



**Accounting and Business Administration (UG)**

**Assessed by: Department of Business Faculty**

**Cycle of Assessment: Fall 2017-Spring 2018**

**Mission Statement:**

*The Malone University Department of Business provides its students with an education that integrates course-specific skills and knowledge with program-wide Christian values, including stewardship and integrity. This is accomplished by a faculty with solid academic credentials who combine practical experience and applied theoretical tools and systems. Independent analytical thought and evaluation are encouraged in the classroom, in an atmosphere of mutual respect.*

**Program Goals:**

**Business Administration**

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

**Accounting**

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

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

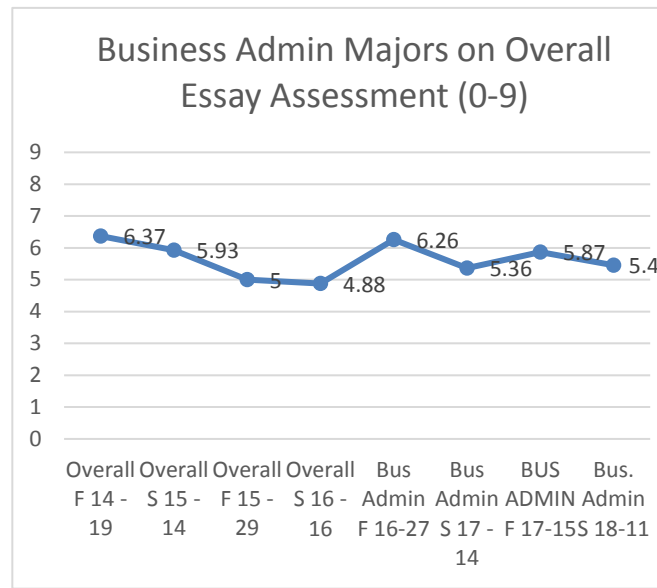
| <b>Program Intended Learning Outcomes (PILO)</b>   | <b>Means of Program Assessment &amp; Criteria for Success</b>  | <b>Summary of Data Collected</b>  | <b>Use of Results</b> |       |                 |      |                 |      |                 |   |                 |      |            |      |            |   |            |     |            |     |  |
|--|--|---|-----------------------|-------|-----------------|------|-----------------|------|-----------------|---|-----------------|------|------------|------|------------|---|------------|-----|------------|-----|--|
| <p>1.1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.</p> | <p>1.11) Accounting students: This year we are separating accounting majors from Bus. Admin. Majors, in order to provide more specific assessment of accounting majors <i>per se</i>.</p> <p>The Embedded Ethics Case (EEC) is given in the BUS 330 course, and through it students examine the following faith integration dimensions: 1. Thesis, focusing on ethical issues identification, 2. Analysis focusing on evidence of Christian understanding, 3. Conclusion explaining Christian wisdom, and 4. The overall score. The Overall score on the EEC is used to assess this outcome, as the ethical issues of the case are in the context of a business problem. (The maximum possible total score is 9 points.)</p> | <p>Two administrations of the EEC have occurred in this assessment cycle. 8 students majoring in Accounting, participated in the assessment, this academic year. The total average of the Overall student scores on the EEC were 3.8 and 5, respectively, the mean of which is 4.4. This year's average score is a lower from last year's average score of 5.455. 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 fell below this benchmark.</p> <div data-bbox="753 735 1383 1357" style="text-align: center;"> <table border="1"> <caption>Accounting Majors on Overall Essay Assessment (0-9)</caption> <thead> <tr> <th>Assessment Period</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Overall F 14-19</td> <td>6.37</td> </tr> <tr> <td>Overall S 15-14</td> <td>5.93</td> </tr> <tr> <td>Overall F 15-29</td> <td>5</td> </tr> <tr> <td>Overall S 16-16</td> <td>4.88</td> </tr> <tr> <td>ACCT F16-4</td> <td>5.25</td> </tr> <tr> <td>ACCT S17-2</td> <td>5</td> </tr> <tr> <td>ACCT F17-5</td> <td>3.8</td> </tr> <tr> <td>ACCT S18-3</td> <td>5.5</td> </tr> </tbody> </table> </div> | Assessment Period     | Score | Overall F 14-19 | 6.37 | Overall S 15-14 | 5.93 | Overall F 15-29 | 5 | Overall S 16-16 | 4.88 | ACCT F16-4 | 5.25 | ACCT S17-2 | 5 | ACCT F17-5 | 3.8 | ACCT S18-3 | 5.5 | <p>Accounting students' performance in case analysis dropped below the benchmark, this year. Therefore, in 2018-2019 more work will be given to practicing case analysis skills. This will require redesigning the course in order to cover the other course objectives.</p> <p>More focus will be given to students in order to encourage them to understand and use the Christian faith in their thinking. While the course is called Christian Ethics, the professor has encouraged students to apply the ethics theories of their choices. Exercises to integrate a chosen theory of ethics with the Christian faith, especially serving the values of integrity and stewardship will be worked on this next year.</p> |
| Assessment Period  | Score  |   |                       |       |                 |      |                 |      |                 |   |                 |      |            |      |            |   |            |     |            |     |  |
| Overall F 14-19  | 6.37   |   |                       |       |                 |      |                 |      |                 |   |                 |      |            |      |            |   |            |     |            |     |  |
| Overall S 15-14  | 5.93   |   |                       |       |                 |      |                 |      |                 |   |                 |      |            |      |            |   |            |     |            |     |  |
| Overall F 15-29  | 5  |   |                       |       |                 |      |                 |      |                 |   |                 |      |            |      |            |   |            |     |            |     |  |
| Overall S 16-16  | 4.88   |   |                       |       |                 |      |                 |      |                 |   |                 |      |            |      |            |   |            |     |            |     |  |
| ACCT F16-4   | 5.25   |   |                       |       |                 |      |                 |      |                 |   |                 |      |            |      |            |   |            |     |            |     |  |
| ACCT S17-2   | 5  |   |                       |       |                 |      |                 |      |                 |   |                 |      |            |      |            |   |            |     |            |     |  |
| ACCT F17-5   | 3.8  |   |                       |       |                 |      |                 |      |                 |   |                 |      |            |      |            |   |            |     |            |     |  |
| ACCT S18-3   | 5.5  |   |                       |       |                 |      |                 |      |                 |   |                 |      |            |      |            |   |            |     |            |     |  |

