



**Marketing (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:**

**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

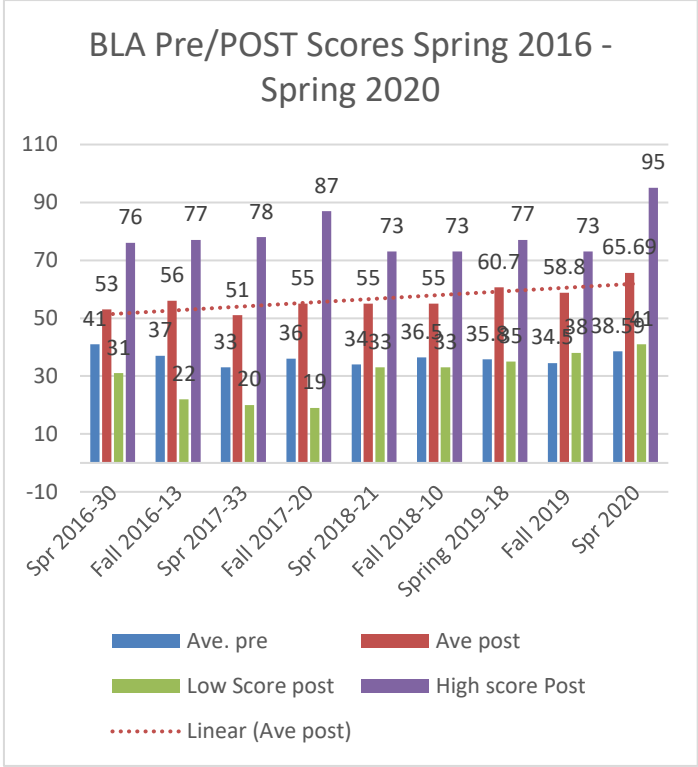
**Note:** the Marketing major includes some core courses in the Business Administration major. At this time most of our Marketing majors are double majors with either Accounting or Business Administration, both of which require Strategic Management. In this strategy course, students take the MFT, the 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.) 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. 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 have occurred in this assessment cycle. 15 students majoring in Marketing participated in the assessment, this academic year. The total average of the Overall student scores on the EEC were 5.5 and 5.21, the mean of which is 5.36, as compared to 7.86, last year. This year’s mean fell below the desired benchmark of 5.5 out 9. The trendline is nearly flat.</p> <div data-bbox="753 699 1383 1349" style="text-align: center;"> <table border="1"> <caption>Marketing Majors Faith Integration Overall Score</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Mkt F 2016</td> <td>6.14</td> <td>7</td> </tr> <tr> <td>MKT S 2017</td> <td>5.17</td> <td>6</td> </tr> <tr> <td>MKT F 2017</td> <td>6</td> <td>3</td> </tr> <tr> <td>MKT S 2018</td> <td>5.25</td> <td>4</td> </tr> <tr> <td>MKT F 2018</td> <td>9</td> <td>2</td> </tr> <tr> <td>MKT S 2019</td> <td>6.71</td> <td>6</td> </tr> <tr> <td>Mkt F 2019</td> <td>5.5</td> <td>8</td> </tr> <tr> <td>Marketing S 2020</td> <td>5.21</td> <td>7</td> </tr> </tbody> </table> </div> | Semester       | Score | Number of Students | Mkt F 2016 | 6.14 | 7 | MKT S 2017 | 5.17 | 6 | MKT F 2017 | 6 | 3 | MKT S 2018 | 5.25 | 4 | MKT F 2018 | 9 | 2 | MKT S 2019 | 6.71 | 6 | Mkt F 2019 | 5.5 | 8 | Marketing S 2020 | 5.21 | 7 | <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> |
| Semester   | Score   | Number of Students   |                |       |                    |            |      |   |            |      |   |            |   |   |            |      |   |            |   |   |            |      |   |            |     |   |                  |      |   |  |
| Mkt F 2016   | 6.14  | 7  |                |       |                    |            |      |   |            |      |   |            |   |   |            |      |   |            |   |   |            |      |   |            |     |   |                  |      |   |  |
| MKT S 2017   | 5.17  | 6  |                |       |                    |            |      |   |            |      |   |            |   |   |            |      |   |            |   |   |            |      |   |            |     |   |                  |      |   |  |
| MKT F 2017   | 6   | 3  |                |       |                    |            |      |   |            |      |   |            |   |   |            |      |   |            |   |   |            |      |   |            |     |   |                  |      |   |  |
| MKT S 2018   | 5.25  | 4  |                |       |                    |            |      |   |            |      |   |            |   |   |            |      |   |            |   |   |            |      |   |            |     |   |                  |      |   |  |
| MKT F 2018   | 9   | 2  |                |       |                    |            |      |   |            |      |   |            |   |   |            |      |   |            |   |   |            |      |   |            |     |   |                  |      |   |  |
| MKT S 2019   | 6.71  | 6  |                |       |                    |            |      |   |            |      |   |            |   |   |            |      |   |            |   |   |            |      |   |            |     |   |                  |      |   |  |
| Mkt F 2019   | 5.5   | 8  |                |       |                    |            |      |   |            |      |   |            |   |   |            |      |   |            |   |   |            |      |   |            |     |   |                  |      |   |  |
| Marketing S 2020   | 5.21  | 7  |                |       |                    |            |      |   |            |      |   |            |   |   |            |      |   |            |   |   |            |      |   |            |     |   |                  |      |   |  |

