



College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Ethics
Spring 2013

BSBA

PLO4; LO4A

BSBA Learning Goal 4: Students who graduate will be ethical when making business decisions.

Learning Objectives:

LO4a: Students who graduate will understand ethical issues and derive solutions for ethical problems.

Assessed Term: Spring 2013

Curriculum Alignment:

Students take MGMT 4500 as a core upper division course. This course is typically attended by graduating seniors in the BSBA program. The course focuses on the relationships between business managers and the social, economic, and political environments within which they operate; business ethics, antitrust policy, social responsibility, and consumer protection.

Methods and Procedures:

Ethics was assessed using a written assignment. Depending on the section, students either submitted a written report or were given an exam essay to complete. The topic for the written assignments surrounded an ethical situation where analysis and reasoning was required to complete the assignment successfully. The ethics objective was assessed using the traits identified in the rubric used.

Assessment Measurement Tool Used: Faculty teaching the course mapped to the learning goal met in groups and were presented with the CBE version of the rubric and given an option to either modify the existing rubric or replace it entirely. The BSBA faculty group teaching MGMT 4500, mapped to Ethics decided to replace the existing rubric entirely with the proposed AAC&U VALUE Ethical Reasoning rubric for the Spring 2013 assessment. The faculty will customize the AAC&U rubric to better fit CBE’s program in the future.

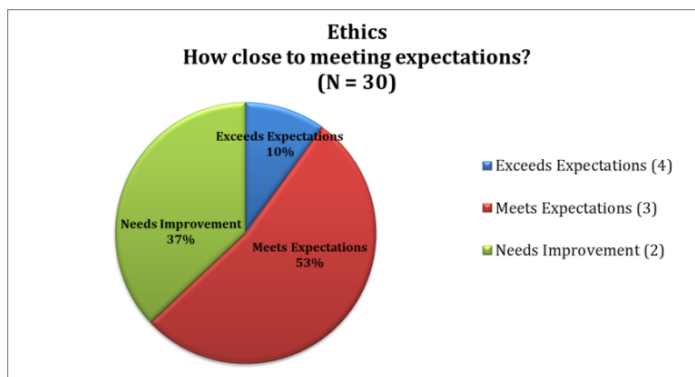
Status of Assessment: Completed. “Closing the loop” currently underway.

Performance Targets:

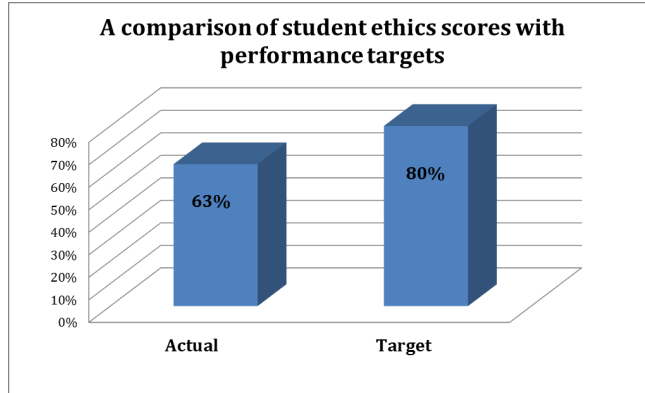
- 80% of students will meet or exceed expectations.
- Less than 10% of students will score “1” (below expectations) on any “trait” in the rubric.

Data Summary & Analysis:

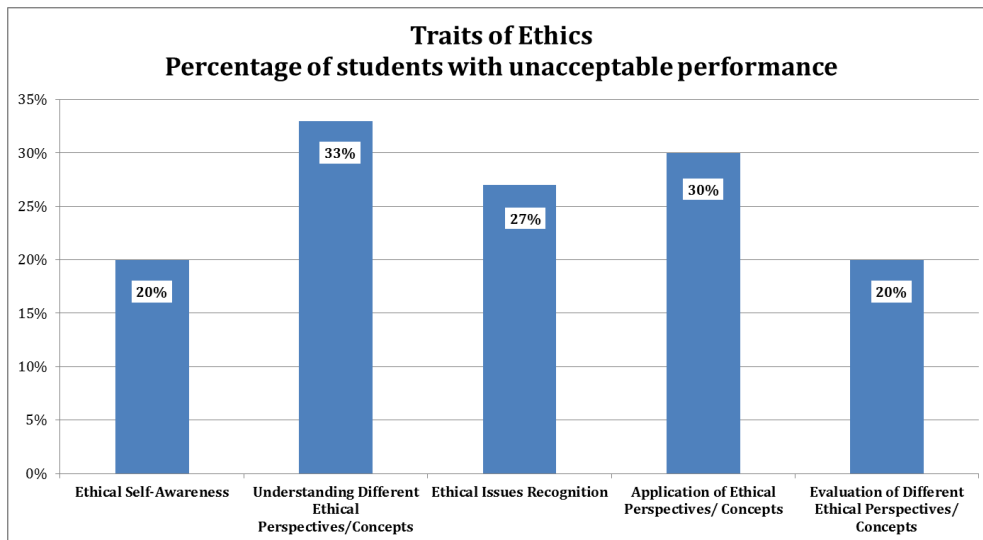
As depicted in the graphics, our students’ overall ethics scores fell short of our performance targets. Only 10% exceeded expectations and 53% met expectations.



This does not compare favorably with our target that 80% of our students would meet or exceed our expectations. Individual student scores fell below the targeted 80% of students meeting or exceeding expectations. Thus, the gap between our students’ ethics scores and our performance targets must be attended to



With regard to the individual components of ethics that are described on our rubric, our goal was that less than 10% of our students would score “below expectations” on any of these traits. Again, our students’ performance fell short of our targets on each trait, particularly “Understanding Different Ethical Perspectives/Concepts,” “Application of Ethical Perspectives/Concepts,” and “Ethical Issues Recognition.”



Closing the Loop:

Early meetings were held with faculty teaching sections of MGMT 4500 to discuss possible closing the loop actions in anticipation of data results scheduled to be collected in Spring/Summer 2013. Faculty discussed how MGMT 4500 could benefit from having a prerequisite course where elements of ethics are introduced in preparation to a deeper understanding and application of ethics concepts, theories and analysis at the 4000-level.

One course was identified as being cross-listed with a philosophy ethics-focused course (PHIL 3560). Faculty discussed the possibility of it being a prerequisite course.

The discussion about making a course a prerequisite led to a larger discussion surrounding prerequisite enforcement more generally. It was learned that prerequisite enforcement was not only an issue for the College of Business and Economics but for the university as a whole as well. As a result, the Committee on Instruction and Curriculum (CIC) has presented this issue before the Academic Senate at the University level to be addressed and as a request for action. In particular, the action the CIC requested of the Academic Senate was