**1.12) Business Administration** (Bus Admin) majors:  
 This year we are separating Bus admin majors from Accounting majors, in order to provide more specific assessment of Bus Admin majors *per se*.  
 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.)

Because the textbook uses a looser ways of defining ethical dilemmas, that part of the text was not assigned. In spite of 3 exercises dedicated to formulating ethical dilemmas, many students in the class failed to understand what a dilemma is, and so some had trouble in the overall case analysis.

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

While exercises on using Bible terms, lectures on integrity and stewardship and other biblical terms and biblical content of the chapters was discussed, only some accounting students met expectations for the integration of the Christian faith throughout the paper.



Accounting majors take the same business courses as do Bus Admin majors, except for 2 business electives. So, the same analysis will apply to Bus Admin majors.

With Bus Admin majors making up the bulk of the course, the good news is that overall performance is improved over last year.

Still the professor will redesign the course in order to put more work and activities into case analysis skills, as well as show how Christian concepts can be woven into case analysis and desired conclusions on the wisdom of a student's resolution.

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| <p>1.2) How well <b>Accounting and Bus Admin majors</b> perceive they are <b>learning to integrate</b> course knowledge and the Christian faith, we look at students' reporting in <b>The NSSE assessment of Reflective and Integrative Learning (RIL)</b>.</p> | <p>1.2 The Means of Assessment is by comparing MU's Freshman experience of using <b>Reflective and Integrative Learning</b> to that of Seniors, with a desired increase of 20 points higher, and a benchmark mean score for senior experience at 41%.</p> <p>Secondly, we would like to see Malone's mean score on <b>RIL</b> be greater than that of CCCU by about 2 mean points.</p> | <p>Two administrations of the EEC have occurred in this assessment cycle. 26 Bus Admin majors participated in the assessment, this academic year. The total average of the Overall student scores on the EEC were 5.87 and 5.4, respectively, the mean of which is 5.635. This year's average score is a bit higher from last year's average score of 5.455. 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 fell above this benchmark.</p> <p>Mean Score differences b/n FY (35.5) and SY (39.9) on RIL is 4.4, which is &lt; 20 mean points. SY mean points of 39.9 is &gt; CCCU SY mean points of 39.0</p> | <p>Performance on case analysis skills has not improved enough to justify raising our benchmark.</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> |
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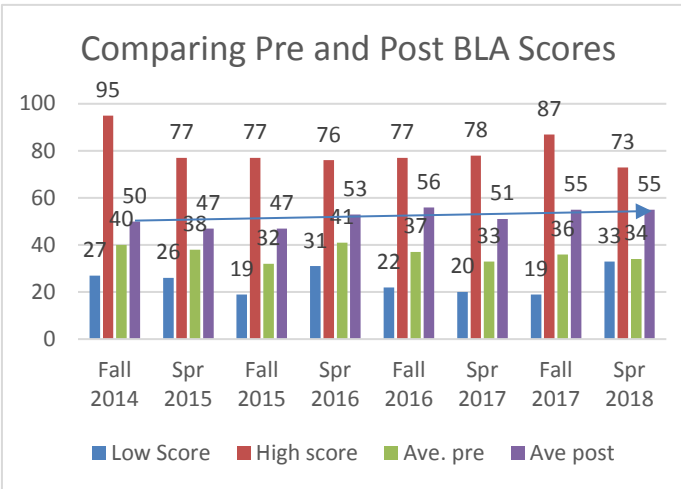
|  |   |  |   |
|--|---|--|---|
| <p>1.3) Also applicable here are the students' reports in the <b>NSSE assessment of how often they were asked to apply facts, theories or methods to practical problems or new situations.</b></p> | <p>In 2018, the score of seniors <b>"on applying facts, theories or methods to practical problems or new situation"</b> will be greater than that of 2014 by about 15%.</p> | <p>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> |
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| <p>2) Students will be able to demonstrate knowledge of current business practice and theory.</p> <p>The 1) Major Fields Test (MFT), the 2) Business Learning Assessment UG Test, (BLA), the 3) Embedded Ethics Case (EEC) (see item #1 for the description) and the 4) Student Survey Responses of The NSSE are used to assess this area.</p> <p>2.1 MFT Student performance will average 40% across all tested areas of the MFT.</p> | <p>2.1) <b>MFT:</b> The MFT is included as a course requirement in the BUS 453 course (the Capstone course in both the Accounting and Business Administration majors.) The Dept. of Business faculty reviews the results and recommends areas for attention. Historically, the recommendation for attention was based on average assessment indicator scores outside of the interquartile range and/or institutional means outside of the interquartile range. (The MFT consists of 120 multiple-choice questions and is a proctored test that is closed-book. It lasts 2 hours.)</p> <p>The MFT computes total scores for each the following areas of business: accounting, economics, finance, international business, information systems, business law, management, and marketing. The test also provides student and institutional averages across the functional areas.</p> | <div data-bbox="756 203 1407 803" data-label="Figure"> <p>The chart displays the percentage of students passing the MFT in various business disciplines over a six-year period. The Y-axis represents the percentage score from 0 to 100. The X-axis lists semesters from Spring 2014 to Spring 2018. The legend includes Accounting % (blue), Economics % (red), Finance % (green), Internatl% (purple), IS% (cyan), Law % (orange), Management % (dark blue), and Marketing % (brown).</p> <table border="1"> <caption>UG MFT Results from Last 6 Semesters (Estimated Data)</caption> <thead> <tr> <th>Semester</th> <th>Accounting %</th> <th>Economics %</th> <th>Finance %</th> <th>Internatl%</th> <th>IS%</th> <th>Law %</th> <th>Management %</th> <th>Marketing %</th> </tr> </thead> <tbody> <tr> <td>Spring 2014</td> <td>75</td> <td>80</td> <td>20</td> <td>45</td> <td>90</td> <td>65</td> <td>85</td> <td>25</td> </tr> <tr> <td>Fall 2014</td> <td>45</td> <td>30</td> <td>55</td> <td>40</td> <td>45</td> <td>55</td> <td>40</td> <td>40</td> </tr> <tr> <td>Spring 2015</td> <td>25</td> <td>20</td> <td>10</td> <td>15</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Fall 2015</td> <td>30</td> <td>35</td> <td>15</td> <td>25</td> <td>20</td> <td>20</td> <td>25</td> <td>20</td> </tr> <tr> <td>Spring 2016</td> <td>50</td> <td>55</td> <td>45</td> <td>40</td> <td>65</td> <td>35</td> <td>50</td> <td>30</td> </tr> <tr> <td>Fall 2016</td> <td>30</td> <td>35</td> <td>40</td> <td>35</td> <td>45</td> <td>35</td> <td>40</td> <td>30</td> </tr> <tr> <td>Spring 2017</td> <td>45</td> <td>50</td> <td>40</td> <td>45</td> <td>55</td> <td>45</td> <td>60</td> <td>45</td> </tr> <tr> <td>Fall 2017</td> <td>40</td> <td>45</td> <td>40</td> <td>40</td> <td>50</td> <td>45</td> <td>55</td> <td>45</td> </tr> <tr> <td>Spring 2018</td> <td>45</td> <td>50</td> <td>40</td> <td>45</td> <td>55</td> <td>45</td> <td>65</td> <td>50</td> </tr> </tbody> </table> </div> <p>The scores over the years have been overall good, with an average across all areas of 47.75. This year’s class of 2017-2018 outperformed the previous class in every area except for finance and law. We note significant improvements in both management and marketing. The faculty noted that “Undergraduate performance has been strong the last 5 semesters. Raising the overall averages across all subjects to 39.31.” The 2 motions made last year appear to have helped.</p> <p>The MFT is carefully proctored and taken in an On Line system, so cheating is not likely. In ECON the scores continue to show great improvement from the Spring 2016 and Fall 2016 semesters.</p> <p>The changes we made to incentivize the MFT showed overall positive results this year. The lowest score for this Senior class were 40 in Finance. The highest score was 66, in Management by the Spring class.</p> | Semester  | Accounting % | Economics % | Finance % | Internatl%   | IS%         | Law % | Management % | Marketing % | Spring 2014 | 75 | 80 | 20 | 45 | 90 | 65 | 85 | 25 | Fall 2014 | 45 | 30 | 55 | 40 | 45 | 55 | 40 | 40 | Spring 2015 | 25 | 20 | 10 | 15 | 10 | 10 | 10 | 10 | Fall 2015 | 30 | 35 | 15 | 25 | 20 | 20 | 25 | 20 | Spring 2016 | 50 | 55 | 45 | 40 | 65 | 35 | 50 | 30 | Fall 2016 | 30 | 35 | 40 | 35 | 45 | 35 | 40 | 30 | Spring 2017 | 45 | 50 | 40 | 45 | 55 | 45 | 60 | 45 | Fall 2017 | 40 | 45 | 40 | 40 | 50 | 45 | 55 | 45 | Spring 2018 | 45 | 50 | 40 | 45 | 55 | 45 | 65 | 50 | <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 try out new adjuncts in the areas of economics, marketing, finance, and analytics. We will also experiment on the time when students take the MFT.</p> |
|--|---|--|-----------|--------------|-------------|-----------|--------------|-------------|-------|--------------|-------------|-------------|----|----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|----|----|-------------|----|----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|----|----|-------------|----|----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|----|----|-------------|----|----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|----|----|-------------|----|----|----|----|----|----|----|----|--|
| Semester   | Accounting %  | Economics %  | Finance % | Internatl%   | IS%         | Law %     | Management % | Marketing % |       |              |             |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |  |
| Spring 2014  | 75  | 80   | 20        | 45           | 90          | 65        | 85           | 25          |       |              |             |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |  |
| Fall 2014  | 45  | 30   | 55        | 40           | 45          | 55        | 40           | 40          |       |              |             |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |  |
| Spring 2015  | 25  | 20   | 10        | 15           | 10          | 10        | 10           | 10          |       |              |             |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |  |
| Fall 2015  | 30  | 35   | 15        | 25           | 20          | 20        | 25           | 20          |       |              |             |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |  |
| Spring 2016  | 50  | 55   | 45        | 40           | 65          | 35        | 50           | 30          |       |              |             |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |  |
| Fall 2016  | 30  | 35   | 40        | 35           | 45          | 35        | 40           | 30          |       |              |             |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |  |
| Spring 2017  | 45  | 50   | 40        | 45           | 55          | 45        | 60           | 45          |       |              |             |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |  |
| Fall 2017  | 40  | 45   | 40        | 40           | 50          | 45        | 55           | 45          |       |              |             |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |  |
| Spring 2018  | 45  | 50   | 40        | 45           | 55          | 45        | 65           | 50          |       |              |             |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |           |    |    |    |    |    |    |    |    |             |    |    |    |    |    |    |    |    |  |

