



Master of Business Administration (MBA)

Assessed by: MBA Faculty

Cycle of Assessment: Fall 2015-Spring 2016

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:

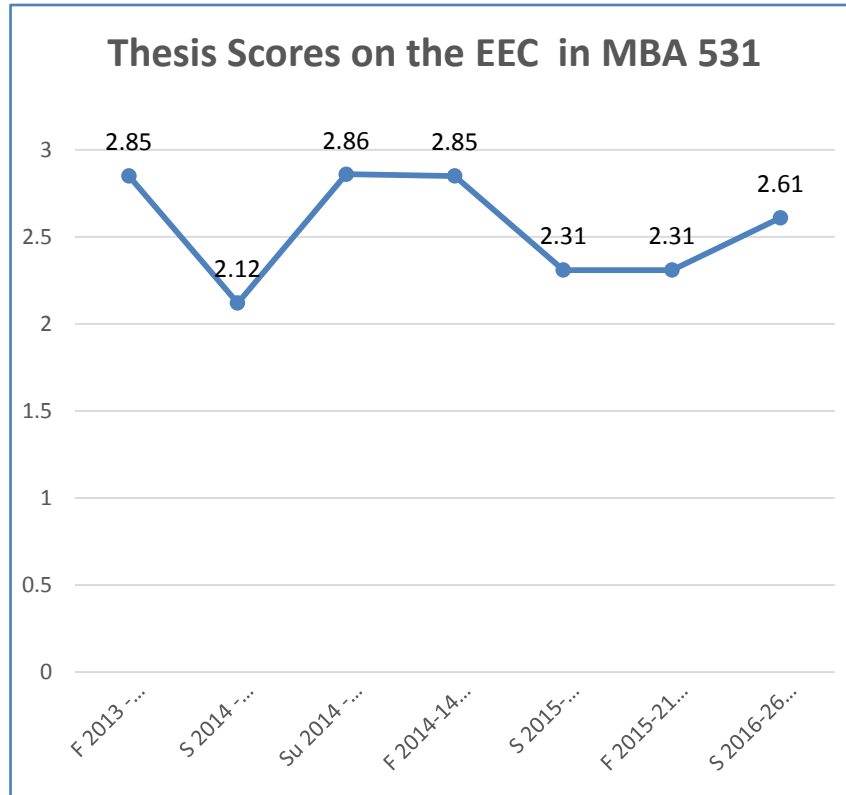
1. Provide opportunities for students to reflect on the role of Christian faith in business.
2. Provide opportunities for students to engage in the study and resolution of business related problems.
3. Provide opportunities for students to network with those in other industries.
4. Provide opportunities for students to learn from colleagues in other industries.

