Report on Assessment Activity and Related Program Revisions for the

JOHN COOK SCHOOL OF BUSINESS

2014-2015 Academic Year

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Overview of Assessment

As the John Cook School of Business completes its final academic year before the next re-affirmation of accreditation visit in 2016, the faculty and staff remain committed to maintaining a strong, comprehensive Assurance of Learning (AoL) model.

Each of the eight academic programs in the John Cook School of Business has a set of learning outcomes that clearly outline the knowledge and skills students are expected to gain during their time at Saint Louis University. These outcomes reflect the scholarship and rigor necessary for graduates to become successful in their respective fields within the world of business.

Every year these outcomes are assessed, both to help insure that students are learning as well as to maintain a culture of continuous improvement. Members of the John Cook School of Business Assessment Team partner with their faculty and staff colleagues in St. Louis and Madrid to collect and analyze data, propose program enhancements, and implement changes/close the loop when necessary. The result is an atmosphere steeped in assurance of learning values; where students are challenged and the quality of academic programs is continually improved.

Re-Affirmation of Accreditation Process

On May 14th, the completed Business School Questionnaire was submitted to AACSB. The Business School Questionnaire is a comprehensive data gathering instrument that takes several weeks to complete. It requires input from a variety of university stakeholders including Program Directors, the Business Manager, the Assistant Dean, the Senior Associate Dean, the Dean, and the Senior Data Coordinator in the Office of Institutional Research. Each year, attempts have been made to assure that the JCSB Business School Questionnaire is complete and accurate. In spring 2015 (for the second year in a row), AACSB did not require corrections to be made.

An AACSB visiting team is scheduled to come to campus on February 28th-March 2nd, 2016. Members of the team include Denise T. Smart from Texas State University (Chair), William B. Locander from Loyola University New Orleans (Business Member), and Donna Rapaccioli from Fordham University (Business Member). Work has begun on the Continuous Improvement Review (CIR) which is due to AACSB by December 27th, 2015.

On January 24th, 2015 the John Cook School of Business submitted an Accounting Accreditation Eligibility application. The application was completed by Ananth Seetharamin (Chair of the Accounting Department), John McGowan (Accounting Faculty), and Rob Boyle (Assistant Dean). On March 21st, 2015 the application was reviewed and accepted by the AACSB Accounting Accreditation Committee (ACC). On June 2nd, 2015 ACC designated Robert “Bob” Picard, Professor at Idaho State University, as mentor for Saint
Louis University’s accounting accreditation. Work has begun on the Self Evaluation Report (SER) which is due to AACSB by November 27th, 2015.

**Budget**

The importance of Assurance of Learning in the John Cook School of Business is continually reinforced through a financial commitment to a comprehensive assessment process as well as through staff training related to assessment. During the 2014-2015 academic year, $3,140 was invested in conference attendance for the Assistant Dean for Administration (AACSB Annual Conference in September 2014 and AACSB Assessment Conference in March 2015). In addition, $6,780 was invested in the Assessment Center in order to obtain data for the Undergraduate Program. A total of $45,979 was spent on Capstone and Comp XM Simulations in BIZ 400 courses and Ethical Lens Inventory (ELI) in BIZ 100 and BIZ 400 courses. Total assessment expenditures for the 2014-2015 academic year were $55,899. In addition, a significant portion of the positions in the Office of the Assistant Dean for Administration are dedicated to assessment (Assistant Dean for Administration, Administrative Assistant, and a Graduate Assistant).

**John Cook School of Business Assessment Team**

A cornerstone of Assurance of Learning initiatives in the John Cook School of Business is the Assessment Team that has been assembled to help facilitate the process. The Assessment Team is made up of representatives from each of the seven academic departments as well as the Undergraduate and Graduate Business Program offices, the PhD Program, and the SLU Madrid Campus. Each of the team members is charged with working with their Chair and/or faculty to design, implement, and maintain an assessment plan for their respective departments and/or programs. This involves writing learning objectives, assessing student learning through the use of direct and indirect measures, reporting the results, and closing the loop in order to assure continual improvement.

Beyond the responsibility for Assurance of Learning activities in their respective departments and/or programs, members of the Assessment Team meet regularly as a group to provide insight and guidance on the overall assessment process in the John Cook School of Business. During the 2014-2015 academic year, the group met on the following dates: September 4, October 9, November 6, December 4, January 14, February 11, March 18, and April 15.

Some of the initiatives taken on by the committee include program learning outcome audits, updating rubrics, using Educational Testing Services to assess the Full Time MBA Program, continuing to align the Madrid Campus and St. Louis Campus assessment processes, and shared assessment of MBA program artifacts.
Below is a list of the John Cook School of Business Assessment Team members for the 2014-2015 academic year along with their respective areas of responsibility.

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<th>2014-2015 John Cook School of Business Assessment Team</th>
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<tr>
<td>Rob Boyle</td>
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<td>Debbie Pike</td>
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<td>Sherri Cheng</td>
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<td>Muhammad Islam</td>
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<td>Olgun Sahin</td>
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<td>Hadi Alhorr</td>
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<td>Morris Kalliny</td>
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<td>Vince Volpe</td>
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<td>Deb Barbeau</td>
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<td>Suzy Hartmann</td>
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<td>John Zhao</td>
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<td>Paolo Saona Hoffmann</td>
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Learning Outcome Audits

In fall 2014, directors for the Executive Masters in International Business, the Masters of Accounting, the Masters of Science in Supply Chain Management, and the PhD Program were asked to audit their respective programs to determine if the learning outcomes were current. In addition, they were asked to confirm that all learning outcomes have been assessed appropriately since the last AACSB accreditation visit.
The Undergraduate Program, the Part Time MBA Program, and the Full Time MBA Program did not complete a formal audit because the assessment processes for those programs have been closely managed over the past 3 years. In addition, the Masters in Applied Financial Economics did not complete a formal audit because it is a relatively new program that has only gone through two years of assessment.

**Updating Rubrics**

In recent years, rubrics are being used more in the John Cook School assessment process. Two years ago, however, the Senior Associate Dean indicated that the rubrics could be improved. Specifically, he recommended adding qualifying statements to each of the grading scale levels in order to help evaluators more equitably judge assessment artifacts. The chair of the Assessment Team met with Kathleen Thatcher, the Saint Louis University Assessment Coordinator, to ask for resources in an effort to improve the current rubrics. Kathleen recommended a booked entitled “Introduction to Rubrics.” Ideas from the book were used to update rubrics from the MBA 603 Ethics Assignment and the MBA 651 Hong Kong Study Abroad Reflection.

**Aligning the SLU Madrid Campus and St. Louis Campus**

Regularly aligning the Madrid Campus and St. Louis Campus assessment processes continues to be a priority for members of the John Cook School of Business Assessment Team. A primary strategy related to this involves clear and consistent communication between the Chair of the Assessment Team (the Assistant Dean for Administration) and the Assessment Team representative on the Madrid Campus (Dr. Paolo Saona Hoffmann). Specifically, the Chair of the Assessment Team contacts Dr. Saona Hoffmann via phone after each Assessment Team meeting in order to clarify points from the agenda. This strategy is particularly important given the distance between the campuses and the potential for information to be misinterpreted.