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| <p>1b) How well Marketing students 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>1c) 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>1b) 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 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 <b>RIL</b> 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. "<b>on applying facts, theories or methods to practical problems or new situation</b>" will be greater than that of 2014 by about 2% 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 RIL is 39.9 and 2014 SY score on RIL is 39.9, no difference.</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 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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| <p>2) Students will be able to demonstrate knowledge of current business practice and theory.</p> <p>2a) MFT: Students performance in the area of Marketing on the MFT will meet the benchmark of 50%.</p> | <p>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.</p> <p>2a) MFT: The MFT is included as a course requirement in the BUS 453 course (the Capstone course in Accounting, Business Administration, and Finance majors.) At the current time, most marketing majors are double majors with Business Administration or Accounting. 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.</p> | <p>The scores for the last 7 semesters show surprising consistency, 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 53 senior students took the MFT in their senior year.</p> <div data-bbox="751 505 1381 1344" data-label="Figure"> <table border="1"> <caption>MFT Scores in Marketing: Fall 2015 - Spring 2020</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2017 - 32 stu</td> <td>48</td> <td>32</td> </tr> <tr> <td>Fall 2017 - 19 stu</td> <td>49</td> <td>19</td> </tr> <tr> <td>Spring 2018 - 22 stu</td> <td>51</td> <td>22</td> </tr> <tr> <td>Fall 2018 - 10 stu</td> <td>47</td> <td>10</td> </tr> <tr> <td>Spring 2019 - 19 stu</td> <td>51</td> <td>19</td> </tr> <tr> <td>Fall 2019 - 25 stu</td> <td>53</td> <td>25</td> </tr> <tr> <td>Spring 2020 - 28 stu</td> <td>49</td> <td>28</td> </tr> </tbody> </table> </div> | Semester | Score | Number of Students | Spring 2017 - 32 stu | 48 | 32 | Fall 2017 - 19 stu | 49 | 19 | Spring 2018 - 22 stu | 51 | 22 | Fall 2018 - 10 stu | 47 | 10 | Spring 2019 - 19 stu | 51 | 19 | Fall 2019 - 25 stu | 53 | 25 | Spring 2020 - 28 stu | 49 | 28 | <p>We will note that we have not yet found a full-time Marketing professor. Nevertheless, students are learning and retaining a reasonable amount of marketing knowledge.</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. Marketing 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>However, this year we will begin to require Marketing Majors to do a semester-long Research project in Marketing, which is an option inspired by our marketing Research course and the University's newly adopted Pendle Hill Pledge.</p> <p>We hope to adjust our assessment tools to reflect this change in next year's assessment report.</p> |
|--|--|--|----------|-------|--------------------|----------------------|----|----|--------------------|----|----|----------------------|----|----|--------------------|----|----|----------------------|----|----|--------------------|----|----|----------------------|----|----|--|
| Semester   | Score  | Number of Students   |          |       |                    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |  |
| Spring 2017 - 32 stu   | 48   | 32   |          |       |                    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |  |
| Fall 2017 - 19 stu   | 49   | 19   |          |       |                    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |  |
| Spring 2018 - 22 stu   | 51   | 22   |          |       |                    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |  |
| Fall 2018 - 10 stu   | 47   | 10   |          |       |                    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |  |
| Spring 2019 - 19 stu   | 51   | 19   |          |       |                    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |  |
| Fall 2019 - 25 stu   | 53   | 25   |          |       |                    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |  |
| Spring 2020 - 28 stu   | 49   | 28   |          |       |                    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |                    |    |    |                      |    |    |  |