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>An Embedded Ethics Case (EEC) in the MBA 531 course was instituted in the Fall of 2014 now meets this outcome. Results will refer to Fall of 2013 in order to provide a connection between the VIC and the EEC. The EEC included in the MBA 531 course examines the following faith integration dimensions: 1. Thesis in which students identify the ethical issues, 2. Analysis with evidence of Christian understanding, and 3. Conclusion explaining the Christian wisdom of the chosen resolution. There is also 4. The Overall score on the EEC.</p> <p>We use 4. The Overall score 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.) We have set the benchmark at 5, given that assessors tend to give whole numbers (, 1, 2, or 3) when assessing one of the first three points.</p>	<p>7 administrations of the EEC have occurred since Fall 2013 up through Spring of 2016. 47 students participated in the assessment this past academic year. The 2015 -2016 average Overall score was 6.1. This meets the benchmark of acceptable performance (5). The benchmark was also met last year, with an average of 6.23.</p> <div data-bbox="779 651 1581 1255" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Overall Scores on EEC in MBA 531</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Semester</th> <th>Overall Score</th> </tr> </thead> <tbody> <tr> <td>F 2013-13stu</td> <td>4.92</td> </tr> <tr> <td>S 2014-17 stu</td> <td>5.9</td> </tr> <tr> <td>Su 2014-14 stu</td> <td>6.5</td> </tr> <tr> <td>F 2014-14 stu</td> <td>4.92</td> </tr> <tr> <td>S 2015-27stu</td> <td>6.27</td> </tr> <tr> <td>F 2015-21 stu</td> <td>6.23</td> </tr> <tr> <td>S 2016-26 stu</td> <td>5.96</td> </tr> </tbody> </table> </div>	Semester	Overall Score	F 2013-13stu	4.92	S 2014-17 stu	5.9	Su 2014-14 stu	6.5	F 2014-14 stu	4.92	S 2015-27stu	6.27	F 2015-21 stu	6.23	S 2016-26 stu	5.96	<p>Continue to require an ethics assignment in each MBA course, as well as the EEC in the MBA 531 course. As additional data points are collected for the EEC, the overall standard (5.0) can be refined.</p>
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<p>2) Students will be able to demonstrate knowledge of current business practice and theory.</p>	<p>The Major Fields Test (MFT), and the EEC (see item #1 for the description) are used to assess this area.</p> <p>2.a. MFT: The MFT has been moved so that it is taken by seniors in their last semester of their individualized program of study. The department 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 124 multiple-choice questions and is a proctored test that is closed-book. It lasts three hours.)</p>	<p>The MBA students tend to perform better in the area of management (MGT%) vis-à-vis the other areas. Management is a focus area (i.e., an intentional strength) of the MBA Program.</p> <div data-bbox="764 354 1598 1019" data-label="Figure"> <p>Cohorts' MFT Results in 5 Categories</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Acct %</th> <th>Fin %</th> <th>Mgmt %</th> <th>Markt %</th> <th>Strategy %</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>10</td> <td>10</td> <td>35</td> <td>25</td> <td>15</td> </tr> <tr> <td>32</td> <td>68</td> <td>35</td> <td>65</td> <td>48</td> <td>45</td> </tr> <tr> <td>33</td> <td>55</td> <td>48</td> <td>65</td> <td>75</td> <td>70</td> </tr> <tr> <td>34</td> <td>10</td> <td>35</td> <td>85</td> <td>45</td> <td>35</td> </tr> <tr> <td>35</td> <td>10</td> <td>25</td> <td>30</td> <td>15</td> <td>15</td> </tr> <tr> <td>36</td> <td>5</td> <td>10</td> <td>28</td> <td>10</td> <td>8</td> </tr> <tr> <td>38</td> <td>15</td> <td>10</td> <td>25</td> <td>40</td> <td>22</td> </tr> <tr> <td>40</td> <td>55</td> <td>50</td> <td>95</td> <td>75</td> <td>70</td> </tr> <tr> <td>41</td> <td>18</td> <td>10</td> <td>10</td> <td>5</td> <td>10</td> </tr> </tbody> </table> </div> <p>As the STD% percentiles generally exceed the INST% percentiles, Malone’s MBA performs better vis-à-vis larger MBA programs. (The STD% percentile accounts for program size in a count of the students.)</p> <p>The difference in performance between cohort 40 and 41 may be related to the fact that cohort 40 is a traditional classroom instructed class, while the students in cohort 41 took MBA 691 On Line. While the MBA has moved away from a cohort approach to one where students may begin in any semester, many students do take courses with many of the same people they began the program with.</p>	Cohort	Acct %	Fin %	Mgmt %	Markt %	Strategy %	31	10	10	35	25	15	32	68	35	65	48	45	33	55	48	65	75	70	34	10	35	85	45	35	35	10	25	30	15	15	36	5	10	28	10	8	38	15	10	25	40	22	40	55	50	95	75	70	41	18	10	10	5	10	<p>The MBA Program was significantly revised beginning in January of 2013. In particular, a modular structure was implemented that created the flexibility to allow students to join the MBA Program at multiple points in the Program. The MFT test however, has been moved out of the MBA 691 course, into the student’s last semester. Cohorts 40 and 41 coincidentally were enrolled in MBA 691 when they took the MFT, this year.</p> <p>The disparate results on the MFT, this year seem to reflect other evidence we have that cohorts 38 and 41 were weaker than cohort 40.</p>
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2.b. The EEC: Point 1 that assesses the thesis portion of the EEC is used to assess objective 2, as well.

The EEC results discussed in item #1 above are applicable to this area.



The scores surpass the benchmark, and represent an ability to see the complexity of a business situation.

