



Marketing (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:

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.

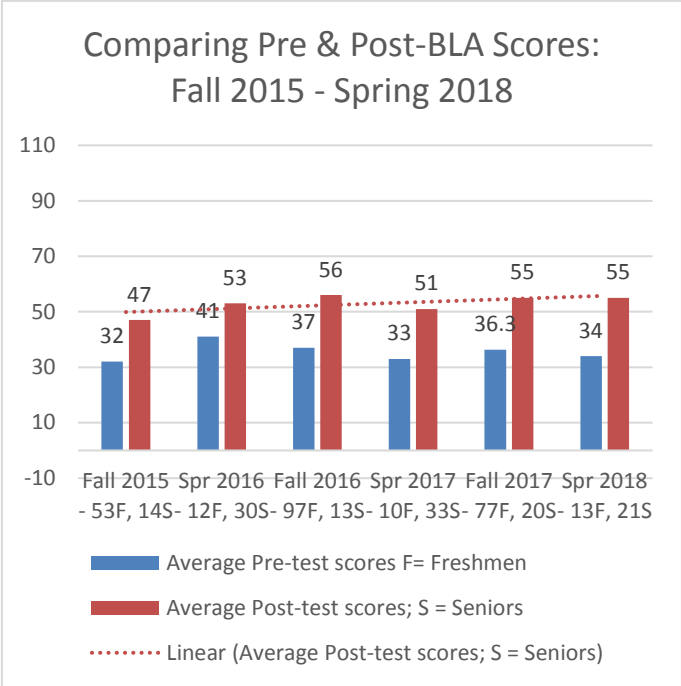
Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results																		
<p>1) Students will be able to integrate course-specific skills and knowledge with the program-wide values of stewardship and integrity.</p> <p>Students majoring in Marketing will meet the benchmark of 5 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. 7 students majoring in Marketing participated in the assessment, this academic year. The total average of the Overall student scores on the EEC were 6 and 5.25, the mean of which is 5.63. These scores are higher than last year’s scores of 5.73 and 5.18, respectively. This year’s mean was higher than 5.46 of last year, and above the desired benchmark of 5 out 9.</p> <div data-bbox="753 699 1390 1370" style="border: 1px solid blue; padding: 10px; text-align: center;"> <h3>Marketing Majors on Overall Essay Assessment (0-9)</h3> <table border="1" style="margin: 0 auto;"> <caption>Marketing Majors on Overall Essay Assessment (0-9)</caption> <thead> <tr> <th>Semester</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>Marketing F16-7</td> <td>6.14</td> </tr> <tr> <td>Marketing S 17-6</td> <td>5.17</td> </tr> <tr> <td>Marketing F17-3</td> <td>6</td> </tr> <tr> <td>Marketing S18-4</td> <td>5.25</td> </tr> </tbody> </table> </div>	Semester	Score	Overall F 14 - 19	6.37	Overall S 15 - 14	5.93	Overall F 15 - 29	5	Overall S 16 - 16	4.88	Marketing F16-7	6.14	Marketing S 17-6	5.17	Marketing F17-3	6	Marketing S18-4	5.25	<p>Improvements made in the Ethics course seem to be providing improved results for the overall analysis skills of students majoring in Marketing. We will raise the benchmark to 5.5. In order to support this change, new assignments in argumentation will be used this coming year.</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>2018 SY score on RIL is 39.9 and 2014 SY score on RIL is 39.9, no difference.</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 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.</p>	<div data-bbox="751 256 1381 636" data-label="Figure"> <table border="1"> <caption>MFT Scores in Marketing</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2014</td> <td>22</td> </tr> <tr> <td>Fall 2014</td> <td>41</td> </tr> <tr> <td>Spring 2015</td> <td>3</td> </tr> <tr> <td>Fall 2015</td> <td>2</td> </tr> <tr> <td>Spring 2016</td> <td>34</td> </tr> <tr> <td>Fall 2016</td> <td>34</td> </tr> <tr> <td>Spring 2017</td> <td>48</td> </tr> <tr> <td>Fall 2017</td> <td>49</td> </tr> <tr> <td>Spring 2018</td> <td>51</td> </tr> </tbody> </table> </div> <p>The scores for the last 5 semesters show marked improvement since the Marketing major has become adopted. Our hope is that students majoring in Marketing would improve the class' overall scores in Marketing.</p>	Semester	Score	Spring 2014	22	Fall 2014	41	Spring 2015	3	Fall 2015	2	Spring 2016	34	Fall 2016	34	Spring 2017	48	Fall 2017	49	Spring 2018	51	<p>Note: This past year, the research assignment in the ethics course, which we used for assessment purposes, was deleted in order to provide more time for other assignments to improve skills in case analysis.</p> <p>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.</p> <p>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.</p> <p>This year we hope to conduct a search for a Ph.D. in Marketing in order to anchor the major.</p>
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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 2017-2018 academic year, the mean score was 35.15, which is close to last year's score of 35. The mean for this year's Post score was 55, again up from last year's 53.5. We have seen the mean differences in performance hold between 18 and 21 points out of the 110 questions on the BLA. We are working towards improvements for next year.