**2.2) BLA**

2b) Students will successfully complete the BLA with an average score of 50% or higher.

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 2017 – 2018 academic year, the mean score of the pre-test was 34. The mean score for this year’s post- test was 55. The score indicates statistically significant improvement, with slight increases over last year’s low and high mean scores: 33 and 53.5, respectively. We note, also that the high score this year was below that of last year’s, down from 87 to 73. Nevertheless, the overall trend is rising each year, moving from 50 to 55 mean on the Post test scores.

The pre-test averages are skewed higher a bit, because in the On Line offerings of ECON 202, there are a significant number of adult students enrolled in the course, and they come to the material with more prior learning and business experience.

The faculty will put revised questions into the BLA in four areas.

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 had a failed search this past year.

We will work on eliminating adult students from the pre- BLA test in order to have the numbers better reflect the average of incoming Freshmen.

We are raising the benchmark for next year 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 are also raising our benchmark for the highest score to 80.

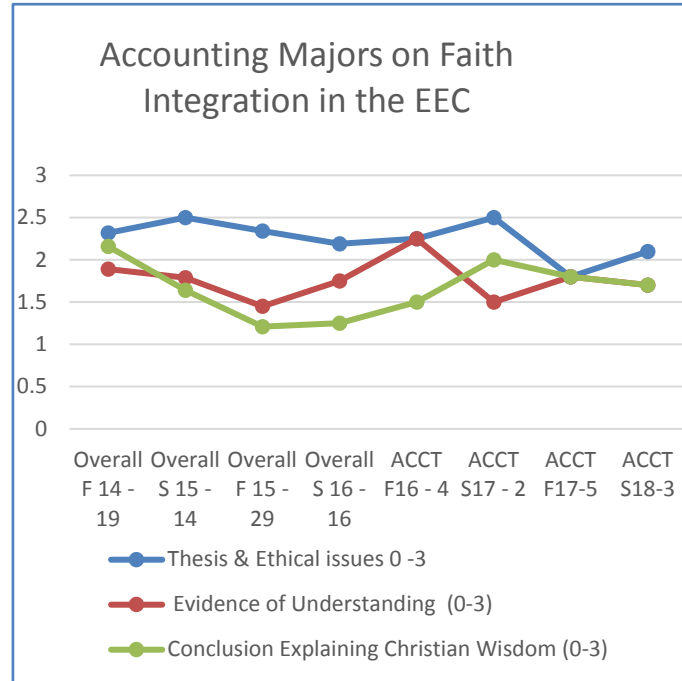
We will also continue to monitor when the BLA is offered in relation to the Glo-Bus simulation which is an essential part of the Strategy course.

