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 2023

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

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

Three of five learning outcomes (LO1, LO2, and LO3) are assessed in this report. The data collection for this report represents the work of a single cohort of 26 students. Summer 2022, Fall 2022 Spring 2023 semesters through our 11-month program are included in this report.

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 2022-23, 2024-25). Learning outcomes 4 and 5 will be assessed in odd-year program starts (i.e. 2021-22, 2023-24).

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

Learning Outcome 1 (Knowledge of Key Business Functions) was assessed by creating an in-house 150 question multiple choice exit exam to replace the ETS exam.

Learning outcome 2 (Problem Analysis and Decision Making) was assessed using a "data book" project in MBA 6001: Foundations: Money, Markets, Metrics, and Morality. Through this project, students were required to obtain and analyze data from the Federal Reserve Economic Data website on macroeconomic trends, pricing, and employment. Students would then use MS Excel to generate graphs and perform correlation tests for each of 1, 2, 3, and 4 quarter leads and lags, as well as an overall trend correlation. Students would then provide an evaluation of the macroeconomic trends for each variable.

Learning outcome 3 (Global Trends/Local Practices) was assessed using the Brand Audit Project in MBA 6012: Global Immersion (Madrid, Spain). In MBA 6012 students created a brand audit for a non-profit company doing business in both the US and Spain . 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.

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 1, the exit exam questions were graded and scored. The exam was taken on the last day of the spring semester and administered in two timed components. The program coordinator proctored the exam.

For learning outcome 2, MBA course instructor grades the project 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 23 students were assessed for this course. Three students were not able to travel to Madrid. These students took a different online course through the IB program to meet graduation credit hour requirements.

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

Learning outcome 1: Results for the Exit Exam showed that the exam was rigorous with an average of 58.08%, a median score of 60, and a range of 42.31 - 84.62%. Upon first glance these scores do look alarming low, but without reference for comparison, it is hard to truly evaluate these values. When I looked back at past year's ETS Field Exam results, the mean score for this cohort looks to be inline with past cohorts that instead of taking our in-house exit exam took the ETS exam. From 2014-2019 mean percentages on the ETS exam overall ranged from 48.4 to 54.4% which at least leads us to believe that our in house exit exam has similar rigor to the ETS exam. It is also a learning opportunity for us as this was the first time we have issued this test. The ETS exam divides material into sections which was not done on our exam. It would be good to do this in the future to track specific areas over time. See Table Below

Learning outcome 2: Students generally scored well in all three rubric criteria with 23 of 26 students (88.46%) either meeting or exceeding expectations in the first criteria (Understanding the problem in the context of data analysis). 23 of 26 students (88.46%) either meeting or exceeding expectations in the second criteria (Apply analytical techniques to solve the problem). 21 of 26 students (80.77%) either meeting or exceeding expectations in the third criteria (Develop solutions to the problem). See Table Below

Learning outcome 3: Students scored very well in the first three rubric criteria in which all 23 assessed students either met (good) or exceeded (outstanding) expectations. For criteria 1 (People) 91.30% of students were rated as outstanding and for criteria 2 and 3 (The World Economy and Business) 82.61% of students were rated as outstanding. For Criteria 4 (Ethics), students performed well below average with only 4 0f 23 (17.39%) students meeting or exceeding expectations. The remaining 19 students were rated poor in ethics. Criteria 5 and 6 were generally scored very well with 22 of 23 (95.65%) of students either meeting or exceeding expectations in criteria 5 (Different Industries) and all 23 students meeting or exceeding expectations in criteria 6 (Cultural Values) of which 82.61% of students were rated as outstanding. For criteria 7 students scored adequately with 78.26% of students either meeting or exceeding expectations. See Table Below

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. For learning outcome 1, in the design of next year's exam, we will designate questions to specific core areas to track progress not only overall, but in targeted subject matter. In this method, specific results can be provided to departments to better evaluate content or delivery of material. The performance on this exam may be lower due to a variety of factors related to the timing of the exam. The students take this test during the last week of the program. This poses a few issues that may influence student performance. First, the exam occurs right as students are taking their final exams, and while the ETS score is important to us, it ranks below their final exams in their mind and likely affects their outcome. in. Secondly, much of the material covered in the exam is offered in the summer portion of the program. The length of time between the covered concepts and the exam likely reduces the scores. This is especially true for any dual-degree students who are not taking business classes (except the practicum internship) in the spring. We have discussed moving some of the foundational courses around a little bit to cut down the time between classes and the exam. We have also discussed moving the Spring finance/accounting course to the fall to ensure that dual degree students are able to take the course as well.