The EEC score is supported by assignments and exercises in the MBA 531 course that helps to clarify the formulation of ethical issues and the dilemma. This model will be reproduced for the other points of analysis of the EEC as will be explained in the next point of this report.

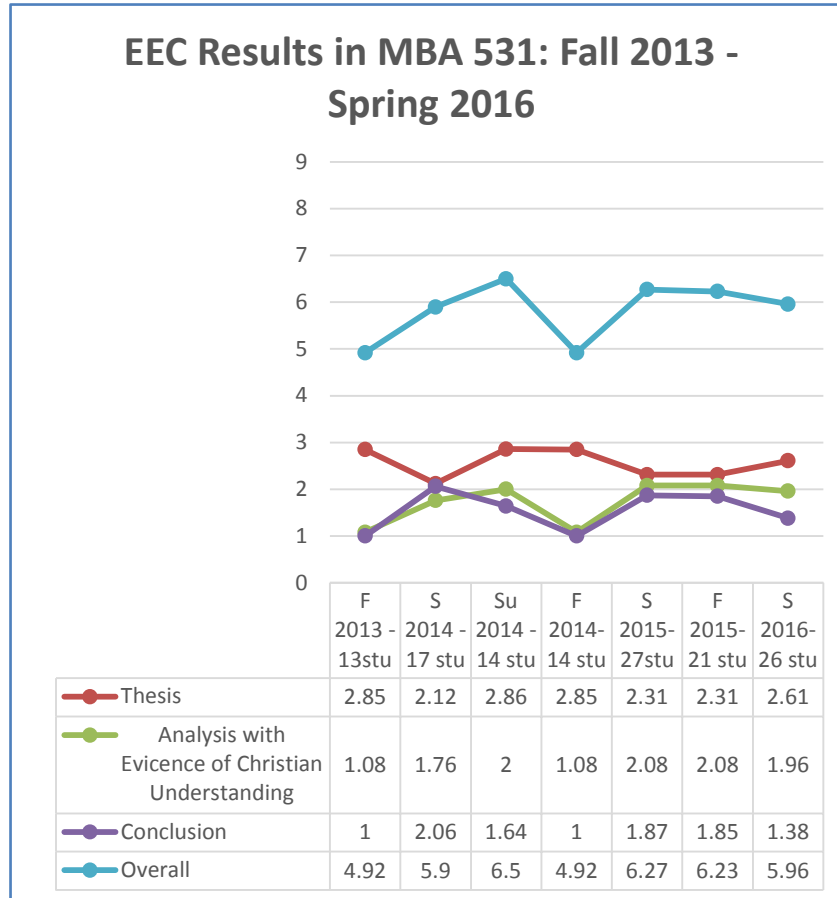
<p>3) Students will be able to identify and address major issues presented by a business problem.</p>	<p>The MFT and the EEC are used to assess this area (see items #1 and #2 above for the descriptions).</p> <p>The EEC assessment points 1 and 2 are applicable. As students strive to weave Christian understanding into their analysis of the business and ethics problems presented in the case, they need to address both business problems implied in the facts as given, as well as the ethical issues that arose in the case.</p>	<p>The results as explained in items #1 and #2 above are applicable to this area. Students demonstrated a good grasp of point 1. The graph for point 2 Analysis with Evidence of Christian Understanding shows marked improvement.</p> <p>The chart below shows the specific results from the EEC.</p> <div data-bbox="844 386 1541 1091" data-label="Figure"> <table border="1"> <caption>Analysis with Evidence of Christian Understanding on the EEC in MBA 531</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>F 2013 - 13stu</td> <td>1.08</td> </tr> <tr> <td>S 2014 - 17 stu</td> <td>1.76</td> </tr> <tr> <td>Su 2014 - 14 stu</td> <td>2</td> </tr> <tr> <td>F 2014 - 14 stu</td> <td>1.08</td> </tr> <tr> <td>S 2015 - 27stu</td> <td>2.08</td> </tr> <tr> <td>F 2015 - 21 stu</td> <td>2.08</td> </tr> <tr> <td>S 2016 - 26 stu</td> <td>1.96</td> </tr> </tbody> </table> </div>	Semester	Score	F 2013 - 13stu	1.08	S 2014 - 17 stu	1.76	Su 2014 - 14 stu	2	F 2014 - 14 stu	1.08	S 2015 - 27stu	2.08	F 2015 - 21 stu	2.08	S 2016 - 26 stu	1.96	<p>The MBA 557 (business intelligence) course has been changed to focus less on information systems management and to focus more on analytical modeling of problems. This change includes a change in the textbook used. This change has produced good results in problem-solving skills among the MBA students, as seen in cohort 40's MFT results. We note that the same professor teaches both the classroom and On Line versions of the course.</p> <p>The professor of MBA 531 also teaches both versions of the course, and we see no evidence of a major difference in student learning. In order to bolster the analysis portion of the case, the professor will introduce another assignment or two focusing on case analysis and the integration of values, in order to support the qualitative side of analysis.</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 EEC is used to assess this area (see item #1 above for the description).</p> <p>4.a The Conclusion: Special focus is given to Point 3: The Conclusion whereby students explain the Christian wisdom of the chosen resolution.</p> <p>The Overall score (4.b) is likewise applicable here, as it indicates an assessment of the students' overall strengths regarding the case resolution.