**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 two chapters related to international business ethics. This case requires the integration of ethics with knowledge of business in order to be answered well.

While overall Business and Accounting student skills are merging in common competence, Accounting students struggled with identifying ethical issues as a concept, and due to this their understanding and conclusions fell off in performance. Overall, both majors satisfied the 1.5 benchmark of acceptable performance, which shows overall improvement.

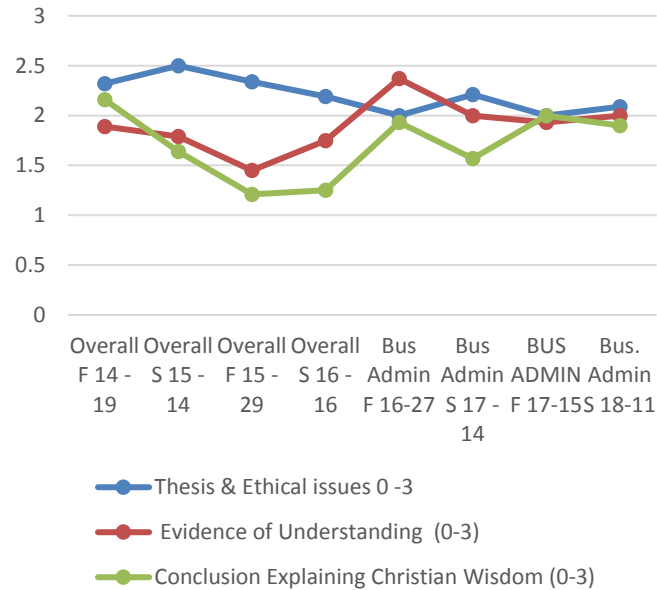


Note: The Ethics Research Projects were dropped due to course redesign to serve other learning objectives.

Our desire is to see an overall improvement in case analysis skills. The course will be revised to allow for more work on these skills, while maintaining the gains made in the ability of students to understand and apply Christian faith, various ethics-related theories to the logic of their case analysis.



### Business Admin Majors on Faith Integration in the EEC



Our desire is to see an overall improvement in case analysis skills. The course will be revised to allow for more work on these skills, while maintaining the gains made in the ability of students to understand and apply Christian faith, various ethics-related theories to the logic of their case analysis.

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| <p>2.41) <b>Student Assessment:</b><br/><i>Students will demonstrate Higher Order Learning (HOL)</i></p>                     | <p>Student Survey Responses of The NSSE are used to assess this area.<br/>2.41 The Means of Assessment is by comparing MU's Freshman experience of using <b>Higher Order Learning (HOL)</b> to that of Seniors, with a desired increase of 20 points higher, and a benchmark mean score for senior experience at more than 41 mean points.<br/>Secondly, We would hope to compare seniors in <b>The 2014 NSSE Survey</b> Data to seniors in <b>The 2018 NSSE Survey</b> Data for HOL.</p> | <p>2018 SY score on 4b is 75% and 2014 FY is 77%Y, with a difference of -2%.</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 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>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>2.42) Students will use <b>numerical information to examine a real world problem or issue</b>, (such as unemployment)</p> | <p>We would like to see Malone's mean score on the <b>use of numerical information to examine a real life situation</b> be greater for Seniors in 2018 than it was for seniors reporting in 2014 by about 15% points.</p>   | <p>2018 SY score on 6b is 31%, 2014 SY score on 6b is 31%, no difference.</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>                     |

