SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program: One Year MBA Program

Department: Chaifetz School of Business

College/School: Chaifetz School of Business

Date: Fall 2022

Primary Assessment Contact: One Year MBA Program faculty director, David Sanders

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Four of five learning outcomes are assessed in this report. The data collection for this reposrt represents the work of a single cohort of 48 students that was split into two sections. Section 1 was online in the summer but in-person in the fall and spring, and section 2 was online the entire program. This division was done in response to the Covid-19 Pandemic and the mitigation (both required and optional) procedures that were in place at the time. Summer 2021, Fall 2021 Spring 2022 semesters through our 11-month program are included in this report.

Learning outcome 1 was not assessed this year for two reasons. (1) Covid mitigation procedures in place made it challenging to assess the entire cohort and (2) it was determined that the past exam (administered through ETS) did not match up closely enough with the distribution of credit hours in the One-Year MBA program. To remedy this issue, an in-house exit exam will be developed and utilized in Spring 2023.

Note: In August of 2020 it was determined that only Learning Outcome 1 would be assessed annually, with learning outcomes 2 and 3 will be assessed in even-year program starts (i.e 2020-21, 2022-23). Learning outcomes 4 and 5 will be assessed in odd-year program starts (i.e. 2021-22, 2023-24). I have data from all categories so I have included all in this summary report.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

Learning outcome 2 (Problem Analysis and Decision Making) was assessed using questions from an end of term timed data exam in Economics 5010: Economics for Managers. Through this exam, students were required to obtain and analyze data from the Federal Reserve Economic Data website, make strategic business decisions on pricing, revenue maximization, and elasticity, as well as apply regression analysis to evaluate actual salaries with estimated salaries.

Learning outcome 3 (Global Trends/Local Practices) was assessed using the Brand Audit Project in MBA 6012: Global Immersion. Note: Due to the ongoing Covid-19 pandemic, the global immersion trip was a domestic trip to Miami. The project in MBA 6012 created a brand audit for a non-profit company doing business in both the US and Venezuela . The brand audit provides a comprehensive overview of the health of a given brand. It is based on the point of view that successful brands are built from the inside out. While conventional branding research looks mostly at one audience – consumers – a complete brand audit assesses relationships with all of the important stakeholders of the brand, including both internal and external audiences.

Learning outcome 4 (Oral and Written Communication Skills) are assessed via the MBA 6015 Spring Practicum Project. This course is a six-credit hour internship course. Various organizations

have partnered with the program to work with real data related problems that these organizations are currently facing. At the end of the practicum the team will be required to author a report detailing their work and make a presentation summarizing that report. This report is presented to faculty as well as key personal from the partner organizations typically containing members of organization boards or executives. Note: only 21 students were assessed in learning outcome 4 as often these presentations are taking place at the same time, to avoid variance in assessment methodology.

Learning outcome 5 (Ethical Decision Making and Approaches) was assessed in MBA 6007: Decision Tools and Traps. Utilizing the Case: Herb's Special Fertilizer Mix, students used a multi-step problem-solving approach to identify the problem(s), generate alternatives, evaluate and select the best alternative, and then propose steps for implementation. Along with a generic problem solving model, students were instructed to use a framework they had been introduced to, The 3 Domain Approach to Corporate Social Responsibility to evaluate the different obligations of a firm's economic, legal, and ethical considerations.

In addition to the formal assessment of learning outcomes, student feedback was assessed through various meetings with individual students throughout the program. The cohort had elected class representatives. The cohort reps met with the program director between 4-6 times each of the three semesters and the Dean's office at a minimum of twice annually. In addition, the program director met personally with multiple students over the course of the year.

Madrid students are not part of this program.

3. How did you analyze the assessment data? What was the process? Who was involved?
NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

For learning outcome 2, Econ 5010 course instructor grades the exam questions as part of the course, and uses a rubric to separately assess the quality of decision-making based on 3 criteria.

