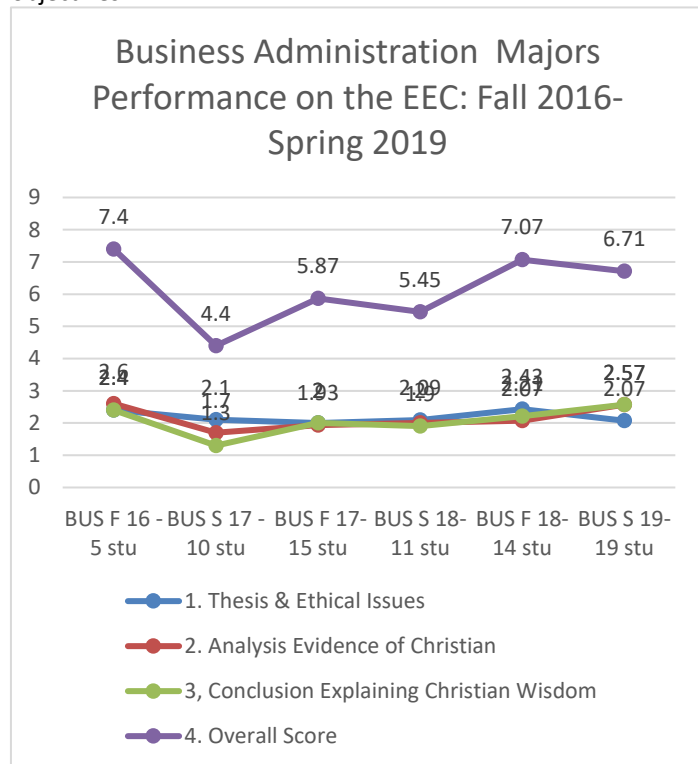
One new wrinkle is that we are offering this Strategy course with the simulation as an online course in the Spring semester. So, results may be interesting to see between the classroom offering the Fall and the online only offering in the Spring.

<p>3.5 Student responses on Higher Order Learning and Combine ideas from different courses when completing assignments.</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 Higher Order Learning to that of Seniors, with a desired increase of 10 points higher.</p> <p>Secondly, We would hope to compare seniors in The 2014 NSSE Survey Data to seniors in The 2018 NSSE Survey Data on how well Students 2a. combine theories and knowledge from different courses (both business and general education) in analyzing business problems.</p>	<p>reports indicate that they try to balance good treatment of employees with an enduring and sustainable strategy.</p> <p>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</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>3.0 Overall: In order to improve on students' ability to apply theory and knowledge to a business problem the assessment tools for this learning objective shows that students have shown proficiency at applying what they know, both in an academic sense through the EEC and through competitive success through the GLO-BUS simulation. The student reporting on NSSE 2018 supports this success.</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> <p>Students are understanding the concepts. The faculty believes that with results from last year being reproduced this year, we will change from using the EEC in the ethics course to an ethics assignment embedded in BUS 453, Strategy and Innovation.</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>4. BUS ADMIN: Develop students who will use their business 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: 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. We will look at the 2 charts: one for Accounting and one for Business Administration.</p> <div><h3>Accounting Majors Performance on the EEC: Fall 2016- Spring 2019</h3><table><tr><th></th><th>ACCT F16-4 stu</th><th>ACCT S17-2 stu</th><th>ACCT F17-5 stu</th><th>ACCT S18-3 stu</th><th>ACCT F18-4 stu</th><th>ACCT S19-5 stu</th></tr><tr><td>1. Thesis & Ethical Issues</td><td>2.25</td><td>2.5</td><td>2.0</td><td>2.1</td><td>1.75</td><td>2.05</td></tr><tr><td>2. Analysis Evidence of Christian</td><td>1.5</td><td>1.5</td><td>1.8</td><td>1.7</td><td>1.25</td><td>1.83</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>1.75</td><td>2.05</td></tr><tr><td>4. Overall Score</td><td>5.25</td><td>5.0</td><td>3.8</td><td>5.5</td><td>5.5</td><td>6.59</td></tr></table></div> <p>We note that there was weak performance among accounting students in Fall 2018, based on their misunderstanding the ethical dilemma, and this led to a significant drop in the overall quality of the essay writing. However, we do not see that occurrence in the Spring, when a different case was assigned.</p>		ACCT F16-4 stu	ACCT S17-2 stu	ACCT F17-5 stu	ACCT S18-3 stu	ACCT F18-4 stu	ACCT S19-5 stu	1. Thesis & Ethical Issues	2.25	2.5	2.0	2.1	1.75	2.05	2. Analysis Evidence of Christian	1.5	1.5	1.8	1.7	1.25	1.83	3. Conclusion Explaining Christian Wisdom	1.5	2.0	1.8	1.7	1.75	2.05	4. Overall Score	5.25	5.0	3.8	5.5	5.5	6.59	<p>As we have had over 10 years of assessing students’ ability to resolve ethical dilemmas, we will be moving an ethics assignment that focuses on how the Christian faith might influence business strategy. This move seems prudent in the current climate of business that is so focused on looking only at measures of profitability.</p> <p>We will continue to require an ethics assignment in each UG Accounting and Business course, as well as the EEC in the BUS 330 course.</p>
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3. Conclusion Explaining Christian Wisdom	1.5	2.0	1.8	1.7	1.75	2.05																																
4. Overall Score	5.25	5.0	3.8	5.5	5.5	6.59																																