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| <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>1) The MFT<br/>2) The BLA<br/>3) The EEC: Thesis, Understanding and Conclusion<br/>4) GLO-Bus simulation<br/>5) Student responses on Higher Order Learning and Combine ideas from different courses when completing assignments.</p> | <p>The 3.1) <b>MFT</b> and 3.2) <b>BLA</b> test retained and applied knowledge through their respective multiple choice tests. See PILO 2, above for analysis.</p> <p><b>3.3)</b> The <b>EEC</b> focuses on qualitative theoretical integration and application through a 6-10 page 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>3.1 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: Likewise, over the last 8 semesters, class median scores have been steadily increasing.</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. Our goal is 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, we are hoping that students develop a habit of thinking about our School's 2 principal Christian values: Integrity and Stewardship.</p> <p>Note: the Ethics Research Project was dropped this year due to the ethics course redesign to satisfy other subsets that serve our Learning Objectives.</p> <p><b>3.0 Overall:</b> 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>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 are reviewing the questions for their relevance and application value as assessment question rather than as details remembered.</p> <p>3.3 EEC: Course redesign will focus more effort to analyze the complexities of the business problem as well as the ethical issues involved in each.</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 quality led scholarship we favor at Malone University.</p> |
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**3.4 Global Business Simulation**

**3.4) Glo-Bus Simulation:**

The Global Business Simulation provides a competitive challenge of positioning an imaginary company against others in an international simulation of competing business teams numbering around 1500 in the Fall semesters and by more than 3000 in the Spring semesters. This simulation is administered throughout the BUS 453 Business Strategic Management course.

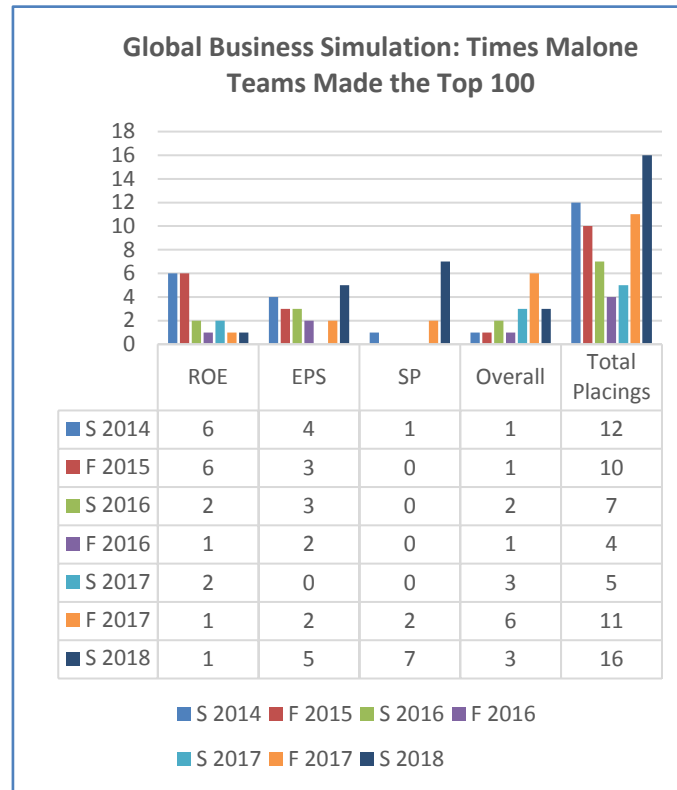
The competition begins with year 6 and continues through year 15. We participate in 9 weeks of the simulation from year 6 through 14.

The students are judged on four categories:

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

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

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



Note: Fall 2017, 1920 teams from 108 colleges and universities. In Spring 2018, there were more than 3000 teams. Among the international competitors are U.S. Big 10 Universities, and local Walsh University.

The Student Managed Investment Club did not materialize last year as was expected. A new effort is underway, and whether that will occur this Fall or next is not yet determined. Because our Investments course is only offered every other Spring semester, we will monitor next year's teams to see if there is a fall-off in the SP and EPS categories. Of course, an investment club might offset this.

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

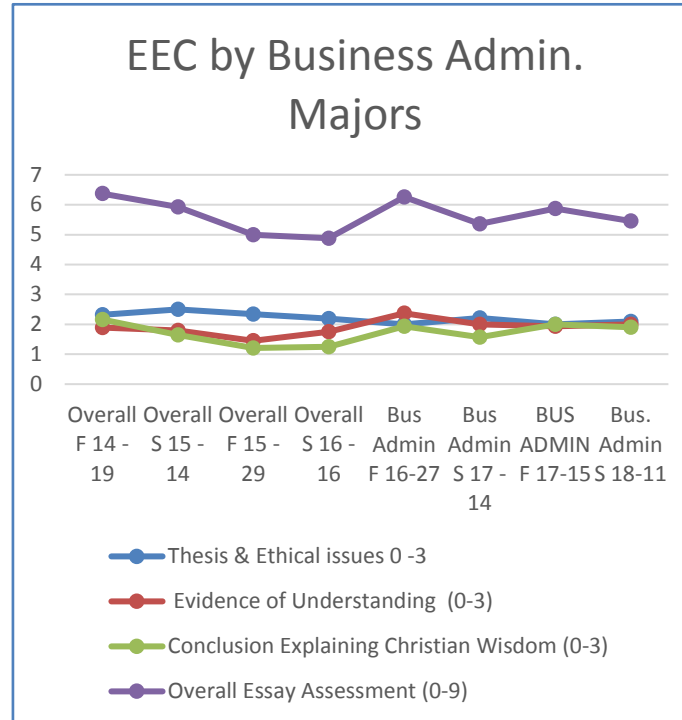
The Strategy professor will consider other simulations as well as other projects that might serve the application of theory and knowledge as well or better. He leads a team to Nicaragua this summer to work with City Planners on the marketing of their new Geo-park. One of his interests is to connect business strategy to the context of global business strategic thinking.