For learning outcome 3, MBA 6012 course instructor grades the projects as part of the course, and uses a rubric to separately assess the quality of global analysis based on 7 criteria. Note: only 46 students were assessed for this course. Some students were diagnosed with Covid-19 immediately prior to travel and were not able to participate. These students took a different online course through the IB program to meet graduation credit hour requirements.

For learning outcome 4, MBA 6015 course instructors grade presentations as part of the course, and use a rubric to separately assess the quality of oral and written communication based on 7 criteria.

For learning outcome 5, MBA 6007 course instructors grade assignment as part of the course and use a rubric to separately assess the quality of ethical decisions based on 5 criteria.

4. What did you learn from the data? <u>Summarize</u> the major findings of your analysis for each assessed outcome.
NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Learning outcome 2: Students generally scored well in all three rubric criteria with 43 of 48 students (89.58%) either meeting or exceeding expectations in the first criteria (Understanding the problem in the context of data analysis). 39 of 48 students (81.25%) either meeting or exceeding expectations in the second criteria (Apply analytical techniques to solve the problem). 39 of 48 students (81.25%) either meeting or exceeding expectations in the third criteria (Develop solutions to the problem).

Learning outcome 3: All 46 assessed students either met (good) or exceeded (outstanding)

expectations on all 7 learning criteria. For criteria 1 (People) and 2 (The World Economy) 95.65% of students were rated as outstanding in each, for criteria 3 (Business) 93.48% of students were rated as outstanding, for criteria 4 (Ethics) 84.78% of students were rated as outstanding, for criteria 5 (Different Industries) 93.48% of students were rated as outstanding, and for criteria 6 (Cultural Values) and criteria 7 (Business Expansion) 89.13% of students were rated as outstanding in each.

Learning outcome 4: Student presentations were graded using a modified rubric as all corporate partners were still following Covid-19 protocols regarding size of meetings requiring presentations to be conducted virtually. For this assessment, the instructor and a representative from the partner corporation provided scores for the quality of the oral presentation as well as the content of the presentation. In general scores were very strong for this area of assessment. Combined scores, which included dimensions from both graders were strong with all students above the 70% level and 17 of 21 students above the 85% level.

At a more granular level, 14 of 21 students scored at or above the 80% level (4 out of 5) on all 7 assessed criteria and no students scored below the 60% level (3 out of 5) on any criteria. Of the 7 students who did not score at least 80%, 3 of the students only scored below 80% in one criteria, with the remaining 4 students scoring below 80% in either 2 or 3 criteria.

Learning outcome 5: Students were assessed on their ability to identify the moral implications of a business case by (1) defining the problem, (2) identifying alternative solutions, (3) evaluate solutions, (4) make appropriate recommendations, and (5) support that recommendation. Overall students scored generally well with 87% of students either meeting or exceeding expectations in criteria 1, 91% in criteria 2, 95% in criteria 3, 93% in criteria 4, and 84% in criteria 5.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

1. Learning outcome 1 was removed for this cohort due to feedback (noted above) from prior assessment. A new in-house exit exam has been written and will be administered in Spring 2023.

2. We are pleased with our students' current level of proficiency in decision-making and analytics, and we will attempt to continuously update the data-analytics programs and languages that we are exposing students to in order to stay current with contemporary business demands and trends. In terms of specific areas for attention, by expanding our admission funnel, we may have admitted students whose quantitative backgrounds were not as strong as previous cohorts of students. This cohort also was populated by a large number of direct from undergraduate (a possible result of employment difficulty during the Covid-19 pandemic), and many students have a lack of practical experience in business.

3. We are very pleased with our student's outcomes for Global Trends and Local Practices. We returned to travel this year, and while international travel was not possible, we selected a domestic travel location with significant international ties, Miami. We visited businesses and locations that were significantly tied to Latin America. We continue to evaluate the companies that present while abroad to make sure they provide informative presentations that are consistent with graduate education and allow for rigorous evaluation of their project to make sure the class is primarily a learning opportunity and not a vacation.