</p>	<p>As described in item #1 above, X-Bar control limits were constructed for the following areas: identification of ethical issues, evidence of Christian understanding, and explaining Christian wisdom. Each area had a possible score of 0-3. As was the case for item #1 above, no category area mean fell outside its relevant control limits; thus, indicating the associated process was in control in terms of the central tendencies. The mean for 2015-2016 in the Thesis area fell above the standard at 2.46. This year's mean for Analysis came in right at the standard with a score of 2.02. The mean of the third area: the conclusion fell below the standard, with a score of 1.62.</p> <p>The Conclusion has historically been the weakest area in the essays. This is the place where students should make the meaning of their resolution clear and help the audience appreciate the wisdom of their resolution.</p> <div data-bbox="898 610 1482 1315" data-label="Figure"> <table border="1"> <caption>Conclusion Scores on the EEC in MBA 531</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>F 2013 - 13stu</td> <td>1</td> </tr> <tr> <td>S 2014 - 17 stu</td> <td>2.06</td> </tr> <tr> <td>Su 2014 - 14 stu</td> <td>1.64</td> </tr> <tr> <td>F 2014-14 stu</td> <td>1</td> </tr> <tr> <td>S 2015-27stu</td> <td>1.87</td> </tr> <tr> <td>F 2015-21 stu</td> <td>1.85</td> </tr> <tr> <td>S 2016-26 stu</td> <td>1.38</td> </tr> </tbody> </table> </div>	Term	Score	F 2013 - 13stu	1	S 2014 - 17 stu	2.06	Su 2014 - 14 stu	1.64	F 2014-14 stu	1	S 2015-27stu	1.87	F 2015-21 stu	1.85	S 2016-26 stu	1.38	<p>Continue to require an ethics assignment in each MBA course, as well as the EEC in the MBA 531 course.</p> <p>The results in the area of Conclusion whereby the student explains the wisdom of his or her resolution indicates a need for improvement. New assignments are set for the 2016-2017 academic year, within the course to help equip students with the knowledge base to perform better in this area. This weakness is also consistent with the room for improvement in qualitative problem-solving as identified in item #3 above. The change to the MBA 557 (business intelligence) course has positively impacted the sophistication of explanations provided by students in this Learning Objective (#4), even though the qualitative meaning of the analysis requires better explanation in the conclusion.</p>
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4.b Overall Score: Point 4 of the assessment rubric is the overall scoring of the essay.

The Overall scores assess the work of the student's entire essay. The chart below, which brings all elements together indicates an average job per class on this assignment.

The overall scores should rise as supportive assignments are used to build strengths in qualitative analysis and abstract values thinking.



4.b.2 Moving averages of the EEC.

The chart below shows the moving average of each of the four areas tested by the EEC. While individual classes perform better or worse than other classes, the average of each year of assessment indicates a steady trend of performance on the qualitative side of analysis, in an applied way different than can be tested by the MFT.

While improvements in the program are planned, the chart showing the Moving Averages of performance year by year indicate a reason for tweaking but nothing more drastic.

