

MBA AY 2014-2015 Assessment

Phase 1: Assessment Plan

Learning Outcome assessed:

04) Legal, Ethical and Social Concerns

Students will integrate legal, ethical and social concerns into business decisions.

Assessment Method:

Case study (group) and written assignment (individual).

Targeted performance, based on rubrics:

80% of students will meet or exceed the target

Evaluation Process:

CASE STUDY: Students read and respond to an extended case study of that requires reading from multiple points of view to establish the cultural, social, and ethical context of a business practice that tries to apply principles of corporate social responsibility.

Group Assignment: Apply the elements of the LCA case to the Case Study template (instructor provided), paying particular attention to what information does not fit into the template and what relevant information may be missing. Consider the applicability, if any, of Lowney's use of Jesuit values to management practice as you reflect on the LCA case. Are his these principles operative in the LCA case? Are there ways of interpreting the case by applying and/or dismissing Lowney's principles? Present your group's findings in class.

Individual Assignment: One reflection St. Ignatius practiced was "composition of place," wherein he would imagine himself in the biblical scenes he read described in scripture. This was his attempt to understand more deeply the context in which scripture emerged so that he might have a better appreciation for its meaning in his life. Try doing this and put yourself in El Salvador at the time of the murders or now under the circumstances faced by League Collegiate Wear. What is evoked by your empathetic engagement? Use this technique to reflect on the notion of sainthood, the role of religion, or any other relevant influence that shapes your moral decision-making as applied to this two-week sequence of readings.

Instructor will review the assignment in comparison to MBA program and AACSB learning goals and outcomes.

Rubric:

To meet or exceed the target: Students will accurately use course content to develop, support, and express their understanding of the case from multiple points of view; analyze case with clarity and precision; independently apply ethical theory to interpret issues presented by the case; demonstrate ethical self-awareness by discussing in detail both core beliefs and the origins of those beliefs in relation to the case study.

Course where learning outcome was assessed:

MBA 6012 Ethics and Social Responsibility

Evaluator(s):

Kimberly Rae Connor, PhD

Program Assessment Activities:

Phase 2: Results Assessment and Planned Action

Results:

85% students met or exceeded the target as demonstrated in earning an A for each assignment. The remaining 15% earned Bs. Out of a class of 17 students, 13 earned As (“exceeds expectations”) and 4 earned Bs (“meets expectations”).

I discovered that the current learning outcome was ineffective to accurately portray the learning that should happen in MBA 6012. The Learning Outcome will be rewritten to reflect the actual learning in the course.

Proposed new language for the MBA LO #4 (derived from MBA Learning Goal 3 and in light of AACSB 9.1.2 and 9.2.2): “Students will identify and describe stakeholders across multiple sectors; connect ethical theory to stakeholder values; recognize and interpret societal context that influences stakeholders.”

I also recognized that the assignments should to be changed in order to facilitate a better measure of each student’s learning. I will add an individual assignment after the group project and develop rubrics for each assignment.

Action

The assignment was changed to require two, individually written assignments, one that emphasizes the analysis of the case’s ethical dimensions and identification of multiple stakeholders and connects to ethical theory and another that provides opportunity for reflection on personal morality as confronted by engagement with the case and its socio-cultural context.

New Assignment Descriptions:

Assignment One: (analysis) After meeting as groups and working together to apply the elements of the LCA case to the Case Study template, paying particular attention to what information does not fit into the template and what relevant information may be missing, write a 3-5 page analysis in which you consider the applicability, if any, of Lowney’s use of Jesuit values to management practice as you reflect on the LCA case and all the stakeholders your group identified. Are his these principles operative in the LCA case? Are there ways of interpreting the case by applying and/or dismissing Lowney’s principles? What other ethical theories that we have studied have relevance to the case?

Assignment Two: (reflection) St. Ignatius practiced was “composition of place,” wherein he would imagine himself in the biblical scenes he read described in scripture. This was his attempt to understand more deeply

the context in which scripture emerged so that he might have a better appreciation for its meaning in his life. Try doing this and put yourself in El Salvador at the time of the murders or now under the circumstances faced by League Collegiate Wear. What is evoked by your empathetic engagement? Use this technique to reflect on the role of religion or personal value systems, or any other relevant influence that shapes your moral decision-making as applied to this two-week sequence of readings.

Phase 3: Closing the Loop

Change Assessment

The actions taken in Phase 2 were assessed indirectly by student evaluation surveys that indicated a strong support for the case study approach (88% of students gave the assignment the highest rating on student evaluation surveys) and an appreciation for the clarity of the redesigned assignments and criteria (indicated by narrative elaboration of surveys). The redesigned assignments--from one group and one individual to two individual assignments, one of which grows out of group collaboration--also better measured individual student learning but still fostered collaborative group work.

The direct assessment results derive from the instructor evaluation of written student work: Assignment One assessing knowledge of ethical theory and awareness of multiple stakeholders; and Assignment Two asking student to reflect on the socio-cultural context of the case.

90% of the 31 students met the “exceeds expectations” standards of Assignment One (27 students earned As) and 98% of students met the “exceeds expectations” standards of Assignment Two (30 students earned As).

“Exceeds Expectations” Standard for Assignment One (analysis): Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used; Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues. Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective

“Exceeds Expectations” Standard for Assignment Two (reflection): Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity; Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application. Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues

Suggested Actions:

- Obtain more data to support the above conclusions.
- Create rubrics using descriptions to meet the standards of of analysis and reflection.
- External grader to validate findings.