



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 & Benchmarks** -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. Benchmark for Objective #1 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. Benchmark for Objective #2 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. Benchmark for Objective #3 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. Benchmark for Objective #4 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. Benchmark for Objective #5 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. Benchmark for Objective #6 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. Benchmark for Objective #7 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. Benchmark for Objective #8 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. Benchmark for Objective #9 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. Benchmark for Objective #10 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. Benchmark for Objective #11 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. Benchmark for Objective #12 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. Benchmark for Objective #13 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.



5. 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):
2024-2025

7. Program Assessment Results -Briefly summarize the assessment results and how they relate to benchmark(s).

Objective #1: 91% (13 out of 15) of the MBA5210 Personal Development, Ethics, and Social Responsibility in Organizations students 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 identifying relevant stakeholders (2.87) and principal relationship in an organization (2.87). Students' opportunities for improvement were in identifying socially responsible relationship (2.47).

Objective #2: 91% (13 out of 15) of the MBA5210 Personal Development, Ethics, and Social Responsibility in Organizations students 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 articulation of principal ethical issues (2.87) and ethical solutions (2.87). Students' opportunities for improvement were in application of ethical norms (2.47).

Objective #3: 90% (21 out of 23) of the MBA5220 Strategic Financial Management students 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 loyalty and supervision in shareholder value (2.87). Students' opportunities for improvement were in the area of duty not to entrench (2.47).

Objective #4: 91% (24 out of 27) of the MBA5200 Modeling, Analytics, & Decision-Making students 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 4-point scale) indicated students' strengths in defining the problem (3.78) and identifying strategy (3.78). Students' opportunities for improvement were in evaluating outcomes (2.93).

Objective #5: 92% (26 out of 28) of the MBA5900 Strategic Management students 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 situation analysis (2.82) and problem statement (2.86). Students' opportunities for improvement were in making a sound business recommendation (2.64).



Objective #6: 98% (10 out of 11) of the MBA5250 Teamwork and Leadership students 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 establishing measurable (3.0) and achievable motivations (3.0). Students' opportunities for improvement were in the feedback system (2.55).

Objective #7: 90% (9 out of 11) of the MBA5250 Teamwork and Leadership students 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 team contribution (3.0) and team respect (3.0). Students' opportunities for improvement were in the team involvement and attendance (2.0).

Objective #8: 95% (28 out of 30) of the MBA5260 Systems and Technology students 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 change initiation (2.87) and change facilitation (2.87). Students' opportunities for improvement were in the change impact (2.83).

Objective #9: 95% (28 out of 30) of the MBA5260 Systems and Technology students 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 idea development (2.87) and translating concepts into actions (2.87). Students' opportunities for improvement were in making connections and challenge ideas (2.83).

Objective #10: 94% (32 out of 34) of the MBA5240 Marketing Management Planning students earned a rubric equivalent score of B or better on the term paper, 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 the situation analysis (2.91) and problem statement (2.91). Students' opportunities for improvement were in the recommendations, implementations and impact (2.26).

Objective #11: 96% (29 out of 30) of the MBA5260 Systems and Technology students earned a rubric equivalent score of B or better on the term paper, 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 the content relevancy (2.90) and conclusion quality (2.90). Students' opportunities for improvement were in the organization and delivery quality (2.87).

Objective #12: 91% (31 out of 34) of the MBA5240 Marketing Management Planning students earned a rubric equivalent score of B or better on the term paper, which is above the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 4-point scale) indicated students' strengths in the evaluation of political and economic risk (3.88) and the analysis of market potential (3.88). Students' opportunities for improvement were in the recommendations of possible market entry methods (2.97).

Objective #13: 93% (32 out of 34) of the MBA5240 Marketing Management Planning students earned a rubric equivalent score of B or better on the term paper, which is above the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 4-point scale) indicated students' strengths in the identification of major differences (3.88) and major similarities (3.88). Students' opportunities for improvement were in the recommendations of major implications for marketers (3.06).



8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

In response to the previous results, the department reviewed and revised the instructional materials, assignments, and course activities to improve student success in the identified areas. For objective #1 and #2, the department will implement more practical applications throughout the semester, utilizing various sources, such as textbook and Wall Street Journal. For objective #3, the department will introduce role playing games into the course. For objective #4, the department will change the study materials to focus more on the fundamental aspects. For objective #5, the department will update assignments to focus on the areas that need improvements. . For objective #6 and #7, the department will require more in-person meetings to boost up the performances. For objective #8 and #9, the department will adopt a discussion board into the course requirement. For objective #10, the department will bring more presentation examples into the classroom.