4. We are pleased with our students' current level of proficiency in the written and oral communications outcome. We have consistently received positive feedback from our partner organizations that indicate the written and oral communication of our students is in line with professional business communication expected within their organization. This is reflected in the faculty assessment rubrics as well. We continue to search for reliable partners who can provide relevant problems and data for students to solve.

5. We are pleased with our students current level of proficiency in Ethical Decision Making. We continue to update cases to ensure relevance in the post-pandemic world.

6. In addition to above learning outcome based recommendations, we have additional recommendations based on student feedback. (1) As part of the 2018 re-imaging, the program adopted an integrated teaching approach. This would include as many as 5 teachers in one course teaching related topics. This has not been well received by students and has been one of the most frequently cited issues with the program. In 2019 we attempted some adjustments in the integrated assignments and material as well as adding some vertical integration among courses we felt would improve the integration and student feedback. This was not the case. If anything, students were more strongly opposed to integration. Prior to the 2020 start we had already began conversations on the continuation of integration. The pandemic has caused us to eliminate integration for the summer as it would be too difficult to coordinate remotely. So far students have had a very favorable view of course offerings. This reinforces the need to re-assess the use of integration. This year represents the last year that we can use the Covid re-design format and will either have to return to the pre-covid integrated approach or address course re-design. (2) Students would like more and deeper content with their career resource team.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

We continually change the program to match both industry demand as well as consumer choices. Some course design has begun. Prior suggestions (from last year's assessment were brought before the Graduate Board for discussion. We have discussed opportunities to reduce the number of faculty that are involved in any one specific course. We have developed an experimental course to be offered next year utilizing SAP and ERP. We also expanded the number of additional electives available to students. While these electives do not replace course work in the program (and are additional credit hours above the required amount for graduation, available to students at no additional cost), the number of electives available that students can take advantage of has increased. Additional follow-ups were not possible due to constraints from the Covid-19 Pandemic and will continue to be assessed in the future.

IMPORTANT: Please submit any <u>revised/updated assessment plans</u> to the University Assessment Coordinator along with this report.

Learning Outcome 2

	Exceeds Expectations	Meets Expectations	Needs Improvement
Understand the problem in the context of data analysis	Clearly identifies and summarizes the problem/opportunity. Analyzes and assesses the situation with a clear awareness of what needs to be accomplished.	Problem/opportunity is identified but is somewhat clear and summarization is basic. Analyzes and assesses the situation with awareness of the goals of the analysis.	Problem/opportunity is identified but is not clear and summarization lacks focus. Analyzes and assesses the situation with limited awareness of the goals of the analysis.
	18 of 48 students	25 of 48 students	5 of 48 students
Identify and apply specific analytical techniques to solve the problem	Identifies one or more solutions that indicates a thorough comprehension of the problem and is sensitive to contextual factors.	Identifies one or more solutions that indicates comprehension of the problem and is sensitive to contextual factors.	Identifies one solution that indicates surface-level understanding of the problem.
	24 of 48 students	15 of 48 students	9 of 48 students
Develop specific solutions to solve the problem	Correctly analyzes the majority of the problem; provides a good technology solution, and/or utilizes all appropriate resources.	Correctly analyzes the majority of the problem; provides an adequate technology solution, and/or utilizes appropriate resources.	Fails to provide a correct analysis of some of the problem, omits vital resources, and/or fails to develop an adequate technology solution.
	25 of 48 students	14 of 48 students	9 of 48 students

Learning Outcome 3

MBA 6012 — Study Abroad Final Evaluation Assessment Rubric

Based on your evaluation of the MBA study abroad program in Hong Kong, please provide your assessment per the Chaifetz School of Business learning objectives below.

How would you rate the MBA student's ability to demonstrate an understanding of globalization and its impact on_____?