We Note that this year's scores included adult learners in the On Line sections.

The faculty reviewed and adjusted questions in the areas of economics, statistics, ethics and international business. The revised test will be 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. However, Post-scores are still lower than we expected. We will discuss the wisdom and possible ways to weave the performance on this test into the Strategy course's overall grade, in some way.

Our decision last year to remove non-traditional students from the OL sections of the Macroeconomics course will be instituted this year, in order to measure traditional freshman performance.

We will now set the benchmark of seniors answering correctly 60 Questions out of the 110, since they have been achieving an average of 55 in the last 5 years.

<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>Students remain strong in the area of identifying the ethical issues. This year showed good improvement in the area of ethical analysis, where the mean for this year rose to 2.06, which meets the overall benchmark.</p> <div data-bbox="743 386 1423 1057" data-label="Figure"> <table border="1"> <caption>Marketing Majors on Faith Integration in the EEC</caption> <thead> <tr> <th>Year</th> <th>Thesis & Ethical issues 0-3</th> <th>Evidence of Understanding (0-3)</th> </tr> </thead> <tbody> <tr> <td>Overall F 14 - 19</td> <td>2.32</td> <td>1.89</td> </tr> <tr> <td>Overall S 15 - 14</td> <td>2.5</td> <td>1.79</td> </tr> <tr> <td>Overall F 15 - 29</td> <td>2.34</td> <td>1.45</td> </tr> <tr> <td>Overall S 16 - 16</td> <td>2.19</td> <td>1.75</td> </tr> <tr> <td>Marketing F16-7</td> <td>2.43</td> <td>2.0</td> </tr> <tr> <td>Marketing S 17-6</td> <td>2.33</td> <td>1.83</td> </tr> <tr> <td>Marketing F17-3</td> <td>2</td> <td>2</td> </tr> <tr> <td>Marketing S18-4</td> <td>2.25</td> <td>2.25</td> </tr> </tbody> </table> </div>	Year	Thesis & Ethical issues 0-3	Evidence of Understanding (0-3)	Overall F 14 - 19	2.32	1.89	Overall S 15 - 14	2.5	1.79	Overall F 15 - 29	2.34	1.45	Overall S 16 - 16	2.19	1.75	Marketing F16-7	2.43	2.0	Marketing S 17-6	2.33	1.83	Marketing F17-3	2	2	Marketing S18-4	2.25	2.25	<p>Students will be given the homework assignments on identifying ethical issues and understanding the ethical implications of actions. More work will be done to increase skills in argumentation. We will raise the benchmark of both criteria to 2.1.</p>
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<p>2d) Student Assessment: <i>Students will demonstrate Higher Order Learning (HOL)</i></p> <p>2e)) Students will use numerical information to examine a real world problem or issue, (such as unemployment)</p>	<p>Student Survey Responses of The NSSE are used to assess this area. 2d) The Means of Assessment is by comparing MU’s Freshman experience of using Higher Order Learning (HOL) to that of Seniors, with a desired increase of 2 mean points higher, and a benchmark mean score for senior experience at 41.</p> <p>Secondly, We would hope to compare seniors in The 2014 NSSE Survey Data to seniors in The 2018 NSSE Survey Data for HOL. The difference is expected to be greater than 10 mean points.</p> <p>We would like to see Malone’s mean score on the use of numerical information to examine a real life situation be greater for Seniors in 2018 than it was for seniors reporting in 2014 by about 3% points.</p>	<p>2018 SY score on HOL is 38.6 and FY score is 39.4, with a difference of -0.8.</p> <p>2018 SY score on HOL is 38.6 and FY score is 39.4, with a difference of -0.8.