Each semester, the Assessment Team Chair also asks Dr. Saona Hoffmann to provide a complete list of Madrid faculty members who are teaching Common Body of Knowledge courses. Assessment Team members in St. Louis are then asked to contact Madrid faculty member(s) on the list from their respective departments to clarify learning objectives and to assure that the same methods are being used to assess the Common Body of Knowledge courses in Madrid and St. Louis. The Assistant Dean for Administration keeps copies of all email correspondence between St. Louis Assessment Team members and their Madrid counterparts. In spring 2015, an audit was conducted to determine the frequency of these correspondences and to encourage Assessment Team members who are not communicating regularly.
Throughout the academic year, Assessment Team members in St. Louis remain in contact with their Madrid counterparts to continually clarify assessment processes. At the end of the academic year, Assessment Team members in St. Louis collect assessment data from Madrid faculty members and incorporate the information into their Course Assessment Forms. This assures that the Common Body of Knowledge courses offered in St. Louis and Madrid are assessed in the same ways, and that improvements to the courses are made simultaneously.

In the summer of 2015, Dr. Saona Hoffmann again taught on the St. Louis campus for 6 weeks. His visit allowed him and his St. Louis colleagues to speak in person about the John Cook School of Business assessment processes. This personal interaction allowed for further face to face communication about how to engage in the Assurance of Learning process in both Madrid and St. Louis.

**Shared Assessment of MBA Program Artifacts**

During the 2014-2015, members of the Assessment Team were instrumental in helping to evaluate particular artifacts that are used in the program assessment process. For example, several members of the team read the Full Time MBA Hong Kong reflections and the Part Time MBA Legal, Ethical, and Professional Environment of Business Ethics Assignments. In addition, members of the Assessment Team viewed Full Time MBA Artful Speaker class presentations. For all of these projects, they used updated rubrics to provide feedback on students’ progress toward the MBA Learning Goals. It is important to note that some of the artifacts were also evaluated by faculty colleagues in Madrid.

**Student Assessment Team**

To continually involve John Cook School of Business students in the Assurance of Learning process, the Student Assessment Team continued to be active during the 2014-2015 academic year. The group consists of five undergraduate business students who provide direction, suggestions, and practical assistance with assessment processes. During the 2014-2015 academic year, the group met on the following dates: September 15, October 13, November 10, December 8, January 14, February 2, March 2, and April 20.

Most notably this year, the Student Assessment Team was highly involved with the development and implementation of focus groups for International Students and Transfer Students, facilitation of feedback through the Dean’s Students Advisory Board, and review of BIZ 100 ethics statements.

Below is a list of the John Cook School of Business Student Assessment Team members for the 2014-2015 academic year along with their respective concentrations.
Overall Sources of Data for Assurance of Learning

Programs within the John Cook School of Business are assessed using the following sources of data (this list is not exhaustive).

**BSBA:** CBK Course Embedded Assessments, Capstone and Comp XM, Focus Groups, Assessment Center, Analysis of Ethics Statements, Records of Internship Office, Records of Service Leadership Office, Course Syllabi Audits.

**PART-TIME MBA:** Course Embedded Assessments, MBA Learning Assessment Quiz, Analysis of Integrated Consulting Module Final Projects, IB 600 Embedded Assessment, Records from Service Leadership, Analysis of MGT 603 Ethics Assignment.

**FULL TIME MBA:** MBA Learning Assessment Quiz, ETS Major Field Exam, Analysis of Integrated Consulting Module Final Projects, Hong Kong Trip Reflections, Analysis of Service Learning Projects, Participation in MBA 637—Ethical Environment of Business.

**MACC:** Course Embedded Assessments.

**EMIB:** Course Embedded Assessments.

**MSCM:** Course Embedded Assessments.

**MSAFE:** Analysis of ECON 698 Oral and Written Capstone Projects, Analysis of ECON 631 Written Research Projects.
**Ph.D.:** Reviews of Comprehensive Exam Results (Written & Oral), Reviews of Dissertations.

**Course Embedded Assessments**

Each year, business faculty teaching Common Body of Knowledge (CBK) courses include the departmental course objectives in their syllabus. Faculty teaching the CBK courses then evaluate the course objectives using common embedded test questions. These are questions that all CBK faculty teaching a particular course include on their respective exams to evaluate whether students are learning material related to course objectives. All instructors who teach a particular CBK course in a given year meet at the end of the year to discuss which course objectives students met and which course objectives students didn’t meet. Strategies are then formulated for improving the course in order to close the loop on the assessment process.

**Capstone and Comp XM**

Each semester, the Capstone and Comp XM are required for students enrolled in the BIZ 400 capstone class. Capstone is a business simulation that provides an opportunity for students to be assessed as they work together in teams utilizing a variety of business skills. Comp XM is a business simulation that provides an opportunity for students to be assessed at the individual level.

**Focus Groups**

Focus groups for the Undergraduate Program were developed and implemented by the Student Assessment Group in fall 2014. Specifically, the group planned focus groups for International Students and Transfer Students, and the findings are being used to help improve the experiences of these populations.

**Assessment Center**

The Assessment Center is a “day in the life of a manager” that requires students to complete a professional speech, a meeting related to leadership selection, a meeting related to customer service, and an in-basket exercise (a stack of memos and other correspondence that they must prioritize and respond to). At the end of the exercise, videos of the students are reviewed by trained evaluators who then formulate assessment reports related to the students’ management skills.

The Assessment Center was administered to all undergraduate business majors enrolled in the BIZ 400 class (Business Capstone) on November 7, 2015 for fall semester students. Five skill areas were assessed and the scores were compared with those from the previous
semesters that the instrument was used. The five skill areas that were assessed include Initiative, Decision Making, Organization, Communication, and Teamwork.

Results from the Assessment Center exercise are being used as part of the Undergraduate Program assessment efforts with the intention that the data will inform program improvements. Note that past Assessment Center results were also being analyzed for a longitudinal perspective on students’ skill development.

**Course Syllabi Audits**

Each semester, the syllabi for all undergraduate courses in the John Cook School of Business are collected. They are carefully analyzed to determine the percentage of courses that address particular undergraduate learning outcomes. After this data is tabulated, it is shared with Department Chairs so that they can guide their faculty toward more thoroughly addressing the learning outcomes outlined in the Undergraduate Program.

**MBA Learning Assessment Quiz**

The MBA Learning Assessment Quiz is a 20 question instrument that is administered to all MBA students at the beginning of their capstone course experience. One of the goals of the Learning Assessment Quiz is to determine where the students may lack knowledge in particular business topic areas. Once areas of deficit are identified, students are encouraged to seek remedial help so that they are better prepared for class.

Toward this end, a remedial resource was created by choosing particular chapters from a series of Pearson textbooks. The chapters were vetted by Department Chairs and then formed into a custom text that students can utilize for remedial purposes. Ten copies of the remedial text have been purchased from Pearson and are available to MBA students to check out.