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| <p>2b) <b>BLA:</b> Students majoring in some area of Business will achieve the benchmark of 50% (55 correct answers out of 110 questions)</p> | <p>2b) <b>BLA:</b> 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>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 scores of the pre-test and post-test, respectively are 35.51 and 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> | <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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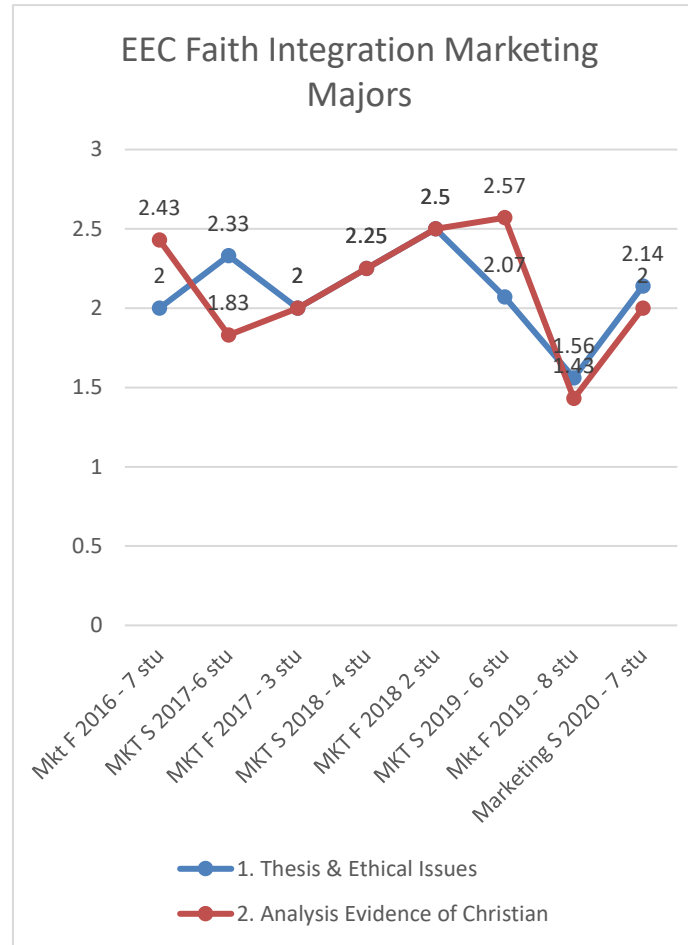


2c) EEC: Students majoring in Marketing will achieve the benchmark of 2.0 on the first 2 criteria.

**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.

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

Marketing Majors Fell below the benchmark this year in both areas, scoring a yearly average in thesis and Understanding, respectively as: 1.85 and 1.72.



