



Marketing (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:

Marketing

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

Note: the Marketing major includes some core courses in the Business Administration major. At this time most of our Marketing majors are double majors with either Accounting or Business Administration, both of which require Strategic Management. In this strategy course, students take the MFT, the BLA and engage in a business simulation. This allows us to use two of the objective tools and one competitive simulation for assessment in our Marketing major.

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>Students majoring in Marketing will meet the benchmark of 5.5 points on the 9 point scale.</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>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>	<p>Two administrations of the EEC have occurred in this assessment cycle. 10 students majoring in Marketing participated in the assessment, this academic year. The total average of the Overall student scores on the EEC were 9 and 7.38, the mean of which is 8.19, as compared to 5.63, last year. We note that there were only 2 Marketing majors in the Fall class. This year’s mean was well above the desired benchmark of 5.5 out of 9.</p> <div data-bbox="753 699 1383 1357" style="text-align: center;"> <table border="1" style="margin: auto;"> <caption>Marketing Majors Overall Performance on the EEC: Fall 2016-Spring 2019</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>MKT F16-7 stu</td> <td>6.14</td> </tr> <tr> <td>MKT S17-6 stu</td> <td>5.17</td> </tr> <tr> <td>MKT F17-3 stu</td> <td>6</td> </tr> <tr> <td>MKT S18-4 stu</td> <td>5.25</td> </tr> <tr> <td>MKT F18-2 stu</td> <td>9</td> </tr> <tr> <td>MKT S19-8 stu</td> <td>7.38</td> </tr> </tbody> </table> </div>	Term	Score	MKT F16-7 stu	6.14	MKT S17-6 stu	5.17	MKT F17-3 stu	6	MKT S18-4 stu	5.25	MKT F18-2 stu	9	MKT S19-8 stu	7.38	<p>Improvements made in the Ethics course seem to be providing improved results for the overall analysis skills of students majoring in Marketing.</p> <p>While case analysis will remain as aspect of this course, we have been using an ethics case analysis for more than 10 years, and so will be moving to a new faith integration assignment that will be administered in BUS 453, beginning in the Fall of 2019.</p>
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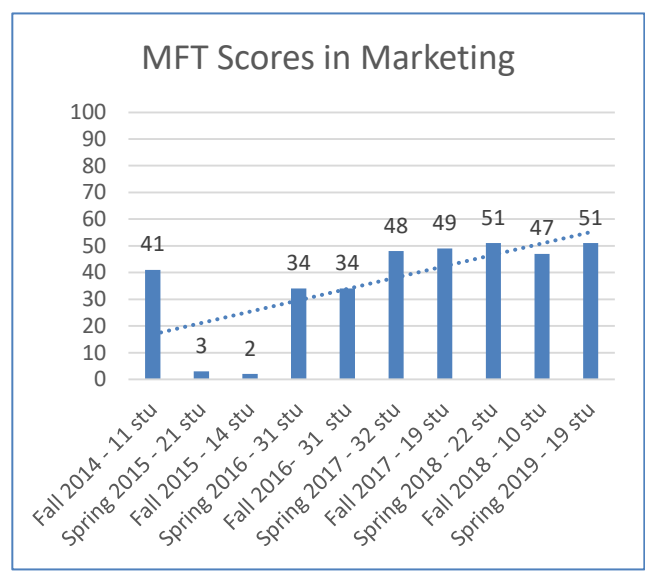
<p>1b) How well Marketing students perceive they are learning to integrate course knowledge and the Christian faith, we look at students' reporting in The NSSE assessment of Reflective and Integrative Learning (RIL).</p> <p>1c) Also applicable here are the students' reports in the NSSE assessment of how often they were asked to apply facts, theories or methods to practical problems or new situations.</p>	<p>1b) 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 2 mean points, and a benchmark mean score for senior experience above 41. Secondly, based on the NSSE 2018 Survey 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 the <u>NSSE 2018 Survey</u> 2018, the score of seniors 4b. "on applying facts, theories or methods to practical problems or new situation" will be greater than that of 2014 by about 2% 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 RIL is 39.9 and 2014 SY score on RIL is 39.9, no difference.</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 SY score on 4b is 84%, with a difference of -9%.</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>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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2) Students will be able to demonstrate knowledge of current business practice and theory.

2a) MFT: Students performance in the area of Marketing on the MFT will meet the benchmark of 50%.

The a) Major Fields Test (MFT), the b) Business Learning Assessment (BLA) UG Test, and c) the Embedded Ethics Case (EEC) 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.) At the current time, most marketing majors are double majors with Business Administration or Accounting, for which BUS 453 is a required course. 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 test also provides student and institutional averages across the functional areas.