**Educational Testing Services**

For the second year in a row, the Educational Testing Services Major Field Exam was administered to the Full Time MBA class. Results from this year were compared with the results from last year in an effort to begin a longitudinal analysis of Full Time MBA student learning.

**Examples of Information Driven Continuous Improvement:**

At the end of the 2014-2015 academic year, each Department Chair and Program Director worked with their respective Departmental Assessment Team member and/or relevant faculty and staff to compile assessment data related to their area. Each Department and
Program completed a Department/Program Overview of Assessment form outlining the assessment findings and the actions that will be taken to improve learning. Below is a summary of the actions that will be taken by each Department and Program to improve learning. Note that the undergraduate CBK courses include feedback from the Madrid campus.

### Accounting Department

**ACCT 220**
- General consensus was to include additional in-class examples in a couple of identified areas for improvement and to highlight a key word on one assessment question to ensure student understanding of the question.

**ACCT 222**
- All instructors agreed to perform the post-test portion as part of the final exam for the course. Finally, the US instructors discussed the use of WileyPlus homework and other resources and agreed that it would be recommended, although not made mandatory, to all instructors of ACCT 222. Instructors agreed to recommend that students be responsible for reading the first chapter prior to class starting so that the material on defining raw materials, direct labor, overhead and Cost of Goods Manufactured can be started in the first class, keeping the course on target for better coverage of NPV at the end of the semester.
- It was agreed to modify the language of one assessment question to ensure student understanding of the question.

### Economics Department

**ECON 190**
- Create a set of assignment questions that would focus on the process of problem solving. (Dr. Bonnie Wilson). This, instead of pre/post-tests, to assess improvement in critical thinking skills.
- Macroeconomics segment of ECON 190: Use Less class time to work on data/measurement. Have students compute more of the macro aggregates like GDP, unemployment rate, CPI, and Inflation using public data sources. More of the class time will spent on models discussing fiscal and monetary policy.
- Discuss incorporating fiscal/monetary policies as part of learning objective.
- Madrid: Continue the practice of debriefing at the end of semester to improve retention. Improve coverage of some macroeconomic concepts.

**ECON 312**
- Use the assessment tools described in (3) to continue to ensure that students are generally grasping the key learning outcomes.
- One instructor will establish a mandatory meeting with each student within the first two weeks of the beginning of the semester. The purpose of this face-to-face meeting is to clearly outline the expectations that the instructor has for each student in the class and
also address any issues a student may have that he/she feels will impede his/her progress in the course. The hope here is that by establishing a rapport early in the semester, students will be more inclined to take advantage of office hours and/or ask more questions in class. This should be particularly helpful to students who need to be aware of utilizing/improving their math skills as they study Economics.

- Continue to increase the use of Excel in classes to simulate models and analyze data. We will again assess the Excel skills of students and how Excel-related exercises improve their learning of Macroeconomics.
- Explore various strategies for teaching the liquidity trap and channels of unconventional monetary policy using the basic apparatus of the IS-LM model and analyze the effectiveness of different strategies.
- Madrid: Reorganize pace of course to be able to complete all material required of this course. Assess at the end of the year to ascertain that changes successfully implemented.

ECON 314

- Group work and group projects was found to be an to be effective tool when analyzing large, complex problems. More of these will be incorporated into the course.
- Issue of mathematical skills and language skills will be brought to the attention of department faculty and chairperson. This is a school wide issue and needs to be discussed broadly. One possible approach is to direct students to available on line content provided, for example, by Khan Academy, and ask students to review the content. One instructor tried this approach with some success.
- With regards to mathematical skills, setting expectations right and directing students to content to review, may save class time, and allow instructors to complete course content as set out in this document.
- Madrid and St. Louis Campus Learning Objectives are somewhat misaligned. This issue needs to be addressed in the next academic year.

Finance Department

FIN 301

- Bond pricing, standard deviation computation, and capital budgeting continue to be poor performance areas for students. Finance faculty agrees on the importance of these learning objectives and need to improve student learning. We will continue to devote more time to these areas and practice more problems to improve the performance of students.

International Business Department

IB 200

- Course/program changes: no changes will be applied. Assessment procedure changes: In general, students got the most important concepts. Nevertheless, sometimes they mixed up certain theories and related concepts. For example, the strategies at the different levels (e.g. national, corporate, business, and department levels) are not easy for them to understand their relationship and differences. More time will budgeted for this particular topic.
• In our recent meeting few weeks ago, we encouraged IB200 instructors to cover additional chapters that are in line with the latest development in the field. We also make it a requirement to use MyMangemnetLab as it has been proven to help students prepare for the mid-term and final exams.

Management Department
MGT 218

• More emphasis will be placed on these concepts in presenting material to students.
• No changes are planned

MGT 300

• Across the sections, 11 questions had less than 10% improvement. Those faculty are looking at the questions to make sure they are being correctly scored in the pretest and the in-exam retest, and that the material is being taught in a manner consistent with the test. All faculty are looking at the questions where the improvement rates were below 10%. And all faculty are reviewing their teaching efforts to consider how these issues might impact teaching MGT300 overall.

• After the findings on the mid-term I spent an entire class presenting an approach to applying critical thinking to solving the case scenarios (see attached) that walked students through a process of connecting the chapter concepts to the team’s presentations and the concepts in the textbook.

• Scores on the final exam (vs. the midterm) increased by approximately 5%. Students appeared to have applied the critical thinking process to the case scenarios as there was improvement on those questions as well. (by Keane)

Marketing Department
MKT 300

• The department voted to change one of the core courses (Marketing Research) to Marketing Analytics as we felt this better reflects that needs of the market and better equips our graduates with the knowledge they need to perform well on the job.

Operations Management and Information Technology Management Department
ITM 200/201

• In both campuses, we definitely will spend more time on the SAP business processes on both the procurement and fulfillment, and other SAP related system explanations. Meanwhile, a more clearly show case of the different jobs available to IS major should be presented. We also need to further develop a better assessment tool to incorporate more aspects of our current teaching.

OPM 207
• Now that the lowest score is 70% and is an outlier as the next closest score is 81%, I plan to spend more time and energy on the materials covered in the last four questions which are related to statistical inference. The reason for this additional emphasis, is that these are the skills that students are most likely to use in the following courses that use statistics as a pre-requisite. In addition, I plan to investigate the low score on the lowest score on Q6 with regard to differentiating a continuous variable vs discrete.

• A newly required textbook will be evaluated as part of the overall assessment of the course in Fall 2015.

OPM 305

• No course change is recommended at this time at SLU. The assessment questions in Madrid should be identical to those at SLU.

BIZ 100

• BIZ 100 Instructors will be asked to focus more on the differences between financial statements in order to make a clearer distinction between Income Statements and Balance Sheets.

BIZ 400

• Simulation upgrade to Global DNA. This is state-of-art international business simulation that will challenge students to think outside the ‘silos’ of individual disciplines such as marketing, accounting, operations and so on, and appreciate how each element of the company’s operations interacts with one another.

• Continue use of Graduate Assistant to aid with instructional delivery maintaining a 15 student to 1 GA interaction relationship.

• Intensify instructional focus to improve overall SLU student performance metric in functional areas for Accounting, Finance, Strategy and Marketing relative to national average.