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).

Other similar observations are made in the above Learning objectives.



With the Bus. Admn majors, we see a consistency of average mean performance, and we note the larger numbers of students with this major. The comparisons of Bus Admin majors to the overall in previous years indicates a steady grasp of the material and of skill in case analysis, with the last 3 semesters performing at or above 2.0 in all three categories, and well above our benchmark of 5 for the overall category. The overall mean scores were 7.07 and 6.71, spectively, well above last year's scores of 5.87 and 5.45, respectively.

Overall, the benefit of more exercises in case analysis has proven to be effective.

As we have had over 10 years of assessing students' ability to resolve ethical dilemmas, we will be moving an ethics assignment that focuses on how the Christian faith might influence business strategy. This moves seems prudent in the current climate of business that is so focused on looking only at measures of profitability.

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>4.2 Student responses on Reflective and Integrative Learning and analyze an idea, experience, or line of reasoning in depth by examining its parts.</p>	<p>4.2 Student Survey Responses of The 2018 NSSE are used to assess this area.</p> <p>The Means of Assessment is by comparing MU's Senior experience of using Reflective and Integrative Learning to that of Seniors in the CCCU, with a desired increase of 2 points higher.</p> <p>Secondly, We would hope to compare seniors in The 2014 NSSE Survey Data to seniors in The 2018 NSSE Survey Data on how well Students analyze an idea, experience, or line of reasoning in depth by examining its parts. The difference should be greater than 10% points.</p>	<p>The next administration of the NSSE survey will be in 2021. So, our information about these categories, remains unchanged.</p> <p>2018 SY mean score on RIL is 39.9 and that of CCCU is 39, a difference of 0.9.</p> <p>2018 SY score on 4c is 71% and 2014 SY score on 4c is 81%, a drop of about 10%.</p>	<p>We did not meet our competitive benchmark for Reflective and integrated learning. While we achieved our competitive goal in 6/7 items, our students report not changing the way they view a problem or a solution or an issue based on their educational experiences. We will endeavor to work at challenging students to see how theory can change the way a problem is approached or understood through increased case studies in appropriate courses.</p> <p>We experienced the opposite result of our benchmark. While we did a fair job in quantitative reasoning, the perceived weaknesses are in the areas of theory and value judgments. This agrees with findings in the case analysis assessments. We will be doing more practice in ethics and case analysis in hopes of improving students' perceptions of their abilities.</p>
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