The scores for the last 7 semesters show marked improvement since the Marketing major has become adopted. Our hope has been that students majoring in Marketing would improve the class' overall scores in Marketing. We also note that we had 29 majors take the MFT in their senior year.

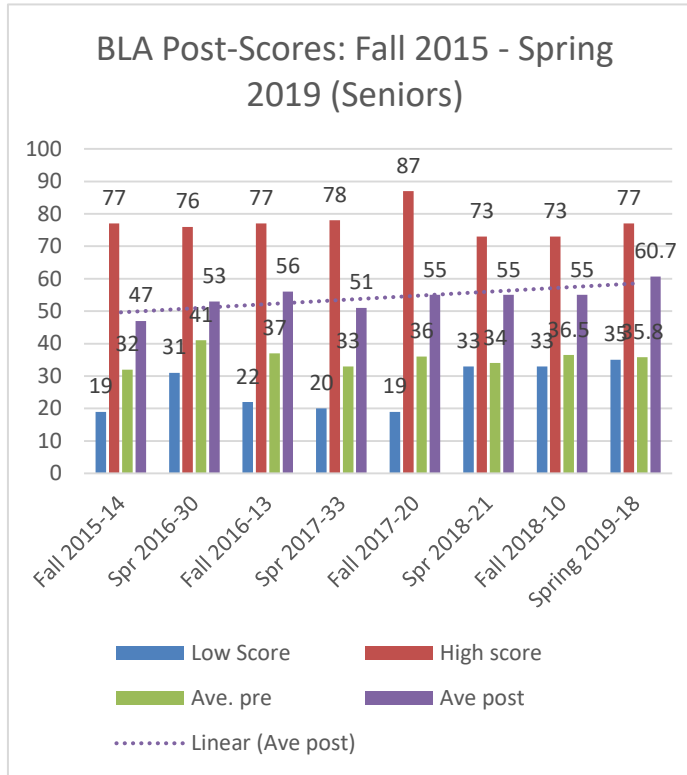
We have been addressing issues in Marketing and we are pleased that since the Spring of 2016, we see an increasing trend line since that time.

At the same time, we wish to continue challenging students with topics that speak to the depth and breadth of important content germane to the various courses in marketing, which the MFT is not equipped to assess.

This year we hope to firm up (be more consistent with) the professors teaching the marketing-related courses.

2b) **BLA:**
Students majoring in some area of Business will achieve the benchmark of 50% (55 correct answers out of 110 questions)

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.



In this 2018-2019 academic year, the mean score was 35.8, which is close to last year's score of 35.15. The mean for this year's Post score was 60.7, again up from last year's 55. We have seen the mean differences in performance hold between 18 and 25 points out of the 110 questions on the BLA. We are working towards improvements for next year.

The faculty reviewed and adjusted questions in the areas of economics, statistics, ethics and international business. The revised test was used in Fall 2018.

Our motion to move the BLA Post-test further back in the Strategy course along with attaching point credit for taking the test seem to have promoted better overall performance. While, post-scores are still lower than we expected, we are seeing a rising trendline.

Our decision at the end of the 2017-18 year to remove non-traditional students from the OL sections of the Macroeconomics course was instituted this year.

Our new benchmark for seniors to answer correctly 60 questions out of the 110 was only reached in the Spring semester, but we note that this was the larger of the 2 (fall and Spring) classes. Since the benchmark was just raised, we will watch this for a year or two.