	Outstanding	Good	Poor
People	Student identifies specific changes in human behavior and can connect these to	Student displays a general understanding of how globalization *can*	Student makes no connection between globalization and human behavior
The World Economy	Student identifies several aspects of globalization and adequately explains how these affect the	Student understands the general concept that the world economy *can be* affected by globalization	Student makes no connection between globalization and the world economy
Business	Student identifies specific businesses and adequately explains how they are (or might be) affected	Student understands how various global business interactions *can*	Student makes no connection between globalization and its impact on individual businesses
Ethics	Student identifies specific variations in ethical behavior and how these are (or might be) affected by	Student recognizes how variations in ethics *can* impact globalization (and vice-versa)	Student makes no connection between globalization and ethical behavior
Different industries or areas of study, such as healthcare, entrepreneurship, law, etc.	Student identifies specific industries and adequately explains how they are (or might be)	Student identifies specific industries and displays a general understanding of how they *could be* affected	Student does not identify any specific industries or explain how they are affected by globalization
Cultural Values	Student identifies specific cultural values and adequately explains how these affect (or might affect)	Student displays a general understanding of how cultural values *can* affect globalization (and vice-versa)	Student makes no connection between globalization and cultural values
Business Expansion	Student identifies specific aspects of business expansion (or shrinkage) and adequately explains how these aspects are	Student displays a general understanding of how globalization *can* positively and/or negatively affect	Student makes no connection between globalization and business expansion

Student	People	The World Economy	Business	Ethics	Different Industries	Cultural Values	Business Expansion
[redacted]	3	3	2	3	3	3	2
	3	3	3	3	3	3	3
	2	3	3	2	3	3	3
	3	3	3	3	3	3	3
	3	2	2	3	3	3	3
	3	3	3	3	3	3	3
	3	3	3	3	3	2	3
	3	3	3	3	3	3	3
	3	3	3	3	3	3	3
	3	3	3	3	3	2	3
	3	3	3	3	3	3	3
	3	2	3	3	3	3	3
	3	3	3	3	3	3	3
	3	3	3	3	3	2	3
	3	3	3	3	3	3	3
	3	3	3	3	3	2	3
	3	3	3	3	3	3	3
	3	3	3	3	3	3	3
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	2	3	3	3	3	3	3
	3	3	3	3	3	3	3
	3	3	3	3	2	3	3
	3	3	3	3	3	3	3
	3	3	3	2	3	3	3
	3	3	3	3	3	3	3
	3	3	3	3	3	3	2
	3	3	3	3	3	2	3
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	3	3	3	2	3	3	2
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	3	3	3	3	3	3	3
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	3	3	3	3	3	3	3
	3	3	3	3	3	3	3
	3	3	2	3	3	3	3
	3	3	3	3	3	3	2
	3	3	3	3	3	3	2

[redacted]	3	3	3	3	3	3	3
	3	3	3	2	3	3	3
	3	3	3	3	3	3	3
	3	3	3	3	3	3	3
	3	3	3	3	3	3	3
	3	3	3	2	2	3	3
	3	3	3	3	3	3	3
	3	3	3	2	2	3	3

Average	**2.9161**
Std Dev	0.2776

Learning Outcome 4

Category	Item	Statement	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11
CORPORATE SPONSORS RATINGS	1	Provided clear, organized, and evidence-based final presentation and deliverables	5	4.5	5	4.5	4.5	4.5	3.5	3.75	3.75	4.25	3.5
	2	Demonstrated innovativeness in the proposed solution/analysis	5	4.5	5	4.5	4.5	4.5	3.5	3.5	3.5	4	3.5
		SPONSOR TOTAL	10	9	10	9	9	9	7	7.25	7.25	8.25	7
SLU MENTOR RATINGS	1	Demonstrated team coordination	5	4	5	4	4	4	4	4.5	4.5	5	4
	2	Communicated high quality of information in written form	5	5	5	5	5	5	4	4.5	4.5	4.5	4
	3	Communicated high quality of information in verbal form	5	5	5	5	5	5	4	4.5	4.5	5	4.25
	4	Demonstrated initiatives and leadership	5	5	5	5	5	5	3.5	4.5	4.5	5	3.5
	5	Demonstrated innovation	5	5	5	5	5	5	4	4.5	4.5	5	4
		SUPERVISOR TOTAL	25	24	25	24	24	24	19.5	22.5	22.5	24.5	19.8
		Combined Total	35	33	35	33	33	33	26.5	29.8	29.8	32.8	26.8