• Implement minor improvements to instructional focus that will increase SLU student performance metric in functional areas for Operations and Human Resources relative to national average.

• It should be noted that Global DNA is still in development and testing. The company designer have indicated that fall 2015 is the expected time for implementation exam module.

Career Resources Center

• FOCUS program, class presentations and word of mouth continue to be most reliable sources of referral; in updating the FOCUS program, we must continue to maintain those avenues and expand to include other sources (e.g. faculty, advisors, other staff).

• Based on the program at his former institution, Dean Higgins suggested condensing the FOCUS program and elevating it to a for-credit graduation requirement; plans are in place to engage key stakeholders in reviewing possible new formats for the FOCUS program, with a goal of creating a proposal to present to the faculty in Fall 2015.
• Encourage student enrollment in the SLUvisors platform, to utilize volunteer alums as information sources, mentors and employment advocates.

Executive Masters in International Business (EMIB)
IB 531
• We should include more emphasis on corporate social responsibility and international business ethics in other courses also. In fact students have expressed interest in a new course dealing with these issues.

IB 561
• When teaching a class that has already visited Latin America (as it will be case every even-numbered year), we will incorporate their personal experiences during their visit to deepen their understanding of the region.
• On odd-numbered years, and given the positive feedback, and the level of understanding and interest in the region, we plan to continue with the above outlined approach, increasing their exposure to “our neighbors” in the Americas through textbook, readings, guest speakers and lectures.

MBA Program (Part Time)
ACCT 501
• Four of the five assessment questions that were not at the Department goal were from the Financial Accounting section of this class. For the Managerial Accounting sections, the students not only scored better on the assessment section, their in class performance indicated a stronger understanding of the Managerial Accounting concepts. As a result, the syllabus for upcoming semester will be altered to allow more teaching, discussion and project assignments in the Financial Accounting area.

ECON 501
• No changes are necessary at this point. Assessment results consistently show course going well.

FIN 600
• The results suggest that more class time should be allocated to problems/cases focusing on shareholder wealth maximization, financial statement analysis, capital budgeting, expected returns, and capital structure analysis. In addition, the continued use of Connect homework platform should allow students to practice and retain the concepts related to those learning objectives.

FIN 615
• This is the first implementation of the assessment plan for FIN 615 and additional data would be useful to identify weak performance areas. Nevertheless, the results suggest that students may need more preparation on shareholder wealth maximization, valuation, risk measurement, capital investment decisions, and capital structure. This
may be achieved with more class time allocated to problems/cases focusing on those learning objectives. In addition, the continued use of Connect homework platform should allow students to practice and retain the concepts related to the problem areas.

**IB 600**

- We plan to include simulations to add practical dimension to the course. Student presentations and final report serve as assessment tools.

**ITM 600**

- First, the assessment questions are re-visited to make sure the questions are clearly written. Several questions have been re-written for that reason.
- Then, evaluate the questions used and see whether it has cover the scope and depth as the learning objectives have aimed.
- Last, those concepts that students were having difficulties, will be given extra time in the next round of teaching. E.g. infrastructure and architecture differences, etc.
- Details see below:

**For the mid-term:**

There is 1 question that didn't meet the 70% correct rate.

- The question on line 46 of accompanying spreadsheet relates to a very specific subject matter in a broader area and will highlighted more in the coming classes.

**For the final exam:**

There are 2 questions that didn't meet the 70% correction rate.

- The question on line 51 requires the students to understand the enterprise scope of information technology and those with less business experience struggle more. An additional exercise will be added to the class to address this.
- The question on line 58 is a challenging one for most students. As with the immediately above question an exercise will be added to assist the delivery of this information.

**MGT 600**

- Additional emphasis should be placed on the objectives of self-awareness and teams.
- Further, additional data points should be used to assess student growth in the areas identified as course objectives.
MKT 600

- We concluded that each of the four dimensions should remain a focus within each section of MKT-600. The current coverage of these topics appears to be appropriate.
- We concluded that the assessment procedure used this year is appropriate and should remain unchanged.

OPM 502

- More emphasis on concepts and less coverage of computational exercises may be needed to improve students’ statistical knowledge as it applies to business decision making process. Students are fairly good in computing, but less sure themselves how to use them in decision making arena.

OPM 505

- No course changes are recommended at this time. The coverage of the subjects will be more closely related to supply chain management.

MBA Program (Full Time)
MBA 653

- Further elaborate on individual assignments, e.g. “Strategy Classics” application to contemporary issues and industry problems.
- Incorporate a Phase I checkpoint feedback submission by organization executives, assimilating a “midterm” point of reference for clients and MBA groups. This will need to encompass a complete understanding of the organization’s business, clients, and value proposition, as well as the important components of external and internal analysis as per text concepts and course readings.

MBA 637

- Program/activity changes: The current full time MBA program assigns teams that are kept the same for all courses. I believe that approach does not work well for this 1 credit hour ethics course that is offered in the very first semester. It would be best to apply more diligence in constructing teams to include factors such as experience with ethical decision making challenges, etc.
- The learning objective described in (2) above is achieved through the existing process. However, I believe it is critical to use the LIVE case methodology to go further and try to achieve two other learning objectives for the course:
  - Articulate and apply ethical reasoning framework(s) to complex business situations, with an emphasis on understanding the humanistic perspective (i.e., the impact on select at risk individuals, targeted populations and society in general).
- Demonstrate effective critical thinking skills to research, analyze and solve real world problems.

By employing a more customized process for team makeup, the assessment of the achievement of those two learning objectives would be easier because your would be insuring that each team had a balanced and equitable distribution of existing ethical decision making experience and competencies.

Masters of Supply Chain Management

ITM 600

- First, the assessment questions are re-visited to make sure the questions are clearly written. Several questions have been re-written for that reason.
- Then, evaluate the questions used and see whether it has cover the scope and depth as the learning objectives have aimed.
- Last, those concepts that students were having difficulties, will be given extra time in the next round of teaching. E.g. infrastructure and architecture differences, etc.

OPM 605

- None at this time.

OPM 643

- Increase focus on statistical methods, especially process control
- Increase focus on student participation (students recommend more group exercises)

OPM 644

- A structured guidelines are needed to make it clear from the outset what students expect to learn and what host industry expects to benefit from this joint project.

OPM 646

- None at this time.

OPM 648

- First, I will make course enhancements based upon the 2015 student evaluation forms. Next, I plan to enhance the course by incorporating appropriate items from the 2015 student “objectives and take-aways.” Course updates will be made to include emerging trends in the supply chain management career field (as shown in business publications and in the news media), and to update some of the in-class exercises and activities to reflect newer trends. Finally, I will incorporate appropriate changes to the course syllabus and to the midterm and final exams to ensure the learning objectives are met.

OPM 652
None at this time.

Masters of Accounting (MACC)  
MGT 428

- I was disappointed at the results of Contract Liability. Next semester I plan to put more emphasis on that concept.

