



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 Science in 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 Science in 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 & 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 Master of Science in 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 all the eight learning outcomes, which are listed in the Master of Ethical Leadership Program Assessment Plan on file with the University Assessment Team.

Objective #1: A graduate of the MSEL 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 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. 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 ETHL5210.

Objective #3: A graduate of the MSEL program can identify and apply a theory of motivation. 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 ETHL5250.



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

Objective #5: A graduate of the MSEL program can demonstrate that she or he can write effectively. 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 term paper in ETHL5305.

Objective #6: A graduate of the MSEL program can demonstrate that she or he can give a successful individual or team oral presentation. 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 presentation in ETHL5850.

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

Objective #8: A graduate of the MSEL program can affect team performance. 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 term project in ETHL5250.

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).

Please note that the Master of Science in Ethical Leadership program is relatively new and currently in its third year. As enrollment has not yet stabilized, assessment results may be significantly influenced by fluctuations in enrollment numbers.

Objective #1: 89% (3 out of 4) of the ETHL 5210 Personal Development, Ethics, and Social Responsibility 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 in an organization (3.0). Students' opportunities for improvement were in identifying the major responsible relationships in a business setting (2.25).



Objective #2: 89% (3 out of 4) of the ETHL 5210 Personal Development, Ethics, and Social Responsibility 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 the principal ethical issues (3.0). Students' opportunities for improvement were in identifying the norms to provide ethical conclusion (2.25).

Objective #3: The only one student in the ETHL 5250 Teamwork and Shared Leadership: Enhancing the Creative Process in Organizations did not earn a rubric equivalent score of B or better on the term project. The overall assessment result is 33% for that one student, and the result is below the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated opportunities for improvement were in how to measure and achieve motivations (1.0).

Objective #4: 94% (9 out of 10) of the ETHL5850 Organizational Change and Development 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 questioning and challenging ideas (2.60). Students' opportunities for improvement were in making connections and developing ideas (2.50).

Objective #5: 95% (4 out of 5) of the ETHL5305 Global Sustainable Development 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 content relevance and conversations (3.0). Students' opportunities for improvement were in analyzing data and information (2.80).

Objective #6: 97% (9 out of 10) of the ETHL5850 Organizational Change and Development students earned a rubric equivalent score of B or better on the 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 opening statement and organization (2.7). Students' opportunities for improvement were in the quality of conclusion (2.2).

Objective #7: 95% (4 out of 5) of the ETHL5305 Global Sustainable Development 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 the communication of ideas within the group (3.0). Students' opportunities for improvement were in the group planning and effectiveness (2.8).

Objective #8: The only one student in the ETHL 5250 Teamwork and Shared Leadership: Enhancing the Creative Process in Organizations did not earn a rubric equivalent score of B or better on the term project. The overall assessment result is 33% for that one student, and the result is below the 80% benchmark for the group of students. The aggregate mean rubric scores (using a 3-point scale) indicated opportunities for improvement were in group contribution (1.0).



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 and #4, the department will update the study materials to focus more on the fundamental aspects. For objective #5 and #6, the department will provide more guidance and adopt APA writing style. For objective #7 and #8, the department will require more in-person meetings and adopt the discussion board to boost up the performances.