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| <p>3.5 Student responses on Higher Order Learning and Combine ideas from different courses when completing assignments.</p> | <p>Our classes are divided into teams. We usually field 3 to 7 teams each semester.</p> <p>Student Survey Responses of The 2018 NSSE are used to assess this area.</p> <p>3.5 The Means of Assessment is by comparing MU's Freshman experience of using <b>Higher Order Learning</b> to that of Seniors, with a desired increase of 10 points higher.</p> <p>Secondly, We would hope to compare seniors in <b>The 2014 NSSE Survey</b> Data to seniors in <b>The 2018 NSSE Survey</b> Data on how well</p> | <p>Spring 2018 broke our record for the number of top 100 placings in one semester, at 16. This represented 3 out of 4 teams placing in the top 100 at least once, this semester.</p> <p>We also note that while we were strongest in the Overall category again in the Fall of 2017, we saw a shift in the Spring of 2018, with the strongest showings in 2 categories where we had not been particularly strong, recently: Share Price and Earnings Per Share.</p> <p>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.</p> <p>Certain weaknesses of the simulation are noted, such as not accommodating for ethical considerations, such as environmental protections, or for supporting high end/ high cost product strategies. We are pleased to see our previously noted weakness in Stock price was erased by this Spring's teams.</p> <p>It appears that <b>the new Finance major</b> may be contributing to the improved performance on the Stock Price and Earnings Per Share categories.</p> <p>2018 SY score on HOL is 38.6 and FY score is 39.4, with a difference of -0.8.</p> <p>SY score on 2a in 2018 is 72% and SY score in 2014 is 72%, no difference.</p> | <p>Students perceive themselves as being weaker in Higher Order Learning than when they entered Malone University. In order to address this, we will spend more time helping students to appreciate virtues of theory and the competing theories in various business areas.</p> <p>We will continue to challenge our students with new cases and new business problems to match the changing business world. In order to improve our students' perceptions for needing and using reflective and integrative learning, we are working with the University on renewed faith integration initiatives.</p> |
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| <p>4) Students will be able to identify and resolve ethical dilemmas, while taking into consideration the impact on God's world.</p> <p>The 4.1 EEC and the student reporting of 4.2 Reflective and Integrative Learning are used to assess this area, primarily (see item #1 above for the description).</p> <p><b>4.1 The EEC</b></p> | <p>Students 2a. <b>combine theories and knowledge from different courses (both business and general education) in analyzing business problems.</b></p> <p><b>4.1) The EEC:</b> Students are evaluated by how insightful their respective theses are, by how well the case is analyzed using concepts from business areas, ethics, and the Christian faith, and how detailed their conclusion is with regards to the Christian wisdom and the rightness of their resolution.</p> <p>In addition to this, every course requires an ethics assignment. Because each professor is free to evaluate this assignment according to their own judgment, our focus is on building a habit of looking at the ethical issues inherent to the business questions asked.</p> | <p>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 data-bbox="739 673 1432 1328"> <table border="1"> <caption>EEC by Accounting Majors</caption> <thead> <tr> <th>Semester</th> <th>Thesis &amp; Ethical issues (0-3)</th> <th>Evidence of Understanding (0-3)</th> <th>Conclusion Explaining Christian Wisdom (0-3)</th> <th>Overall Essay Assessment (0-9)</th> </tr> </thead> <tbody> <tr> <td>Overall F 14 - 19</td> <td>2.2</td> <td>2.0</td> <td>2.1</td> <td>6.3</td> </tr> <tr> <td>Overall S 15 - 14</td> <td>2.5</td> <td>1.8</td> <td>1.7</td> <td>6.0</td> </tr> <tr> <td>Overall F 15 - 16</td> <td>2.3</td> <td>1.5</td> <td>1.4</td> <td>5.0</td> </tr> <tr> <td>Overall S 16 - 16</td> <td>2.2</td> <td>1.8</td> <td>1.3</td> <td>4.9</td> </tr> <tr> <td>ACCT F16 - 4</td> <td>2.3</td> <td>2.2</td> <td>1.5</td> <td>5.2</td> </tr> <tr> <td>ACCT S17 - 2</td> <td>2.5</td> <td>1.5</td> <td>2.0</td> <td>5.0</td> </tr> <tr> <td>ACCT F17-5</td> <td>1.8</td> <td>1.8</td> <td>1.8</td> <td>3.8</td> </tr> <tr> <td>ACCT S18-3</td> <td>2.1</td> <td>1.8</td> <td>1.7</td> <td>5.5</td> </tr> </tbody> </table> </div> <p>We note that there was weak performance among some of the 5 accounting students in Fall 2017, which then led to a</p> | Semester                                     | Thesis & Ethical issues (0-3)  | Evidence of Understanding (0-3) | Conclusion Explaining Christian Wisdom (0-3) | Overall Essay Assessment (0-9) | Overall F 14 - 19 | 2.2 | 2.0 | 2.1 | 6.3 | Overall S 15 - 14 | 2.5 | 1.8 | 1.7 | 6.0 | Overall F 15 - 16 | 2.3 | 1.5 | 1.4 | 5.0 | Overall S 16 - 16 | 2.2 | 1.8 | 1.3 | 4.9 | ACCT F16 - 4 | 2.3 | 2.2 | 1.5 | 5.2 | ACCT S17 - 2 | 2.5 | 1.5 | 2.0 | 5.0 | ACCT F17-5 | 1.8 | 1.8 | 1.8 | 3.8 | ACCT S18-3 | 2.1 | 1.8 | 1.7 | 5.5 | <p>Students are understanding the concepts. The faculty believes that students would benefit from more practice at doing case analyses. The professor will provide more and shorter assignments in order to facilitate the development of better case analysis skills, and develop an appreciation for formulating and then resolving ethical dilemmas.