</p> <p>2018 SY score on 6b is 31%, 2014 SY score on 6b is 31%, no difference.</p>	<p>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>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>While no change has occurred here, we will encourage faculty members to provide more problems requiring quantitative reasoning.</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, however, we would now like to see improvements in the defense of the analysis and solution.</p> <div data-bbox="741 548 1432 1357" style="border: 1px solid blue; padding: 10px;"> <p style="text-align: center;">EEC by Marketing Majors: Fall 2014-Spring 2018</p> <table border="1"> <caption>EEC by Marketing Majors: Fall 2014-Spring 2018</caption> <thead> <tr> <th>Term</th> <th>Thesis & 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>1.8</td> <td>2.1</td> <td>6.4</td> </tr> <tr> <td>Overall S 15 - 14</td> <td>2.4</td> <td>1.6</td> <td>1.7</td> <td>5.9</td> </tr> <tr> <td>Overall F 15 - 29</td> <td>2.2</td> <td>1.4</td> <td>1.2</td> <td>5.0</td> </tr> <tr> <td>Overall S 16 - 16</td> <td>2.1</td> <td>1.6</td> <td>1.2</td> <td>4.9</td> </tr> <tr> <td>Marketing F16-7</td> <td>2.1</td> <td>2.4</td> <td>1.8</td> <td>6.2</td> </tr> <tr> <td>Marketing S 17-6</td> <td>2.3</td> <td>1.8</td> <td>1.5</td> <td>5.1</td> </tr> <tr> <td>Marketing F17-3</td> <td>2.1</td> <td>1.9</td> <td>2.0</td> <td>6.0</td> </tr> <tr> <td>Marketing S18-4</td> <td>2.2</td> <td>2.2</td> <td>2.0</td> <td>5.3</td> </tr> </tbody> </table> </div>	Term	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	1.8	2.1	6.4	Overall S 15 - 14	2.4	1.6	1.7	5.9	Overall F 15 - 29	2.2	1.4	1.2	5.0	Overall S 16 - 16	2.1	1.6	1.2	4.9	Marketing F16-7	2.1	2.4	1.8	6.2	Marketing S 17-6	2.3	1.8	1.5	5.1	Marketing F17-3	2.1	1.9	2.0	6.0	Marketing S18-4	2.2	2.2	2.0	5.3	<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 2.0 was met, and so we will raise the benchmark to 2.1, hoping that stronger skills in argumentation will result in clarity of the student's wisdom.</p>
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<p>3d) Glo-Bus. Simulation:</p> <p>Our benchmark for this simulation is that students will place in the top 100, at least once during the semester.</p>	<p>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.</p> <p>The competition begins with year 6 and continues through year 15. We participate in 9 weeks of the simulation from year 6 through 14.</p> <p>The students are judged on four categories: ROE = Return on Equity; EPS = Earnings per Share, SP = Stock Price, and Overall performance.</p> <p>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.</p> <p>Our classes are divided into teams. We usually field 3 to 7 teams each semester around the globe.</p>	<p>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.</p> <div data-bbox="741 321 1417 1105" data-label="Figure"> <p style="text-align: center;">Global Business Simulation: Times Malone Teams Made the Top 100</p> <table border="1"> <thead> <tr> <th></th> <th>ROE</th> <th>EPS</th> <th>SP</th> <th>Overall</th> <th>Total Placings</th> </tr> </thead> <tbody> <tr> <td>S 2014</td> <td>6</td> <td>4</td> <td>1</td> <td>1</td> <td>12</td> </tr> <tr> <td>F 2015</td> <td>6</td> <td>3</td> <td>0</td> <td>1</td> <td>10</td> </tr> <tr> <td>S 2016</td> <td>2</td> <td>3</td> <td>0</td> <td>2</td> <td>7</td> </tr> <tr> <td>F 2016</td> <td>1</td> <td>2</td> <td>0</td> <td>1</td> <td>4</td> </tr> <tr> <td>S 2017</td> <td>2</td> <td>0</td> <td>0</td> <td>3</td> <td>5</td> </tr> <tr> <td>F 2017</td> <td>1</td> <td>2</td> <td>2</td> <td>6</td> <td>11</td> </tr> <tr> <td>S 2018</td> <td>1</td> <td>5</td> <td>7</td> <td>3</td> <td>16</td> </tr> </tbody> </table> </div> <p>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.