<p>2c) EEC: Students majoring in Marketing will achieve the benchmark of 2.0 on the first 2 criteria.</p>	<p>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.</p> <p>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.</p>	<p>Marketing Majors remain strong in the area of identifying the ethical issues, maintaining performance above 2.0. This year showed great improvement in the area of ethical analysis, where the mean for this year rose from last year's 2.06 to 2.69, on a 3 point scale.</p> <div data-bbox="741 418 1430 1052" data-label="Figure"> <table border="1"> <caption>Marketing Majors on Faith Integration Fall 2016-Spring 2019</caption> <thead> <tr> <th>Semester</th> <th>1. Thesis & Ethical Issues</th> <th>2. Analysis Evidence of Christian</th> </tr> </thead> <tbody> <tr> <td>MKT F16- 7 stu</td> <td>2.0</td> <td>2.43</td> </tr> <tr> <td>MKT S 17- 6 stu</td> <td>2.33</td> <td>1.83</td> </tr> <tr> <td>MKT F17- 3 stu</td> <td>2.0</td> <td>2.0</td> </tr> <tr> <td>MKT S18- 4 stu</td> <td>2.5</td> <td>2.25</td> </tr> <tr> <td>MKT F-18 2 stu</td> <td>2.13</td> <td>2.5</td> </tr> <tr> <td>MKT S19- 8 stu</td> <td>2.13</td> <td>2.88</td> </tr> </tbody> </table> </div>	Semester	1. Thesis & Ethical Issues	2. Analysis Evidence of Christian	MKT F16- 7 stu	2.0	2.43	MKT S 17- 6 stu	2.33	1.83	MKT F17- 3 stu	2.0	2.0	MKT S18- 4 stu	2.5	2.25	MKT F-18 2 stu	2.13	2.5	MKT S19- 8 stu	2.13	2.88	<p>While case analysis will remain as aspect of this course, we have been using an ethics case analysis for more than 10 years, and so will be moving to a new faith integration assignment that will be administered in BUS 453, beginning in the Fall of 2019.</p>
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<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, and the EEC are used to assess this area (see items #1 and #2 above for the descriptions).</p> <p>3c) EEC</p>	<p>The 3a) MFT and 3 b) BLA test retained and applied knowledge through their respective multiple choice tests. See point 2.</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, and this year we see great improvement in the defense of the analysis and solution: scoring an average of 3 and 2.75, respectively, on a 3-point scale. Again, we note that Fall 18 had only 2 Marketing Majors.</p> <div data-bbox="741 548 1430 1320"> <p style="text-align: center;">Marketing Majors Performance on the EEC: Fall 2016- Spring 2019</p> <table border="1"> <caption>Marketing Majors Performance on the EEC: Fall 2016- Spring 2019</caption> <thead> <tr> <th>Term</th> <th>1. Thesis & 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>MKT F16-7 stu</td> <td>2.43</td> <td>1.71</td> <td>1.71</td> <td>6.14</td> </tr> <tr> <td>MKT S 17-6 stu</td> <td>2.33</td> <td>1.83</td> <td>1.83</td> <td>5.17</td> </tr> <tr> <td>MKT F17-3 stu</td> <td>2</td> <td>2</td> <td>2</td> <td>6</td> </tr> <tr> <td>MKT S18-4 stu</td> <td>2.25</td> <td>2.25</td> <td>2.25</td> <td>5.25</td> </tr> <tr> <td>MKT F-18 2 stu</td> <td>3</td> <td>2.5</td> <td>2.5</td> <td>9</td> </tr> <tr> <td>MKT S19-8 stu</td> <td>2.98</td> <td>2.43</td> <td>2.43</td> <td>7.38</td> </tr> </tbody> </table> </div>	Term	1. Thesis & Ethical Issues	2. Analysis Evidence of Christian	3. Conclusion Explaining Christian Wisdom	4. Overall Score	MKT F16-7 stu	2.43	1.71	1.71	6.14	MKT S 17-6 stu	2.33	1.83	1.83	5.17	MKT F17-3 stu	2	2	2	6	MKT S18-4 stu	2.25	2.25	2.25	5.25	MKT F-18 2 stu	3	2.5	2.5	9	MKT S19-8 stu	2.98	2.43	2.43	7.38	<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 in groups, with written work to focus on logical arguments in support of the contentions.</p> <p>This year the benchmark for Christian wisdom of 2.1 was met.</p> <p>While case analysis will remain as aspect of this course, we have been using an ethics case analysis for more than 10 years, and so will be moving to a new faith integration assignment that will be administered in BUS 453, beginning in the Fall of 2019.</p>
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3d) Glo-Bus Simulation:

Our benchmark for this simulation is that students will place in the top 100, at least 5 times during the year.

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.