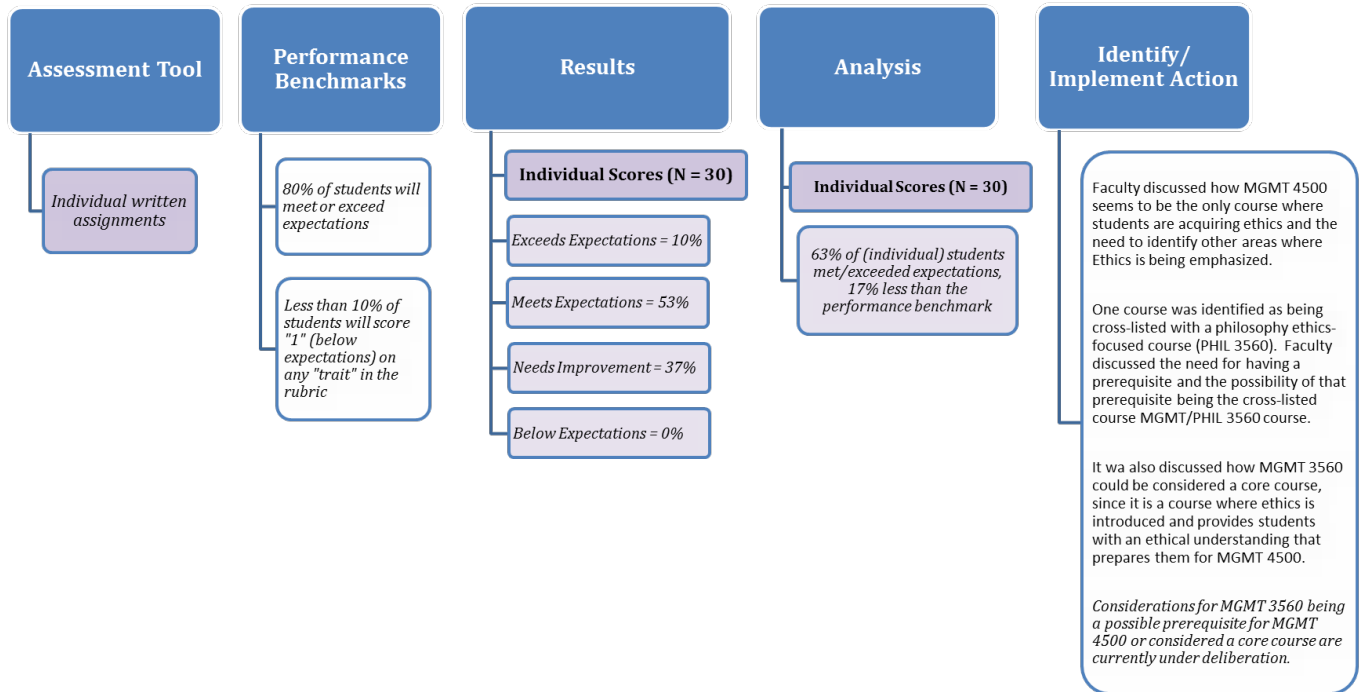
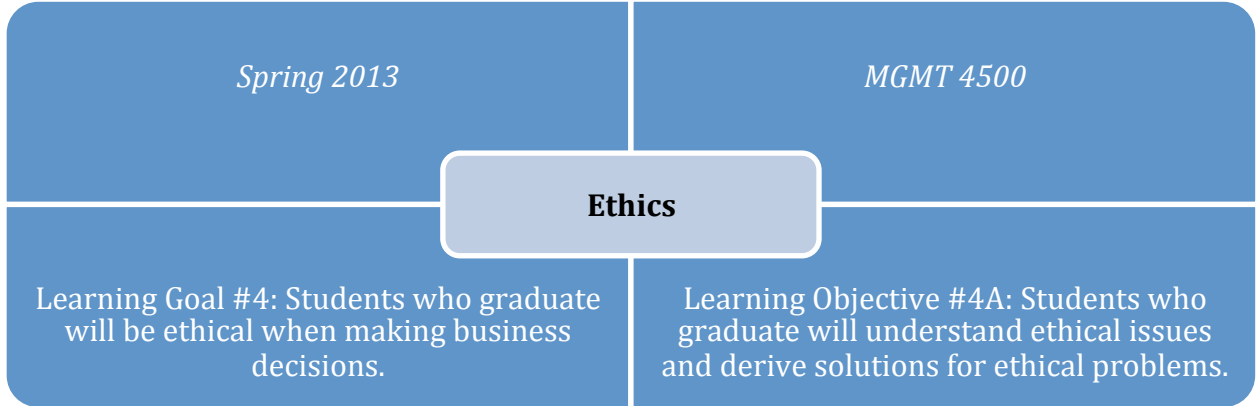
for the Academic Senate to approve the request for a pilot program to enforce prerequisites, effective Winter 2014. The following page consists of the (1) background and (2) the action requested by the senate from the CIC on Tuesday, February 24, 2013.

In addition, having faculty communicate across sections of a mapped course we identified the following:

- Currently we are missing a common body of knowledge (in terms of ethics applied in our area) with respect to course and ethics knowledge → allows better assessment of AAC&U rubric trait #2
- Sharing syllabi and knowledge/assignments can be beneficial for cohesion and consistency across sections of a course.
- People are coming with different doctoral trainings and literature leading to different bodies of knowledge being taught. This continues without communication between faculty members and sections of a course, which is why continued meetings between faculty is important.
- MGMT 3560 should be considered a core course, since it is a course where ethics is introduced and provides students with an ethical understanding that prepares them for MGMT 4500.

*****UPDATE: In Spring 2014 Admin Council met and agreed to present course 'MGMT/PHIL 3560: Professional Business Ethics' to Curriculum Committee with the proposal that the course be re-categorized from an elective to a core course. The proposal was approved. MGMT/PHIL 2560 will be offered in Fall 2015 as a core course.***

Assessment Summary: Spring 2013



[End of Report]