</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>		ROE	EPS	SP	Overall	Total Placings	S 2014	6	4	1	1	12	F 2015	6	3	0	1	10	S 2016	2	3	0	2	7	F 2016	1	2	0	1	4	S 2017	2	0	0	3	5	F 2017	1	2	2	6	11	S 2018	1	5	7	3	16	<p>We will continue to monitor the worth of this simulation for assessment purposes. One area indicating some room for improvement is that of tying business strategy to the Stock Price. This is countered however, by 4 showings in the Overall category, this year.</p> <p>Upon reviewing the report on the Business 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.</p> <p>We are increasing our benchmark for the Glo Bus. Simulation to 4 placings each semester.</p>
	ROE	EPS	SP	Overall	Total Placings																																														
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		<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>We note that the increase in the Overall Category is coincidental to the increased majors in Marketing during that time.</p>	
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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. 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>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 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>	<div data-bbox="743 224 1430 1032" data-label="Figure"> <table border="1"> <caption>EEC by Marketing Majors: Fall 2014-Spring 2018</caption> <thead> <tr> <th>Semester</th> <th>Thesis & 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>2.16</td> <td>1.8</td> <td>1.8</td> <td>6.5</td> </tr> <tr> <td>Overall S 15-14</td> <td>2.5</td> <td>1.6</td> <td>1.6</td> <td>6.0</td> </tr> <tr> <td>Overall F 15-29</td> <td>2.3</td> <td>1.4</td> <td>1.2</td> <td>5.0</td> </tr> <tr> <td>Overall S 16-16</td> <td>2.2</td> <td>1.7</td> <td>1.2</td> <td>4.9</td> </tr> <tr> <td>Marketing F16-7</td> <td>2.4</td> <td>2.5</td> <td>1.8</td> <td>6.2</td> </tr> <tr> <td>Marketing S 17-6</td> <td>2.4</td> <td>1.7</td> <td>1.5</td> <td>5.1</td> </tr> <tr> <td>Marketing F17-3</td> <td>2.1</td> <td>2.0</td> <td>2.0</td> <td>6.0</td> </tr> <tr> <td>Marketing S18-4</td> <td>2.2</td> <td>2.3</td> <td>2.0</td> <td>5.3</td> </tr> </tbody> </table> </div> <p>Benchmarks were met for thesis and evidence of Christian faith, for the year, equating to 2.0 and 2.25, respectively. Explaining Christian wisdom came in at the benchmark of 2.0 for both semesters this academic year.</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	2.16	1.8	1.8	6.5	Overall S 15-14	2.5	1.6	1.6	6.0	Overall F 15-29	2.3	1.4	1.2	5.0	Overall S 16-16	2.2	1.7	1.2	4.9	Marketing F16-7	2.4	2.5	1.8	6.2	Marketing S 17-6	2.4	1.7	1.5	5.1	Marketing F17-3	2.1	2.0	2.0	6.0	Marketing S18-4	2.2	2.3	2.0	5.3	<p>The EEC continues to be a vital instrument for assessing the Program objective of faith integration. The benchmarks for faith are being met, but the ability to defend one's solutions will be our next focus of attention.</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 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.</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> <p>We will raise the benchmark for explain the Christian wisdom of one's solution to 2.1.</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>2018 SY score on RIL is 39.9 and 2018 SY score of CCCU is 39.0, 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>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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