2. We are generally 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. On a specific level, the instructor initially felt the project would be easy to fit into rubric criteria, however upon evaluation found that this was not the case and has recommended changing the assessment used from the one this year. 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, and many students have a lack of practical experience in business.

3. We are very generally pleased with our students' results for Global Trends and Local Practices with the exception of the Ethics criteria. This will be addressed by the instructors in future cohorts. We returned to international travel this year and were able to visit multiple cities in Spain (Madrid, Barcelona, and Toledo) as part of the experience. 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. 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. The Covid re-design expired last year and we returned to our prior structure with this cohort, however we took into account prior successes and failures and reorganized certain learning objectives to reduce the number of teacher in each course. No course had more than three instructors and most were either one or two. Students still did not feel the integrated learning was beneficial, with the majority of students recommending that courses should be more specific in subject orientation. As a result, we have created a OYMBA

Steering Committee to begin the process of formal program re-design with the hope of preparing a new program by the summer 2025 start.

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 successfully reduced the number of faculty that are involved in any one specific course, however as noted above, this needs to continue to be evaluated. We have developed an experimental course utilizing SAP and ERP. This course was very well received and thus put forth through Graduate Board and Faculty Assembly to make the course permanent, it passed both bodies unanimously. We had the program goal of providing an in-house exit exam as one was not offered in the prior year. We succeeded in developing a rigorous exam that was offered this year. As noted above, it was a learning experience for us as well and there will be some changes that are implemented. Finally, last year's report stated that students were looking for deeper content in their career readiness course (MBA 6016). The Career Education Team has introduced several new learning applications to increase the depth of content. The changes were favorably reviewed by students and will continue in the program.

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

Learning Outcome 1

Test Number (randomly assigned)	Score
1102162	50
1379971	53.85
1624508	42.31
1691619	46.92
1870214	63.08
1904386	62.31
2055629	66.92
3029318	54.62
3847892	84.62
4273490	66.15
4569349	66.15
4895837	58.46
5160974	66.92
5457546	66.15
5522898	44.62
5630362	49.23
5677752	50
6309244	70.77
6393056	50.77
7170719	45.38
7661193	66.15
7994430	44.62
8464367	68.46
9027796	61.54
9243934	66.92
9373509	43.08
Avg	58.07692308
Median	60

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.
	10 of 26 students	13 of 26 students	3 of 26 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.
	6 of 26 students	17 of 26 students	3 of 26 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.
	5 of 26 students	16 of 26 students	5 of 26 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	3	3	3	2	2
	3	3	3	1	3	3	3
	3	3	3	1	3	3	3
	3	2	2	1	1	3	1
	3	2	3	1	2	3	3
	3	3	3	1	3	3	1
	3	3	3	1	3	2	1
	3	3	3	1	3	3	3
	3	3	2	1	3	3	2
	3	2	3	1	2	2	1
	3	3	3	1	3	3	2
	3	3	3	3	3	3	3
	2	3	3	1	3	2	3
	2	3	2	1	2	3	1
	3	3	3	1	3	3	3
	3	3	3	2	3	3	3
	3	3	3	3	3	3	3
	3	2	2	1	2	3	2
	3	3	3	1	3	3	3
	3	3	3	1	3	3	3
	3	3	3	1	3	3	3
	3	3	3	1	2	3	2

Average	2.90909	2.81818182	2.818182	1.3182	2.68181818	2.818181818	2.318181818
Std Dev	0.28748	0.38569461	0.385695	0.6998	0.55484344	0.385694608	0.819443472