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. We hope to see renewed performance next year with this change.



| <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 <b>3a) MFT</b> and <b>3 b) BLA</b> test retained and applied knowledge through their respective multiple choice tests. See point 2.</p> <p><b>3c) EEC</b> 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>Due to last year's performance, the benchmark for these 3 areas was raised to 2.1.</p> | <p>The EEC, MFT, and BLA results discussed in items #1 and 2 above are applicable to this area.</p> <p>In the <b>EEC</b>, we find a relative strength in identifying ethical issues related to the business problems. This year we had 15 Marketing Majors and assessment of strengths in these areas showed a significant decline over last year's results in explaining the wisdom of the desired results in terms associated with the Christian faith and its values. Marketing majors did not meet the new benchmark of 2.1.</p> <div data-bbox="743 516 1428 1360"> <h3 style="text-align: center;">EEC Faith Integration Marketing Majors</h3> <table border="1"> <thead> <tr> <th></th> <th>Mkt F 2016</th> <th>MKT S 2017</th> <th>MKT F 2017</th> <th>MKT S 2018</th> <th>MKT F 2018</th> <th>MKT S 2019</th> <th>Mkt F 2019</th> <th>Marketing S 2020</th> </tr> </thead> <tbody> <tr> <td>1. Thesis &amp; Ethical Issues</td> <td>2</td> <td>2.33</td> <td>2</td> <td>2.25</td> <td>2.5</td> <td>2.07</td> <td>1.56</td> <td>2.14</td> </tr> <tr> <td>2. Analysis Evidence of Christian</td> <td>2.43</td> <td>1.83</td> <td>2</td> <td>2.25</td> <td>2.5</td> <td>2.57</td> <td>1.43</td> <td>2</td> </tr> <tr> <td>3. Conclusion Explaining Christian Wisdom</td> <td>1.71</td> <td>1.5</td> <td>2</td> <td>2</td> <td>3</td> <td>2.57</td> <td>1.11</td> <td>1.64</td> </tr> </tbody> </table> </div> |            | Mkt F 2016 | MKT S 2017 | MKT F 2017 | MKT S 2018 | MKT F 2018       | MKT S 2019 | Mkt F 2019 | Marketing S 2020 | 1. Thesis & Ethical Issues | 2 | 2.33 | 2 | 2.25 | 2.5 | 2.07 | 1.56 | 2.14 | 2. Analysis Evidence of Christian | 2.43 | 1.83 | 2 | 2.25 | 2.5 | 2.57 | 1.43 | 2 | 3. Conclusion Explaining Christian Wisdom | 1.71 | 1.5 | 2 | 2 | 3 | 2.57 | 1.11 | 1.64 | <p>3c) EEC: 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> |
|---|---|---|------------|------------|------------|------------|------------|------------------|------------|------------|------------------|----------------------------|---|------|---|------|-----|------|------|------|-----------------------------------|------|------|---|------|-----|------|------|---|---|------|-----|---|---|---|------|------|------|--|
|   | Mkt F 2016  | MKT S 2017  | MKT F 2017 | MKT S 2018 | MKT F 2018 | MKT S 2019 | Mkt F 2019 | Marketing S 2020 |            |            |                  |                            |   |      |   |      |     |      |      |      |                                   |      |      |   |      |     |      |      |   |   |      |     |   |   |   |      |      |      |  |
| 1. Thesis & Ethical Issues  | 2   | 2.33  | 2          | 2.25       | 2.5        | 2.07       | 1.56       | 2.14             |            |            |                  |                            |   |      |   |      |     |      |      |      |                                   |      |      |   |      |     |      |      |   |   |      |     |   |   |   |      |      |      |  |
| 2. Analysis Evidence of Christian   | 2.43  | 1.83  | 2          | 2.25       | 2.5        | 2.57       | 1.43       | 2                |            |            |                  |                            |   |      |   |      |     |      |      |      |                                   |      |      |   |      |     |      |      |   |   |      |     |   |   |   |      |      |      |  |
| 3. Conclusion Explaining Christian Wisdom   | 1.71  | 1.5   | 2          | 2          | 3          | 2.57       | 1.11       | 1.64             |            |            |                  |                            |   |      |   |      |     |      |      |      |                                   |      |      |   |      |     |      |      |   |   |      |     |   |   |   |      |      |      |  |



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.

