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 Ethical Leadership

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 Ethical Leadership Program has eight student learning outcomes, which include Social Responsibility, Ethics, Motivation, Innovation, Written Communication, Oral Communication, Diversity of Thought, and Teams. Each outcome is assessed once per academic year, mostly in the fall semester. Faculty assess student learning outcomes using various direct measures from embedded assignments, for example, projects, term papers and presentations.

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 Master of Ethical Leadership Program has eight student learning outcomes. Each outcome is assessed once per academic year, mostly in the fall semester. In this cycle, we assess the following six learning outcomes, which are listed in the Master of Ethical Leadership Program Assessment Plan on file with the University Assessment Team. The other two learning outcomes are not assessed because the associated course was not offered during 2023-2024 academic year.

Objective 1: A graduate of the MSEL 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 ETHL5210.

Objective 2: A graduate of the MSEL 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 ETHL5210.

Objective 3: A graduate of the MSEL 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 ETHL5250.

Objective 5: A graduate of the MSEL 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 ETHL5305.

Objective 7: A graduate of the MSEL can leverage diversity of team members through integrative thinking. 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 ETHL5305.

Objective 8: A graduate of the MSEL 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 ETHL5250.

Note: The following two learning outcomes were not assessed during 2023-2024 academic year because the associated course ETHL5850 was not offered.

Objective 4: A graduate of the MSEL program can comprehend and engage in 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 term project in ETHL5850.

Objective 6: A graduate of the MSEL 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 presentation in ETHL5850."

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 space limitations, here is a brief summary of Learning Objective 1. Summaries for all eight learning outcomes can be found in the attachment. Please note that the Master of Ethical Leadership program is newly established, having launched in the 2022-2023 academic year. Consequently, 2023-2024 marks the program's second year, and lower enrollment in some courses may affect assessment scores.

Objective 1: 100% (1/1) of the ETHL5210 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 various groups of stakeholders in a business setting. 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: 100% (1/1) of the ETHL5210 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 various groups of stakeholders in a business setting. 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: 100% (1/1) of the ETHL5210 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 articulating ethical challenges in a business setting. Students' opportunities for improvement were in providing accurate and appropriate ethical conclusions. 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 3: 100% (3/3) of the ETHL5250 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 and applying a theory of motivation. Students' opportunities for improvement were in generating a more benchmarked and measurable metrics . 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: 95% (6/7) of the ETHL5305 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 creating solid writing pieces. Students' opportunities for improvement were in providing business recommendation with stronger reasoning . 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: 95% (6/7) of the ETHL5305 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 leveraging diversity of team members through integrative thinking. Students' opportunities for improvement were in providing a sound group decision and monitoring group effectiveness. 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: 100% (3/3) of the ETHL5250 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 delivering effective business decisions in a team setting. Students' opportunities for improvement group involvement and group contribution in the entire process . 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: Objective 4 and Objective 6 were not assessed during 2023-2024 academic year because the associated course ETHL5850 was not offered.