Learning Outcome 4

Category	Item	Statement	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	Student 20	Student 21
CORPORATE SPONSORS RATINGS	1	Provided clear, organized, and evidence-based final presentation and deliverables	4	4	4	4	4	5	5	4	4	4
	2	Demonstrated innovativeness in the proposed solution/analysis	3	4	4	3	3	4	5	5	4	4
		SPONSOR TOTAL	7	8	8	7	7	9	10	9	8	8
SLU MENTOR RATINGS	1	Demonstrated team coordination	5	5	5	4	4	5	5	4	4	4
	2	Communicated high quality of information in written form	5	5	5	5	5	5	5	5	5	5
	3	Communicated high quality of information in verbal form	5	5	5	4.5	4	5	5	5	5	5
	4	Demonstrated initiatives and leadership	5	5	5	4	4	5	5	4.5	4	5
	5	Demonstrated innovation	5	5	5	5	4	5	5	5	4.5	5
		SUPERVISOR TOTAL	25	25	25	22.5	21	25	25	23.5	22.5	24
		Combined Total	32	33	33	29.5	28	34	35	32.5	30.5	32

Learning Outcome 5

Ethical Decision Making	MBA6007 N=48 students			
Attribute	**Exceeds Expectations**	**Meets Expectations**	**Needs Improvement**	**% students meet or exceeds**
Define Problem	Clearly identifies and summarizes the problem/opportunity. Analyzes and assesses the situation with a clear awareness of what needs to be accomplished. Identifies any ethical implications involved in the situation.	Problem/opportunity is identified but is somewhat clear and summarization is basic. Analyzes and assesses the situation with awareness of the goals of the analysis. Incomplete awareness of moral implications	Problem/opportunity is identified but is not clear and summarization lacks focus. Analyzes and assesses the situation with limited awareness of the goals of the analysis. Fails to account for moral implications of the situation.	
	35.00%	**52.00%**	**13.00%**	**87.00%**
Identify Alternatives/Solutions	Identifies one or more solutions that indicates a thorough comprehension of the problem and is sensitive to contextual factors.	Identifies one or more solutions that indicates comprehension of the problem and is sensitive to contextual factors.	Identifies one solution that indicates surface-level understanding of the problem.	
	25.00%	**66.00%**	**9.00%**	**91.00%**
Evaluate Solutions	Evaluation of solutions is thorough and insightful and includes logical consideration of feasibility, and impact of solution. Applies multiple moral judgment frameworks to evaluate solutions prior to decision.	Evaluation of solutions adequately includes logical consideration of feasibility, and impact of solution. Applies a single moral judgment framework, or incomplete/incorrect application of multiple frameworks.	Evaluation of solution briefly addresses logic/reasoning, feasibility, and impact of solution.	
	30.00%	**65.00%**	**5.00%**	**95.00%**
Make Appropriate Recommendations	Makes well-articulated actionable recommendation(s) that address most of the business objectives, with considerations given to 3 domains (economic [profit], legal compliance, ethical responsibility)	Makes actionable recommendation(s) which address some of the business objectives. Three domains (economic, legal, ethical) are not fully developed.	Makes actionable recommendation which addresses a few of the business objectives. Ignores the 3 domain model	
	30.00%	**63.00%**	**7.00%**	**93.00%**
Support Recommendation with Appropriate Technology/Resources (Optional)	Correctly analyzes the majority of the problem; provides a good technology solution, and/or	Correctly analyzes the majority of the problem; provides an adequate technology solution,	Fails to provide a correct analysis of some of the problem, omits vital resources, and/or fails to develop	

	utilizes all appropriate resources.	and/or utilizes appropriate resources.	an adequate technology solution.	
	34.00%	**50.00%**	**16.00%**	**84.00%**