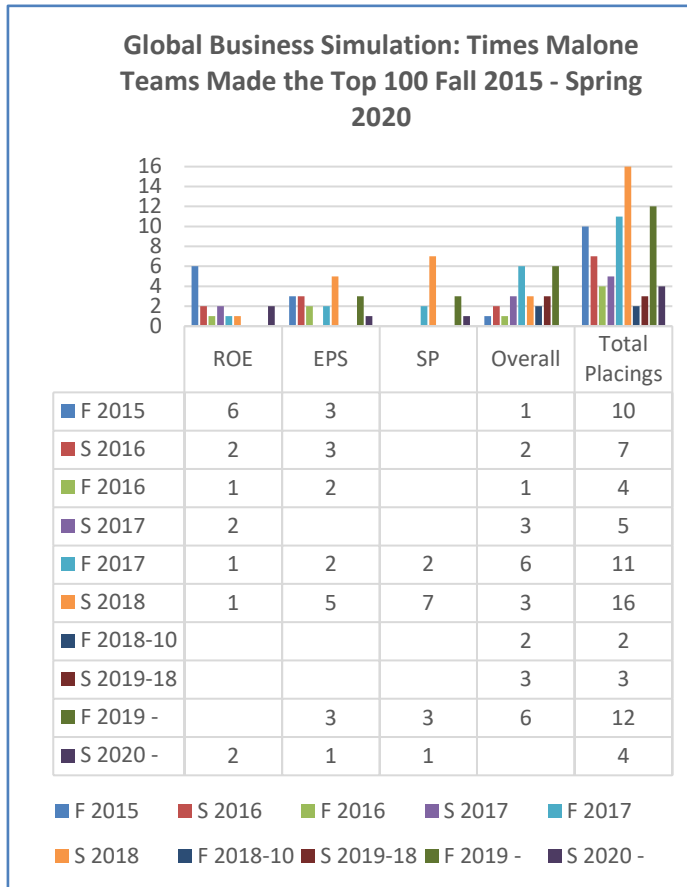
The students are judged on four categories:  
**ROE = Return on Equity;**  
**EPS = Earnings per Share,**  
**SP = Stock Price, and**  
**Overall performance.**

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 6 times. And we had 16 showings this year, placing at least once in each of the 4 categories. We achieved our new benchmark of placing in the top 100, a minimum of 5 times.



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.