ACCT 619

- To improve upon the written and oral presentations used to assess the course, the instructor will stress the importance of the students working collaboratively. Additionally, the use of executive summaries and better transition between various points will be stressed. Lastly, students will be urged to use the services of the university writing center as they prepare their formal written reports.
- The current assessment procedures are deemed to be appropriate and will not be materially changed for the subsequent assessment of the course.

ACCT 632

- In response to the results of questions #7 and #12, the instructor will amend the means of presenting the material in class as follows:
  
  - With respect to question #7, the instructor will reduce the pace of the class, spend additional time discussing the definition of “hot assets”, and provide additional examples such that students will be able to properly identify these assets and the specific tax regulations applicable to them.
  
  - With respect to question #12, the instructor noted that to correctly answer the question required, students must be able to complete multiple steps and synthesize data within each of these steps. Additional time will be spent in class explaining the steps necessary to properly complete such a problem, and additional examples will be provided to the students.

- Overall, the assessment methodology and the specific questions were deemed to provide an adequate assessment of the materials covered in class and the students’ related knowledge of the subject matter. Therefore, significant changes to the assessment methodology and questions are not deemed to be necessary. The instructor will make minor adjustments to some questions to clarify certain points and to insure they appropriately measure student learning.

ACCT 634

- The instructor believes that the assessment procedures are appropriate, but will make an effort to better explain the expectations of the assignments. He will also insure the overall instructions and clearly understood by the students.
ACCT 640

- The assessment results demonstrate that the students have a solid understanding of IT and business processes and understand how to assess risk in these areas. The assignments display that the students grasped the concepts taught and were able to convey their leanings, either in presentation or memo for, effectively as they would be required to do in a business setting. Therefore, there are no changes planned for the assessment procedures. In response to some students lack of detail and informal report writing, special emphasis will be made to insure students document their findings appropriately and present them in a formal and professional manner.

MSAFE
ECON 631

- Continue to discuss with MSAFE faculty opportunities for incorporating additional, smaller scope student-directed writing assignments across multiple required courses.
- Additional rubric development as needed for new assignments.

ECON 698

- Discuss with MSAFE faculty possibility of incorporating additional opportunities for oral presentation across multiple required courses.
- Continue to discuss with MSAFE faculty how to integrate multiple opportunities to write/present technical material across multiple required courses. E.g. smaller portions of what is required in capstone project, such as a literature review.
- Additional rubric development as needed for new assignments.
- Request/Implement second faculty member reader to assess capstone projects as part of MSAFE program assessment. (Did not complete this year, carry over to next year).

Ph.D. Program

- Continue Implement evaluate annual student activity report;
- Steering committee and mentors are involved in evaluation of the quality and students conduct self-report research activities

Service Leadership Program

- Will develop and implement a level 2 module with an accompanying workshop on effective communication/communication skills.
- Will continue to work with and develop the Social Justice and Advocacy Series for workshop credit.
- Will revise the way that the coursework requirement is described to incoming students to better emphasize the social sciences and classes that offer an element of social analysis. Will also revise the approved course list to reflect the above changes.
• Will implement the new module structure with a reflection element built into the module classes.
• Will continue to offer the module 1 workshop on Strengths Finder/Quest.
• Will collaborate again this year on the trip to Belize and also work to implement the accompanying 1 credit hour course.
• Will revise the list of approved service sites to better reflect the service leadership definition of service. Will also work to develop a better rapport with the approved service sites.
• Will revise the way that the coursework requirement is described to incoming students to better emphasize the social sciences and classes that offer an element of social analysis. Will also revise the approved course list to reflect the above changes.
• Will offer a workshop on the intersection of business and sustainability.
• Will implement the new module structure with a reflection element built into the module classes.

Undergraduate Student Services
• We will continue to monitor student feedback (comment cards, verbal feedback).
• We will continue to monitor student and faculty feedback regarding on-line courses.
• We will continue to monitor this process.
• We will continue to review information sheets and make improvements as needed.
• We will continue to monitor processes and procedures.
As part of the Assurance of Learning process, Academic Departments and Academic Programs in the John Cook School of Business submitted Common Body of Knowledge Course Assessment Forms, Department Overview of Assessment Forms, Program Assessment Forms, and Program Overview of Assessment Forms. On all of these forms, the first question reads, “Based on feedback from the last program assessment, what changes/improvements have been implemented in the last academic year in order to close the loop on the assessment process?” Below is a description of ways that Departments and Programs closed the loop based on assessment feedback gathered during the 2013-2014 academic year.

**Undergraduate Program:**

ACCT 220--As a result of the Spring 2014 course assessment, the Madrid instructor adopted the same textbook as the US instructors and is satisfied with the high level of quality of materials. In addition, faculty had the option of de-emphasizing a few areas deemed collectively to be of low importance in order to provide more class time to focus on fundamental accrual accounting concepts. Assessment instrument was updated to better align with learning objectives and used for Fall 2014 assessment processes.

ACCT 222--As a result of the Spring 2014 course assessment, curriculum changes were recommended and improved assessment questions were developed. Assessment instrument was updated to better align with learning objectives and was used for Fall 2014 assessment processes. Curriculum changes included creating room in the semester to focus on budgeting and variance analysis by allowing instructors the option to not cover variable vs. absorption costing and time and materials pricing.

ECON 190--

- Pre/post tests were implemented to assess critical thinking skills. However, instructors present at the meeting, Dr. Heather Bednarek and Dr. Bonnie Wilson, thought that this was a very time consuming process to assess critical thinking skills. Instructors may wish to do so in their classes if they so choose, but pre/post tests will no longer be used for assessment.
- Those present at the assessment meeting stated that tests, quizzes, and homework based assessment were sufficiently strong tools to continue monitoring of mastery of knowledge in the learning goals for this course. Based on results from tests, quizzes, and homework, no particular topic or area stood out that needs to be specifically addressed.
- One goal from 2013-2014 was to have students compute macro aggregates using data from public sources such as FRED, BEA, and OMB. Instructors implemented this with
success. Students experienced working with public source data and were able to use the data sources to compute macro aggregates like the GDP and its components.

- Madrid: Spending end of semester class time reinforcing key concepts taught during the semester seemed worthwhile for retention of knowledge. However, lack of time did not allow for coverage of all topics. Effort will be made to address this issue next year.

**ECON 312--**

- Instructors continued to incorporate Excel exercises more extensively in their classes. For example, a number of instructors used Excel to simulate the neoclassical growth model and to make the model’s key predictions transparent to students. Another instructor developed a “databook” assignment where students are required to download Excel data from FRED on key macro variables and from that data generate graphs to determine the relationship of these variables with other variables and report on the results.
- Instructors explained the liquidity trap, paying particular attention to the separation of the real interest rate and nominal interest rate in the IS-LM model. Instructors emphasized the liquidity trap in the context of the Great Depression and Great Recession to understand the ineffectiveness of conventional monetary policy and the motivation for unconventional policies.
- To deal with concerns about the math skills of incoming students, an instructor did numerous in-class practice activities with students. The students benefitted from these activities, but it did slow down the class.
- Madrid: All instructors are using similar data tracker for assessment of proficiency.
- Instructors are mapping exam questions to revised learning objectives and reporting results with data tracker.

**ECON 314--**

- Pre-test/post-test format was not found to be very useful to assess learning. Almost all the content in ECON 314 is new, pre-test results simply reinforced that students did not know particular content. Post-test results reflected test results. Pre-test/post-test format is not going to be used. In class tests, quizzes, and assignments, both group and individual, will be the primary assessment tools going forward.
- Instructors developed and used in-class exercises to assess learning. It is agreed that students enjoyed in-class exercises and this is an effective way to reinforce content taught in-class. Instructors will develop quality in-class exercises and use them extensively for instruction.
- Language capability of international students and basic math skills of all students continue to be a challenge. Students are required to take MATH 132, Survey of Calculus, as a pre-requisite. Yet, basic calculus has to be reinforced, taking away valuable class time. Sometimes, this results in instructors not being able to complete all required content (in particular, pricing and price discrimination). This needs further attention.
FIN 301--The assessment results from the previous cycle identified low performance on learning objectives related to bond pricing, standard deviation computation, and capital budgeting. Instructors spent more time and practiced more in-class examples to improve student learning.

IB 200--I am leading a committee of instructors teaching IB 200. At the end of each semester, we have a mandatory meeting to go over the curriculum, teaching materials, and assessments. The meeting also discusses challenges and success stories in terms of teaching delivery and outcomes. Based on feedback and previous assessment findings, we discuss changes/improvements that need to be implemented. First, we required that each instructor cover nine specific chapters that are fundamental to understanding international business and are vital to student success in advanced courses. Instructors are free to choose any additional chapter afterward according to their pace and expertise. Second, we required that at least one exam should be done in class. In the past, we have some instructors using only online tests, but the results were not encouraging. Third, we invited the book publisher to provide instructors with training on the use of online educational tools such as MyManagementLab, Online Videos, Simulations, and Learning Catalytics. Most instructors implemented those tools. For instance, the Learning Catalytics allows instructors to ask students questions during class and review results in real time to identify student misconceptions. Fourth, we encouraged instructors to invite guest speakers and use real-life international business cases. To help them achieve that, we contacted our Alumni for assistance with guest speakers and we invited a publisher to showcase some real-life case studies. Fifth, each instructor is required and trained to conduct assessment. This assessment is based on assessment data obtained from each IB 200 section including Madrid Campus. Below is an example of assessment feedback we got from one faculty member in Madrid:

- The time devoted to the different contents was better managed. I budget more time for the discussion of cultural, economic, and political systems than in the previous year. In addition to that, at the end of the semester we also discussed in more detail the different market entry strategies than in the previous year.
- Again, real life examples were provided in-class accompanied by readings on current economic/political issues. During our IB 200 instructors’ annual meeting, we assessed all the teaching aspects of this course including the textbook and syllabi. We made it a requirement to cover the key 10 chapters that fulfill IB 200 objectives.

ITM 200/201--We decided last year to continue to work on the delivery of the content and revise the assessment questions to reflect our teaching. In the Fall of 2014 and Spring of 2015, the department re-visited the learning objectives and the assessment questions several times, and we have made assessment part of the discussion during every faculty department meeting. Meanwhile, we tried another set of assessment questions and eventually decided not to use the new ones. We also revised several of our assessment questions to make them clearer. The final assessment questions are revised to reflect our learning objectives.

We have also made closer contact with Madrid to get them on board at the beginning of the semester, and they have also conducted the assessment and submitted reports in a timely
manner. Madrid also added new database related skill trainings in their course to make up for the missing content in live SAP.

OPM 207--We continue to work on the delivery of the course content relevant to the learning objectives. We participated in the discussions of assessment that takes place at every departmental meeting. Due to a change in emphasis in statistical pedagogy, we are de-emphasizing Q10, and have removed it from the learning objectives. Although it can be an important concept, it is now covered indirectly in the later materials that focus on statistical inference. In addition, I have focused more attention in my classes on the end of semester inferential statistics topics, which includes confidence intervals, hypothesis testing, and regression analysis.

(Based on student feedback on my evaluations, I am re-evaluating the Hawkes Learning System, which is a required piece of tutorial software, for only the sections that I teach, which focus primarily on the mathematics of statistics and less on interpretation).

OPM 305--No changes have been implemented at SLU. In Madrid they have changed the content of the course to better fit the learning objectives.

MGT 218--There is still room for improvement on concepts of oral contracts (Q7).

MGT 300--

- MGT 300 faculty met to discuss learning objectives. Same five key management competencies from last academic year were used: leadership, motivation, ethics, planning, organizational structure, and change.
- The same 30 questions from last academic year were used on pre-test in MGT 300.
- In the last course assessment, I described the “Classroom Leadership & Participation” (CLP) methodology as an approach to insuring students achieved the course level learning objectives. The CLP was improved this year through a team exercise each week that required teams to present a brief summary of a story in the news that related to a chapter topic being covered in class (by Tim Keane).
- Provided a study guide a week before each exam that included a pool of questions from which the test questions would be taken. Establishing teams to present the chapter materials enabled the students to quickly execute a "study group" process to support the test preparation (by Tim Keane).
- Included two team projects to improve students’ presentation skills and to provide opportunities for students to go outside the classroom/campus to apply knowledge learned in class (by Tang).
- Offered an extra credit assignment for students to identify ethical dilemmas they encountered in everyday life, and to develop their personal code of ethics that help them make ethical decisions (by Tang).
- Working on a new approach to assess MGT 300, which could entail substantive changes to the way MGT 300 is structured.
MKT 300--TBA

BIZ 100--

- Better communication with the Excel Lab instructor led to drastically improved coordination and organization of the Excel Lab.
- A new Pre-Test/Post-Test Instrument was used to assess BIZ 100 this year.

BIZ 400--

- Each student is required to bring a computer to class and access PowerPoint lecture as well as online Capstone business simulation.
- Each class meeting has more structure and specific learning outcomes measurements are followed.
- The specific weekly learning outcomes support student learning in the six Comp XM functional domains as measured by the exam. The items are accounting, finance, strategy, marketing, operations, and human resource.
- Graduate assistant support has increased such that in each section there is a maximum of 15 students per graduate.
- Graduate students at each class meeting are required "to make a contact" with each student.
- Capstone Team Mate activity is used to help students learn and understand the objective measurements associated with individual/team behavior.
- Capstone Ethics "Greening the Message" is used to help students learn and understand overall impact an Ethical dilemma has on corporate profitability.

Career Resource Center:

- CRC staff continues to conduct in-class presentations for faculty as requested; FOCUS sessions include explanation of CRC services related to session topics, and CRC feedback requested on session surveys whenever applicable.
- “Research Your Career” session seen as more relevant by students; new “Goal-setting” session format was received very well; incorporation of “case examples” were noted as a favorite aspect.
- Implemented SLUvisors, an alumni networking platform for students and alumni to review alumni profiles and schedule a networking phone conversation through the platform.

Service Leadership Program:

- Hosted a formal workshop around the theme of communication styles or effective communication/having difficult conversations entitled “Effective Communication: Skills for Servant Leadership.”
Continued the Social Justice and Advocacy Series and continue offering workshop credit for attending the series. Met with a Service Leader participating in a social change internship.

Introduced opportunities for reflection and discussion into new SLAB structure. Continued the practice of having Service Leaders share reflections of the Program at the year-end banquet. Developed a proposal for the Program to include a series of learning modules and hosted a pilot module for level 1.

Continued the Social Justice and Advocacy Series and continue offering workshop credit for attending the series. Hosted a workshop on microfinance entitled “Alleviating Extreme Poverty through Microfinance.” Host a formal workshop around the theme of social justice/urban poverty/service entitled “Race and Identity in Service.”

Collaborated on the development of an international trip to Belize/served on the Belize task force at SLU. Developed a domestic trip in the U.S. focusing on service and social justice issues.

Held a workshop on service and the meaning of service where we developed a Service Leadership definition of service. Developed a proposal for the program to include a series of learning modules and hosted a pilot module for level 1.

Executive Masters in International Business:

IB 531--I did not teach IB 531 in fall of 2013. But Since Fall of 2012 I have implemented online learning methodologies and class discussions to further enhanced learning of leadership and spirituality, and values.

IB 561--TBA

Full Time MBA

One of the goals of the Learning Assessment Quiz is to determine where the class may lack knowledge in particular business topic areas. Once areas of deficit are identified, students are encouraged to seek remedial help so that they are better prepared for class.

Toward this end, a remedial resource was created by choosing particular chapters from a series of Pearson textbooks. The chapters were vetted by Department Chairs and then formed into a custom text that students can utilize for remedial purposes. Ten copies of the remedial text have been purchased from Pearson and are available to MBA students to check out.

MBA 653-- Attending to previous year’s findings:

Nexus type programming, separate course training, e.g., strategic issue analysis of organizational objectives.

Instructor identified projects and secured clients by conducting internal analysis of MBAs’ interest areas, skills, industries of professional opportunities for each student, and aligned clients with MBA groups according to interests, skills, and particular professional targets for
each MBA student. Namely, MBA/MHA students investigated and developed healthcare, pharma, and biotech clients’ projects, Finance-oriented MBAs worked with banking and wealth management projects, non-profits with the respective MBAs, etc.

Each group was given an initial description and analysis at the outset/upon projects’ selection.

Further attending to feedback from previous year’s report:

In particular, the full-time MBA program should be exposed to the following topics:

- Strategic orientation and decision-making from an organizational growth perspective—possibly utilizing “real-world” issues. All client organizations were either at the inception/startup stage or growth stage of the strategic life cycle; real-world issues were addressed, as the executives in charge of client projects mentored and oversaw students’ performance attending to organizations’ actual needs.
- Short or summary review of what is considered professional writing as maybe a part of Nexus. Would consider and review four major components of professional writing:
  a. Know your audience.
  b. Understand the purpose & objective of what is being written.
  c. How to revise and build your message over time.
  d. Appropriate writing style and tone to match your audience.

Instructor emphasized these points during the first three weeks of the semester, and further incorporated two separate individual assignments for MBAs this semester. One student, who did not complete either assignment, received a course grade (F) reflecting this significant missed component, regardless of his participation in the group project.

- Summary training in professionalism and leadership—maybe through Nexus or similar. Instructor individually met and consulted with client executives, clarifying that each project was absolutely not intended for “hand-holding” or “spoon-feeding” rather a challenge to positively engage MBAs and further develop their leadership and management skills. Professionalism in communications and work output was intently discussed and regularly revisited with executives and group members throughout the semester. One MBA group that – according to the organization executive – failed to meet expectations on this portion received a low group and consulting project evaluation, reflecting such performance.

MBA 637--Last academic year’s recommended changes/improvements were:
- To develop a measure of class participation with more discriminant validity.
- To develop a measure of “case knowledge” that is based on certain quiz items and compare that measure with case participation scores.

This course was changed in significant ways relevant to last academic year, so the recommendations were not relevant. Last year’s course ran seven class sessions for the one
credit hour course. In agreeing to teach the course I recommended that the contact hours actually be changed to five class sessions. The change was consistent with the Cook School standard of approximately 15 classroom contact hours per credit hour.

Additionally, instead of relying on published case studies, I created a new approach by bringing in speakers who would present “live” case studies to the class. The methodology is described below (taken from the course syllabus):

Leadership in Value Ethics (LIVE) case studies: The Leadership in Value Ethics (LIVE) cases will include the presentation of a “real-world” ethical dilemma to the class. Student teams will execute a case analysis and discussion process as part of the LIVE case study. Through participating in the analysis of live case studies it is expected that student teams will develop a deeper understanding of the concepts, models, and theories covered in class.

The methodology specifically enhanced the pursuit of the learning objective (i.e., “Students are exposed to values issues and application of values to business professions in case analysis and in classroom interaction.”)

In the One-Year MBA Program, the Graduate Business Programs Office will work with the Office of Service Leadership to find ways to engage students during orientation. This could be either through a presentation by the Service Leadership Office, and/or a service project as part of orientation week activities.

**Master of Accounting:**

ACCT 619--Dr. Yan Sun began teaching the course during the fall 2010 semester and redesigned the course at that time. Therefore, any assessment performed prior to 2010 is not directly comparable to the current course due to the redesign in 2010.

ACCT 632--Based on feedback from prior assessment, the following items have been implemented in the course:

- A custom textbook was created by Dr. McGowan through McGrawHill Create which allows more succinct coverage of the subject matter at substantial cost savings to the students.
- Additional use of online quizzes to expose students to the material before it is covered in class.
- Use of guest speakers to provide a real world perspective of the subject matter’s application in practice.

ACCT 634--As a new instructor of the course since the most recent assessment, Mr. Kaiser is using the fall 2014 assessment as a baseline assessment to determine what changes will be necessary in the future.

ACCT 640--This is the first time the course is being assessed.
MGT 428--More emphasis was placed upon tort liability and test scores improved in that area.

Master of Science in Applied Financial Economics:

ECON 631--After review of previous year’s MSAFE program assessment, some discussion among MSAFE faculty with regard to creating opportunities in required and elective courses in order to practice (written and oral communication) and build on skills that will be heavily relied upon for the capstone ECON 698.

One of the first courses this was implemented in was ECON 631 where the focus of assignments was altered to provide students opportunity to practice with smaller scope, student-directed writing assignments. This includes background research and rudimentary testing/replication of the literature to date on the topic.

ECON 698 (Oral)--During the year, discussions among the MSAFE faculty took place regarding opportunities for additional oral presentations across multiple required courses. No formal presentation opportunities were built into MSAFE courses during AY 13-14 because the new cohort/semesters were already in progress. However, some faculty were planning ahead to build in to their courses (e.g. ECON 600) during AY 14-15.

ECON 698 (Written)--During the year, discussions among the MSAFE faculty took place regarding opportunities to incorporate additional, smaller scope student-directed writing assignments across multiple required courses, (e.g. smaller portions of what is required in capstone project, such as a literature review). One faculty member chose to implement changes in assignment structure as more of a paper than problem set for MSAFE elective ECON 631.

- Additional rubric development as needed for new assignments. Rubric was developed for use in ECON 631 assignments.
- Request that a second faculty member in the MSAFE program review and assess the capstone project. Did not complete, take up next year.

Master of Science in Supply Chain Management:

OPM 605--Although feedback was overwhelmingly positive, some improvements were made to the Lean/Process Improvement module. Specifically, value-stream mapping was included in a case study.

OPM 643--

- Last Assessment: Incorporate Baldrige Program as a meta process model. This semester: Revised course sequence and contents to address Baldrige.
- Last Assessment: Increase percentage of students who seek professional certification after taking this course.
- This semester: Determined that some students have insufficient work experience to sit for the ASQ Six-Sigma Green Belt Certification Exam (ASQ/CSSGB), our preferred professional certification.
• Material was incorporated from alternative ASQ certification programs and from an alternative certification body (IASSQ).
• Last Assessment: Modify course to enhance student participation and learning. This semester: Changed from a primarily lecture format to primarily seminar format.

OPM 644—Two initiatives were undertaken based on students’ feedback from Fall 2014 semester:
  • More guest speakers from different industries.
  • Targeted team projects for selected companies on topics mutually agreed between company and Instructor.

OPM 646—No major changes were made – feedback was overwhelmingly positive.

OPM 648—First, I made course enhancements based upon the 2014 student evaluation forms. Second, I adjusted the course grade percentages to make the team project presentation align equally (now 30% each) with the midterm and final exams, versus an over-emphasis on the presentation (40%) as shown in previous years. Third, I made enhancements by incorporating some items from the 2014 student “objectives and take-aways” that were developed during the first night of the 2014 semester. Fourth, I updated the course material to reflect newer trends in the supply chain management career field, as shown in business publications and in the news media, and even updated some of the in-class exercises and activities to reflect these newer trends. I also made some “flow” adjustments to the course syllabus plan and added a second Health Care Supply Chain speaker to reflect these enhancements.

ITM 600—We have meetings with assessment team member, and developed the new set of assessment questions. This is the first time we used the new assessment questions and to have a formal assessment on ITM 600 for both fall and spring. We will discuss the results in the fall.

OPM 652—New course.

Part Time MBA:

ACCT 501—After a brief discussion of prior assessment results at a Fall 2014 Accounting Department meeting, it was agreed that the issues raised in the previous assessment warranted a separate, more in-depth discussion. Accordingly, two additional meetings were held. As a result, the ACCT 501 Learning Objectives were revised, assessment methodology agreed upon (embedded questions), and questions determined. In addition, it was agreed that there should be increased consistency between ACCT 501-Accounting for Managers (PTMBA course) and MBA 632/638 (FTMBA accounting courses). Therefore, ACCT 501 used the same textbook as MBA 632/638 and Learning Objectives for MBA 632/638 will, at a minimum, start with the ACCT 501 objectives.

ECON 501—There were no planned changes/improvements proposed from previous academic years. Students have performed very well in all areas assessed, scoring well over 80% in exams and quizzes. No further changes are planned at this time.
FIN 600--The previous CBK Course Assessment Form refers to the use of an online homework platform. It seems that the Fall 2014 offering of the course may not have utilized an online homework platform based on a review of fall and spring course syllabi. In addition, it is important to note that the course was taught by three different instructors between Spring 2014 and Spring 2015 and a new textbook was implemented in Spring 2015.

IB 600--Based on last year’s assessment, I implemented new initiatives to improve student learning. I assigned a number of quizzes before the mid-term exam and the final exam. The mid-term and the final exams included a number of embedded questions to assess progress. I added an international collaborative simulation with real international business challenges and corporate feedback. I added comprehensive essays to assess progress. Each essay is an application of concepts covered in class.

MGT 600--During the last academic year, the “Classroom Leadership and Participation” (CLP) methodology was implemented to encourage student engagement and insure the achievement of the course level learning objectives. The methodology was changed in two ways based on that student feedback for the current academic year. First, the student teams that were established to present select chapters and complete the experiential learning project, were also given the assignment to deliver the weekly stories relevant to the individual chapters. Every team then presented their news story each week. Second, instead of turning in a hard copy of the story, teams were asked to provide one page written summary of their respective stories, which were then posted to Google docs for all students to access.

MGT 603--TBA

MKT 600--MKT 600 instructors successfully maintained focus on each of the following concepts: brand development; product differentiation; brand positioning; and market segmentation.

OPM 505--The coverage of safety stock was increased.

MGT 606--Last academic year there were specific recommendations to improve the MBA Consulting Program by vetting of clients and improving the client evaluation process. One idea was to insert a question in the client application form to require full transparency. This should help filter non-viable entities. Instead, I talked to several applicants personally to insure their viability. There were two applicants in the fall that I did not feel were ready for a full blown strategic management engagement, so I recommended that they participate in the MGT 600 Value Chain Project (see that course assessment).

Additionally, we reached out to a broader list of organizations to seek applicants. Based on the region’s tragic events in Ferguson, I decided to contact the St. Louis Area Police Chief’s Association (SLAPCA) and the St. Louis Convention and Visitors Commission. As a result, student teams were able to engage with two separate police forces. The St. Louis Convention and Visitors Commission was a client as well.
Finally, last year’s assessment recommendation was to give the client more time after the final presentation and written report in order to complete the evaluation. I did move the final presentation from the last class of the semester to the second to last class. I also helped select clients by providing a more detailed explanation of how to complete the evaluation form.

In Fall 2014, I followed through on assessment goals as follows:

- Student discussion and presentation of ethical cases were directed more toward the "ethical tests" presented in class as a means of evaluating the correctness of chosen alternatives.
- We continually raised the differences between legal values, which emphasize more of the value of precedence and helping to establish a known and tested set of responses, and ethical values. While ethical values provide some consistency in the development of positive law, ethical decisions in any given instance may turn more on the motives and intentions of the actor. This is the essence of the deontological response to ethical dilemmas.

As a Jesuit University, it is important that we continue to keep our students aware of the value of service to others. This continues to be a challenge in a Program, which largely consists of working professionals, because their time on campus is limited. All part-time MBA students are required to take three credit hours of Professional Effectiveness (BIZ 600). The Graduate Business Programs Office will work with academic departments to investigate the possibility of offering a one credit hour BIZ 600 module on mission and service.

One of the goals of the Learning Assessment Quiz is to determine where the class may lack knowledge in particular business topic areas. Once areas of deficit are identified, students are encouraged to seek remedial help so that they are better prepared for class.

Toward this end, a remedial resource was created by choosing particular chapters from a series of Pearson textbooks. The chapters were vetted by Department Chairs and then formed into a custom text that students can utilize for remedial purposes. Ten copies of the remedial text have been purchased from Pearson and are available to MBA students to check out.

**PhD Program:**

- Student annual evaluations were conducted for the first time in the Spring of 2015. Feedback from the director was provided to each student individually.
- Research seminar: Invited Dr. T. Chi, well established scholar from University of Kansas to give a research presentation in October of 2014.
- As requested, a majority of students attend school and SLU research seminars.
- The new course, Research Design, was offered for the first time by a Cook school faculty member.
- Students continued participating in teaching seminars.