



College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Ethics
Spring 2015

BSBA

PLO4; LO4A

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

CBE Learning Objective 4A:

L04A: Students who graduate will understand ethical issues and derive solutions for ethical problems.

Assessed Term: Spring 2015

Mapped Course: MGMT 4500

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.

Participating Faculty: 2 faculty members

Methods & 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:

AACU Ethics Rubric – A meeting was conducted to norm the rubric to the selected assignment.

Faculty reviewed assessment tool (Ethics rubric) and read selected sample assignments to norm the rubric prior to assessing current course. Faculty had two anonymous student papers from the previous year and assessed the papers according to the rubric to establish a baseline for assessment this quarter. This provides consistency when measuring data with more than one faculty member. It facilitates accuracy efforts when collecting assessment data. The norming meeting also provided an opportunity for assessing faculty to discuss interpretations of particular traits described by proficiency level on the rubric and discuss any other questions regarding assessing the assignment.

Status of Assessment: Completed.

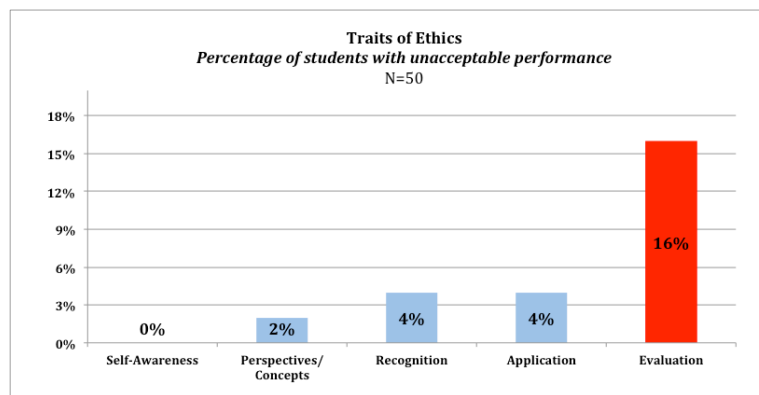
Performance Targets:

- 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 Tables and Graphics:

There are two targets set for this skill, (1) 80% of students will meet or exceed expectations; and (2) less than 10% of students will score “1” (below expectations) on any “trait” in the rubric. Overall, 32% of students met expectations on the learning objective.

n = 50	Trait 1	Trait 2	Trait 3	Trait 4	Trait 5
Meets Expectations	70%	54%	46%	50%	36%
Does Not Meet Expectations	30%	46%	54%	50%	64%
Total	100%	100%	100%	100%	100%
Overall Score	32%				



**Proficiency benchmark: < 10% of students scoring below expectations on any single trait*

Findings:

- Majority of students need improvement in ethics.
- Only 16% of students met expectations and only half (8) exceeded expectations.
- When looking at individual traits, ‘evaluation’ seemed to be the most difficult trait for students to master, with 16% of students scoring a “1” or below expectations for that trait.
 - Proficiency description (score of 4) for Trait #5: Evaluation
 - “ Students state 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 student’s defense is adequate and effective.”
 - Proficiency description (score of 1) for Trait #5: Evaluation
 - “Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.”

Preliminary Closing the Loop Suggestions:

- Discuss impact of new core ethics course on students’ skill development in ethics.
- Brainstorm additional closing the loop action items at Fall 2015 AoL Task Force meeting.

[End of Report]