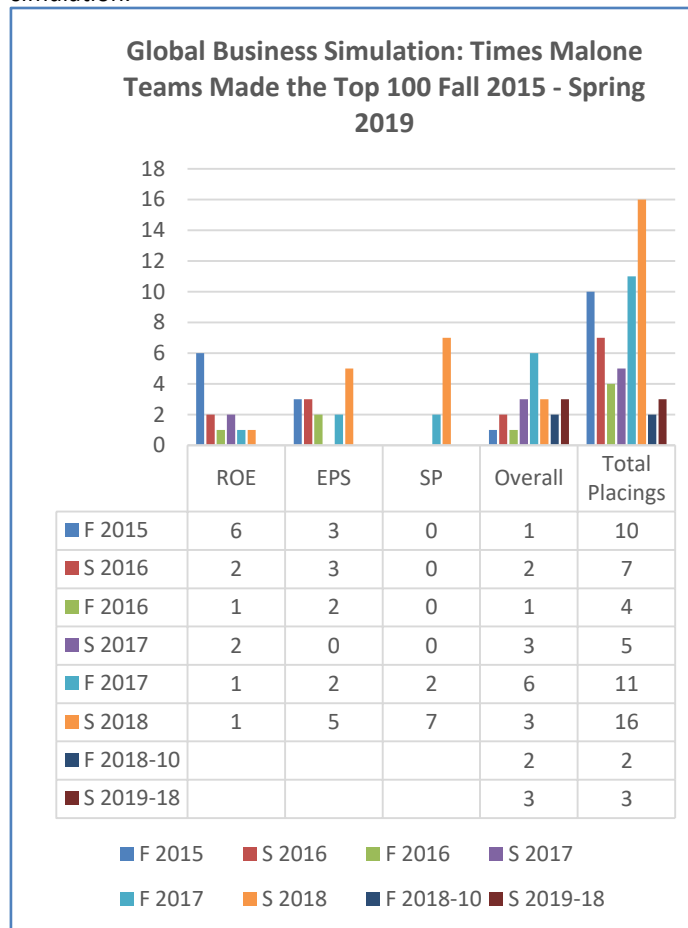
The competition begins with year 6 and continues through year 15. We participate in 9 weeks of the simulation from year 6 through 14.

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.

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

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.



Note: Among the international competitors are U.S. Big 10 Universities, and local Walsh University. In this academic year teams placed in Overall category 5 times.

We achieved our new benchmark of placing in the top 100, a minimum of 5 times.

We will continue to use the Glo-Bus simulation for a while and continue to ask our students if they believe their learning is enhanced by it.

We note that the increase in the Overall Category is coincidental to the increased majors in Marketing during that time.

We will be integrating the faith integration assignment with student essays evaluating this simulation from a Christian perspective.

<p>3e) 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. 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 mean 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. The difference between seniors and freshmen on this construct will be greater than 10% points in 2018.</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>The next administration of the NSSE survey will be in 2021. So, our information about these categories remains unchanged.</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 did not hit our benchmark, which might have been too ambitious. We will lower our benchmark to 2 points higher for the next report. In order to help us achieve our benchmark, we will encourage professors to offer assignments that make connections between more classes. We use a simulation in strategy where students do this sort of work, but the NSSE is given to students before they take the Strategy course. The ethics course is another place where this can occur, especially through discussion.</p>
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<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 benchmark for Explaining the wisdom of one's solution has been set at 2.0.</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>For this learning objective, we see that the explanation of Christian wisdom compared to the overall quality of the essay's analysis align nicely, indicating that marketing majors integrated Christian values into their analysis of the business ethics case. The benchmarks were all met.</p> <table border="1"> <caption>Marketing Majors Performance on the EEC: Fall 2016- Spring 2019</caption> <thead> <tr> <th>Semester</th> <th>3, Conclusion Explaining Christian Wisdom</th> <th>4. Overall Score</th> </tr> </thead> <tbody> <tr> <td>MKT F16-7 stu</td> <td>1.71</td> <td>6.14</td> </tr> <tr> <td>MKT S17-6 stu</td> <td>1.5</td> <td>5.17</td> </tr> <tr> <td>MKT F17-3 stu</td> <td>2</td> <td>6</td> </tr> <tr> <td>MKT S18-4 stu</td> <td>2</td> <td>5.25</td> </tr> <tr> <td>MKT F-18-2 stu</td> <td>3</td> <td>9</td> </tr> <tr> <td>MKT S19-8 stu</td> <td>2.75</td> <td>7.38</td> </tr> </tbody> </table>	Semester	3, Conclusion Explaining Christian Wisdom	4. Overall Score	MKT F16-7 stu	1.71	6.14	MKT S17-6 stu	1.5	5.17	MKT F17-3 stu	2	6	MKT S18-4 stu	2	5.25	MKT F-18-2 stu	3	9	MKT S19-8 stu	2.75	7.38	<p>The EEC has been a useful and effective tool for assessment for more than 10 years. So, this coming year, beginning in Fall 2019, we will move to a new assignment in the Business Strategy course in order to have a fresh look at how well faith integration and business content are shaping our students' problem-solving skills.</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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<p>4b) Student responses on Reflective and Integrative Learning and analyze an idea, experience, or line of reasoning in depth by examining its parts.</p>	<p>Student Survey Responses of The 2018 NSSE are used to assess this area. 4b) 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 mean 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 between 2018 and 2014 will be greater than 20% 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 RIL is 39.9 and 2018 SY score of CCCU is 39.0, a difference of 0.9</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 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>In failing to meet our benchmark, we see a need to increase our students' powers of analysis. Changes in assignments will dovetail with both qualitative and quantitative reasoning assignments.</p>
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