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| <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.<br/>         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 mean 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. The difference between seniors and freshmen on this construct will be greater than 10% points in 2018.</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><b>The next administration of the NSSE survey will be in 2021. So, our information about these categories remains unchanged.</b></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><b>4a) 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>For this learning objective, we see that the explanation of Christian wisdom compared to the overall quality of the essay's analysis assessment indicates a weak performance among this year's 15 Marketing majors. None of the new benchmarks were met.</p> <div data-bbox="741 386 1430 1300" data-label="Figure"> <table border="1"> <caption>EEC Marketing Majors Fall 2016 to Spring 2020</caption> <thead> <tr> <th>Semester</th> <th>3, Conclusion Explaining Christian Wisdom</th> <th>4, Overall Score</th> </tr> </thead> <tbody> <tr> <td>Mkt F 2016 - 7 stu</td> <td>1.71</td> <td>6.14</td> </tr> <tr> <td>MKT S 2017 - 6 stu</td> <td>1.5</td> <td>5.17</td> </tr> <tr> <td>MKT F 2017 - 3 stu</td> <td>2</td> <td>6</td> </tr> <tr> <td>MKT S 2018 - 4 stu</td> <td>2</td> <td>5.25</td> </tr> <tr> <td>MKT F 2018 2 stu</td> <td>3</td> <td>9</td> </tr> <tr> <td>MKT S 2019 - 6 stu</td> <td>2.57</td> <td>6.71</td> </tr> <tr> <td>Mkt F 2019 - 8 stu</td> <td>1.11</td> <td>4</td> </tr> <tr> <td>Marketing S 2020 - 7 stu</td> <td>1.64</td> <td>3.71</td> </tr> </tbody> </table> </div> | Semester | 3, Conclusion Explaining Christian Wisdom | 4, Overall Score | Mkt F 2016 - 7 stu | 1.71 | 6.14 | MKT S 2017 - 6 stu | 1.5 | 5.17 | MKT F 2017 - 3 stu | 2 | 6 | MKT S 2018 - 4 stu | 2 | 5.25 | MKT F 2018 2 stu | 3 | 9 | MKT S 2019 - 6 stu | 2.57 | 6.71 | Mkt F 2019 - 8 stu | 1.11 | 4 | Marketing S 2020 - 7 stu | 1.64 | 3.71 | <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> |
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| Semester   | 3, Conclusion Explaining Christian Wisdom   | 4, Overall Score   |          |   |                  |                    |      |      |                    |     |      |                    |   |   |                    |   |      |                  |   |   |                    |      |      |                    |      |   |                          |      |      |   |
| Mkt F 2016 - 7 stu   | 1.71  | 6.14   |          |   |                  |                    |      |      |                    |     |      |                    |   |   |                    |   |      |                  |   |   |                    |      |      |                    |      |   |                          |      |      |   |
| MKT S 2017 - 6 stu   | 1.5   | 5.17   |          |   |                  |                    |      |      |                    |     |      |                    |   |   |                    |   |      |                  |   |   |                    |      |      |                    |      |   |                          |      |      |   |
| MKT F 2017 - 3 stu   | 2   | 6  |          |   |                  |                    |      |      |                    |     |      |                    |   |   |                    |   |      |                  |   |   |                    |      |      |                    |      |   |                          |      |      |   |
| MKT S 2018 - 4 stu   | 2   | 5.25   |          |   |                  |                    |      |      |                    |     |      |                    |   |   |                    |   |      |                  |   |   |                    |      |      |                    |      |   |                          |      |      |   |
| MKT F 2018 2 stu   | 3   | 9  |          |   |                  |                    |      |      |                    |     |      |                    |   |   |                    |   |      |                  |   |   |                    |      |      |                    |      |   |                          |      |      |   |
| MKT S 2019 - 6 stu   | 2.57  | 6.71   |          |   |                  |                    |      |      |                    |     |      |                    |   |   |                    |   |      |                  |   |   |                    |      |      |                    |      |   |                          |      |      |   |
| Mkt F 2019 - 8 stu   | 1.11  | 4  |          |   |                  |                    |      |      |                    |     |      |                    |   |   |                    |   |      |                  |   |   |                    |      |      |                    |      |   |                          |      |      |   |
| Marketing S 2020 - 7 stu   | 1.64  | 3.71   |          |   |                  |                    |      |      |                    |     |      |                    |   |   |                    |   |      |                  |   |   |                    |      |      |                    |      |   |                          |      |      |   |

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| <p>4b) Student responses on <b>Reflective and Integrative Learning</b> and <b>analyze an idea, experience, or line of reasoning in depth by examining its parts.</b></p> | <p>Student Survey Responses of The 2018 NSSE are used to assess this area.<br/>                 4b) The Means of Assessment is by comparing MU's Senior experience of using <b>Reflective and Integrative Learning</b> 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 <b>The 2014 NSSE Survey</b> Data to seniors in <b>The 2018 NSSE Survey</b> Data on how well Students <b>analyze an idea, experience, or line of reasoning in depth by examining its parts.</b> The difference between 2018 and 2014 will be greater than 20% 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 RIL is 39.9 and 2018 SY score of CCCU is 39.0, a difference of 0.9</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 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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