</p> <p>The EEC continues to be a vital instrument for assessing the Program objective of faith integration.</p> <p>As stated above, attempts in the BUS 330 course to enhance the integration of Christian faith and values showed good improvement, this year.</p> <p>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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| Semester  | Thesis & Ethical issues (0-3)   | Evidence of Understanding (0-3)  | Conclusion Explaining Christian Wisdom (0-3) | Overall Essay Assessment (0-9) |                                 |  |                                |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |              |     |     |     |     |              |     |     |     |     |            |     |     |     |     |            |     |     |     |     |  |
| Overall F 14 - 19   | 2.2   | 2.0  | 2.1  | 6.3                            |                                 |  |                                |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |              |     |     |     |     |              |     |     |     |     |            |     |     |     |     |            |     |     |     |     |  |
| Overall S 15 - 14   | 2.5   | 1.8  | 1.7  | 6.0                            |                                 |  |                                |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |              |     |     |     |     |              |     |     |     |     |            |     |     |     |     |            |     |     |     |     |  |
| Overall F 15 - 16   | 2.3   | 1.5  | 1.4  | 5.0                            |                                 |  |                                |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |              |     |     |     |     |              |     |     |     |     |            |     |     |     |     |            |     |     |     |     |  |
| Overall S 16 - 16   | 2.2   | 1.8  | 1.3  | 4.9                            |                                 |  |                                |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |              |     |     |     |     |              |     |     |     |     |            |     |     |     |     |            |     |     |     |     |  |
| ACCT F16 - 4  | 2.3   | 2.2  | 1.5  | 5.2                            |                                 |  |                                |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |              |     |     |     |     |              |     |     |     |     |            |     |     |     |     |            |     |     |     |     |  |
| ACCT S17 - 2  | 2.5   | 1.5  | 2.0  | 5.0                            |                                 |  |                                |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |              |     |     |     |     |              |     |     |     |     |            |     |     |     |     |            |     |     |     |     |  |
| ACCT F17-5  | 1.8   | 1.8  | 1.8  | 3.8                            |                                 |  |                                |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |              |     |     |     |     |              |     |     |     |     |            |     |     |     |     |            |     |     |     |     |  |
| ACCT S18-3  | 2.1   | 1.8  | 1.7  | 5.5                            |                                 |  |                                |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |                   |     |     |     |     |              |     |     |     |     |              |     |     |     |     |            |     |     |     |     |            |     |     |     |     |  |

significant drop in the overall quality of the essay writing. However, we do not see that occurrence with the other 3 sections of accounting majors.

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

Overall, students are understanding the concepts. We believe they would benefit from more practice at doing case analyses. The instructor will provide more and shorter assignments in order to facilitate the development of better case analysis skills, and more explanation of Christian wisdom.

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.

As stated above, the course will be redesigned to focus on the case analysis and supporting contentions and judgments with logical arguments.

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| <p>4.2 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/>                 4.2 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 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 should be greater than 10% points.</p> | <p>analysis, with the last 2 semesters performing at 2.0 and 1.9 respectively, for the 3 primary categories. The overall mean scores were 5.87 and 5.45 respectively, both of which meet and exceed the pre-established benchmark of 5.</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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