



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: Master of Business Administration

2. College/School: College of Business Administration

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The Master of Business Administration has thirteen student learning outcomes, which including Ethics, Social Responsibility, Shareholder Values, Problem Solving, Decision Making, Motivation, Teams, Continuity and Change, Innovation, Written Communication, Oral Communication, Global Business across Boundaries, Global Cultures and Values. Each outcome is assessed once per academic year during the winter semester. Faculty assess student learning outcomes using various direct measures from embedded assignments, for example, term projects, presentations, and case studies.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

The MBA has thirteen student learning outcomes. Each outcome is assessed once per academic year during the winter semester. Therefore, in this cycle, we assess the following thirteen learning outcomes, which are listed in the MBA Program Assessment Plan on file with the University Assessment Team.

Objective 1: A graduate of the graduate business program can identify socially responsible relationships that organizations have with their stakeholders. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the term project in MBA5210.

Objective 2: A graduate of the graduate business program will show that she or he can know the language and tools for ethical analysis and be able to apply them. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the term project in MBA5210.

Objective 3: A graduate of the graduate business program can balance shareholder and other stakeholder values. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the term project in MBA5220.

Objective 4: A graduate of the graduate business program will show that she or he can apply the principles of business. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the final exam in MBA5200.



Objective 5: A graduate of the graduate business program can identify and recommend best decision practices among appropriate options; delineate and select ethical options from stakeholder values. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the final exam in MBA5900.

Objective 6: A graduate of the graduate business program can identify and apply a theory of motivation. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the term project in MBA5250.

Objective 7: A graduate of the graduate business program can affect team performance. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the term project in MBA5250.

Objective 8: A graduate of the graduate business program can comprehend processes of continuity and change. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the case study in MBA5260.

Objective 9: A graduate of the graduate business program can comprehend processes of creativity and innovation. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the discussion board in MBA5260.

Objective 10: A graduate of the graduate business program can demonstrate that she or he can write effectively. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the term paper in MBA5240.

Objective 11: A graduate of the graduate business program can demonstrate that she or he can give a successful individual or team oral presentation. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the term presentation in MBA5260.

Objective 12: A graduate of the graduate business program can comprehend the challenges of doing business across geographic boundaries. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the term paper in MBA5240.

Objective 13: A graduate of the graduate business program can comprehend culture plus appreciate and respect global culture and values. The benchmark for success is to have at least 80% of the students earn a rubric equivalent score of a B or better on the term paper in MBA5240.

"Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?"

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
	VI. Lifelong Learning



6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Due to the space limit, here is a brief summary for learning objective 1. The summary for all thirteen learning outcomes is listed in the attachment.

Objective 1: 80% (14/17) of the MBA5210 students earned a rubric equivalent score of B or better on the term project, which is at the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in understanding ethical norms and recognizing social responsible relationships. Students' opportunities for improvement were in interpreting ethical issue in a business and connecting it to investment recommendations. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Attachment(s):

Question 7: Results, Planned Actions, and/or Actions Taken

Objective 1: 80% (14/17) of the MBA5210 students earned a rubric equivalent score of B or better on the term project, which is at the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in understanding ethical norms and recognizing social responsible relationships. Students' opportunities for improvement were in interpreting ethical issue in a business and connecting it to investment recommendations. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 2: 76% (13/17) of the MBA5210 students earned a rubric equivalent score of B or better on the term project, falling slightly short of the 80% benchmark for the group of students. The aggregate mean rubric scores, measured on a 3-point scale, highlighted students' strengths in understanding various stakeholders and recognizing socially responsible relationships. Areas for improvement were identified in students' ability to interpret ethical issues within a business context and link these interpretations to investment recommendations. In response, the department has reviewed and updated instructional materials, assignments, and course activities to enhance student success in these areas.

Objective 3: 88% (13 /15) of the MBA5220 earned a rubric equivalent score of B or better on the term project, which is above the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in understanding ethical challenge in a business environment. Students' opportunities for improvement were in interpreting ethical issue in a business and balance various groups of stakeholders. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.



Objective 4: 89% (20/22) of the MBA5200 earned a rubric equivalent score of B or better on the final exam, which is above the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in understanding principles of business. Students' opportunities for improvement were in identifying business challenge and providing solid business solutions. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 5: 92% (28/30) of the MBA5900 earned a rubric equivalent score of B or better on the final exam, which is above the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in identifying and recommending best decision practices. Students' opportunities for improvement were in exploring best business alternatives and providing ethical recommendations. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 6: 78% (11/15) of the MBA5250 earned a rubric equivalent score of B or better on the term project, falling slightly short of the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in setting measurable and achievable goal. Students' opportunities for improvement were in constructing a clear benchmark and feedback system. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 7: 81% (12/15) of the MBA5250 earned a rubric equivalent score of B or better on the term project, which is above the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in providing business solutions in a team setting. Students' opportunities for improvement were in improved team contribution and peer support system. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 8: 95% (28/30) of the MBA5260 earned a rubric equivalent score of B or better on the case study, which is above the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in comprehending process of continuity and change. Students' opportunities for improvement were in providing change impact and change execution. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Objective 9: 94% (27/30) of the MBA5260 earned a rubric equivalent score of B or better on the discussion board, which is above the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in engaging in process of creativity and innovation. Students' opportunities for improvement were in developing new ideas and translating concepts into action. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.



Objective 11: 94% (27/30) of the MBA5260 earned a rubric equivalent score of B or better on the term presentation, which is above the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated students' strengths in delivering a professional business presentation. Students' opportunities for improvement were in improving presentation structure and quality. In response to these results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas.

Note: The assessment results for Objective 10, 12 and 13 have not been entered into the system at the time this submission was made.