

MBA AY 2015-2016 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.

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."

Assessment Method:

Case study: 2 individual written assignments (one analysis; one reflection)

Targeted performance, based on rubrics:

10% of students will "exceed expectations" and 70% will "meet expectations" of each case study assignment rubric (enrollment yet to be determined).

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.

Assignment One: 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: 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 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.

Data compiled from student grades assessed by descriptive rubrics that were developed and applied to grading Assignment One (analysis) and Assignment Two (reflection). In AY 14-15 I was measuring a

new learning outcome and two content changes: new assignments and new descriptive criteria. So this time I measured the descriptive rubric.

Rubric:

To “meet expectations” standards on both assignments:

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; demonstrates ethical self-awareness by discussing in detail both core beliefs and the origins of those beliefs in relation to the case study.

To “exceed expectations” standards on 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

To “exceed expectations” standards on 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

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:

I learned that the rewritten learning outcome continues to be effective to accurately portray the learning in MBA 6012 and that students still perform well on the re-developed assignments.

Assignment One: Out of a class of 31 students, 27 “exceeded expectations”. 4 students “met expectations”.

Assignment Two: Out of a class of 31 students, 31 “exceeded expectations”.

I also found, however, that the narrative or descriptive rubrics should be translated into a more useful grid to measure student performance. Since I have demonstrated that the new learning outcome was accurate and the assignments were successful in demonstrating learning, this time I will focus on developing the rubrics to see if I can increase student learning and also benefit from more specific data by which to measure that learning. I also recognize the need for an external grader to validate findings.

Action:

Develop and apply grid rubrics for analysis and reflection assignments. Aggregate data and compare to earlier iterations of MBA 6012. Propose new Learning Outcome to AoL committee/GPC.

Phase 3: Closing the Loop

Change Assessment

Suggested Actions: