



College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Ethics
Spring 2015

MBA
PLO5; LO5A

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MBA Learning Goal 5: Students who graduate will be able to make legal and ethical decisions in organizations and society. [Statement is prior to quarter to semester revisions.]

CBE Learning Objective 5A:

LO1A: Students who graduate will recognize and analyze legal and ethical issues in decision-making. [Statement is prior to quarter to semester revisions.]

Assessed Term: Spring 2015

Assessed Course: MGMT 6215

Curriculum Alignment:

Strengthens students' ability to anticipate, critically analyze and appropriately respond to the legal and ethical dilemmas that confront managers in a global economy. This course focuses on the challenges of responsible decision-making in complex, socially diverse business environments. *Prerequisites: All CBE and University proficiencies, including the UWSR, and all MBA fundamental courses.*

Participating Faculty: 1 faculty member.

Methods & Procedures: Individual written paper assignments.

Assessment Measurement Tool Used: New rubric; developed using external sources from multiple universities.

Status of Assessment: Completed.

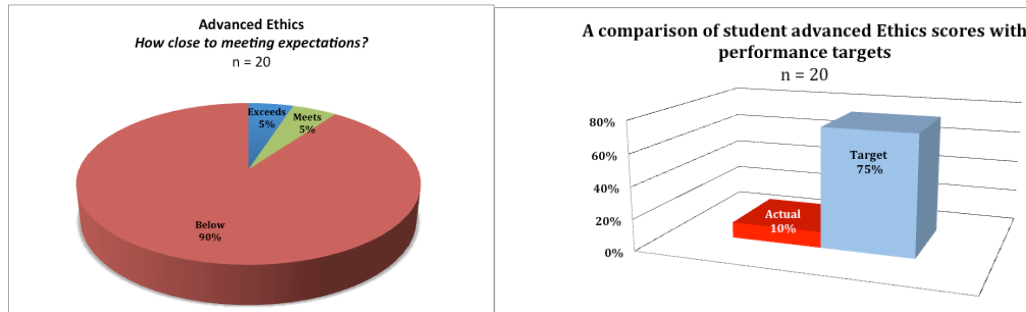
Performance Targets:

- 70% Meets + Exceeds
- <10% score a '1' on any individual trait

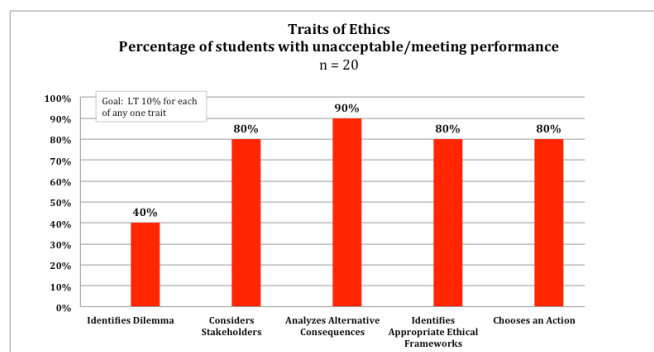
Data Summary & Analysis:

**Assessment requested to be conducted again in a future quarter. This is due to possible accidental misuse of two different assessment scales at the time this particular assessment was conducted. This resulted in the questionable data presented in the report. **

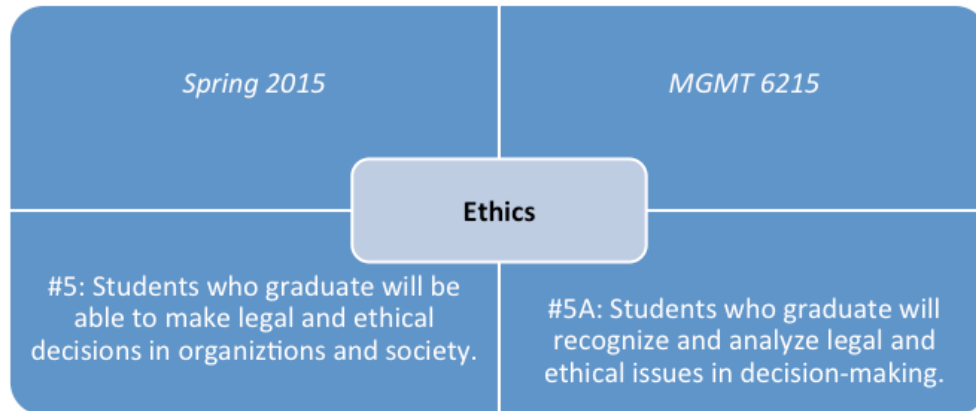
Excluding potential data contamination the following graphics display the results and findings from the conducted assessment. As depicted in the graphics, our students' overall ethics scores did not meet our performance targets. Proficiency benchmarks were set so that 70% of assessed students fall under meeting or exceeding expectations. Only 10% of students met the target.



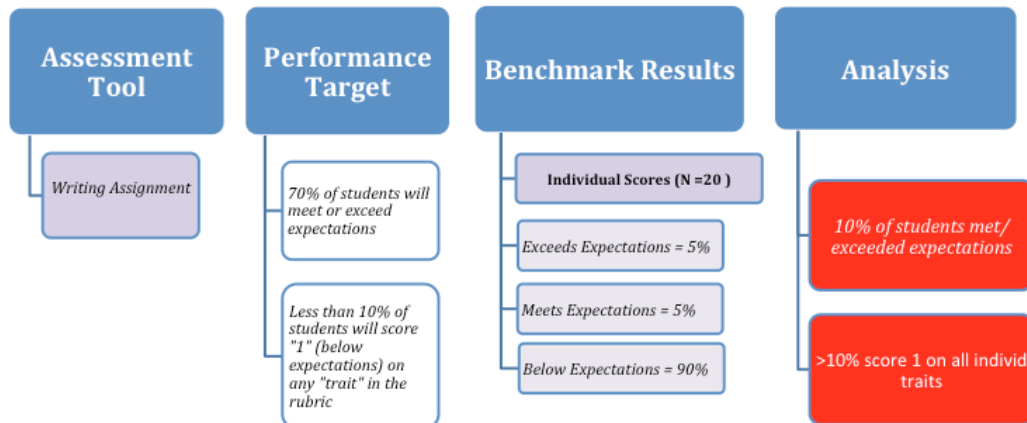
With regard to the individual components of ethics that are described on the rubric, our secondary proficiency benchmark was set at less than 10% of students scoring “below expectations” on any single trait assessed. Results show the majority of students scored below expectations on all individual traits.



Assessment Summary: Spring 2015



**Statements are prior to quarter to semester revisions.*



[End of Report]