

ASSURANCE OF LEARNING

Assessment Report

Program: BSBA

Term: Spring 2019 (On-ground, Online & Acct)

LEARNING OBJECTIVE	4A: Students who graduate will identify and assess ethical issues and properly articulate ethical decisions
MAPPED COURSE	BUS 320: Business & Professional Ethics Acct 342: Accounting Ethics
CURRICULUM ALIGNMENT	Courses mapped as introducing LO4A: BUS 200, 201, 202, 205, 207, 310, 330, 340, Courses mapped as developing LO4A: BUS 205, 320 , 370, 380, 390, ECON 380, Acct 342 Courses mapped as mastering LO4A: BUS 320, 499
# OF PARTICIPATING FACULTY	4
METHODS & PROCEDURES	Faculty completed norming process to establish standard setting across course sections using a sample assignment. Faculty identified an assignment within their individual section to assess. A sample from each faculty was collected & archived. A sample of students from two sections of Acct 342 were added to the sample of students from each section of BUS 320.
ASSESSMENT TOOL	CBE Developed Rubric (<i>see end of report for rubric</i>)
PERFORMANCE TARGETS	70% of students will meet expectations. Less than 10% of students will score "1" (below) on any "trait" in the rubric.

Data Analysis Summary

There are two targets set for this learning objective, (1) 70% of students will meet or exceed expectations, and (2) less than 10% of students will score "1" (below expectation) on any "trait" in the rubric. *Overall, among all students assessed (on-ground, online and accounting combined) 83% of students met expectations on the learning objective.* A total of 106 students were assessed. See below for assessment of specific populations analyzed individually (i.e. accounting and online students).

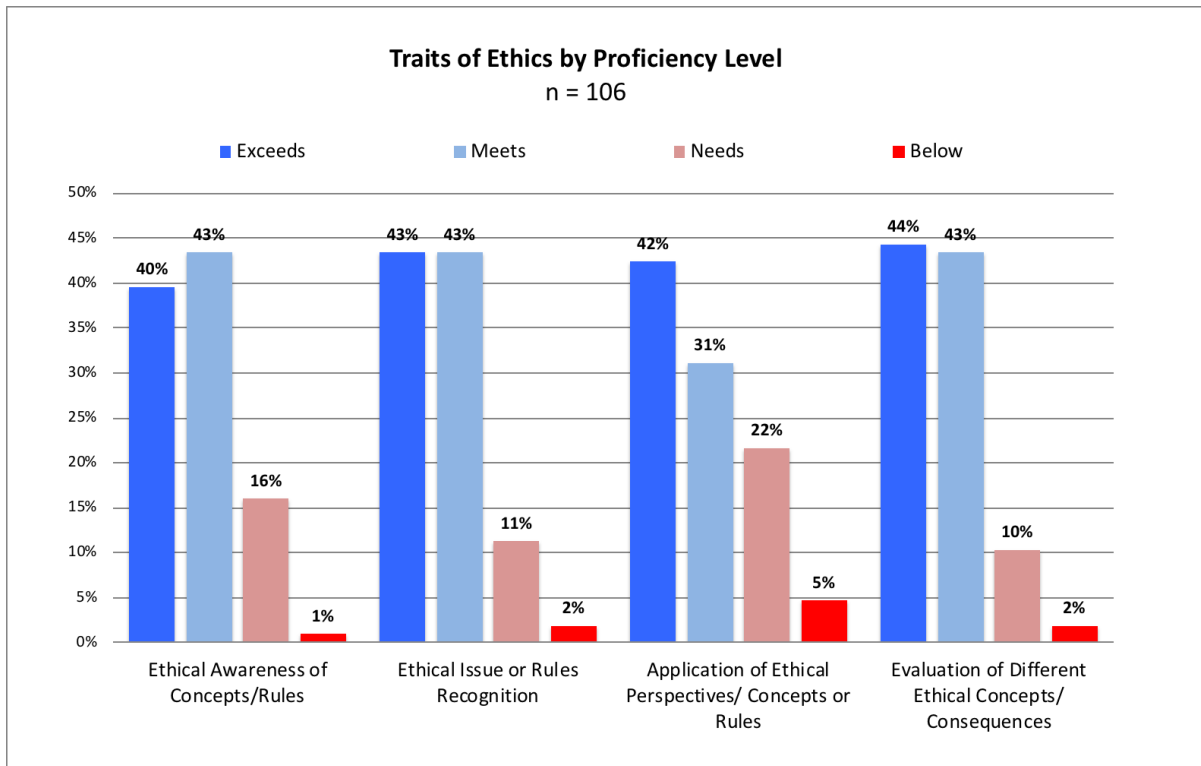
n = 106	Ethical Awareness of Concepts/Rules	Ethical Issue or Rules Recognition	App of Ethical Perspectives/ Concepts or Rules	Eval of Different Ethical Concepts/ Consequences
Meets Expectation	83%	87%	74%	88%
Does Not Meet Expectation	17%	13%	26%	12%
Total	100%	100%	100%	100%
Overall Score	83%			

Assessment Scores by Individual Traits for All Populations Combined

Regarding the second performance target that less than 10% of students will score “1” (below expectation) on any “trait” in the rubric, scores show students met this performance target. Some areas that could be discussed for improvement involve traits scoring high under the “Needing Improvement” category. These traits include Trait #3: Application of Ethical Perspectives/Concepts or Rules and Trait #1: Ethical Awareness of Concepts/Rules with 22% and 16% of students, respectively, needing improvement.

Detailed Assessment Scores by Individual Traits for All Populations Combined

By Individual Traits	Ethical Awareness of Concepts/Rules	Ethical Issue or Rules Recognition	Application of Ethical Perspectives/ Concepts or Rules	Evaluation of Different Ethical Concepts/ Consequences
Exceeds	40%	43%	42%	44%
Meets	43%	43%	31%	43%
Needs	16%	11%	22%	10%
Below	1%	2%	5%	2%



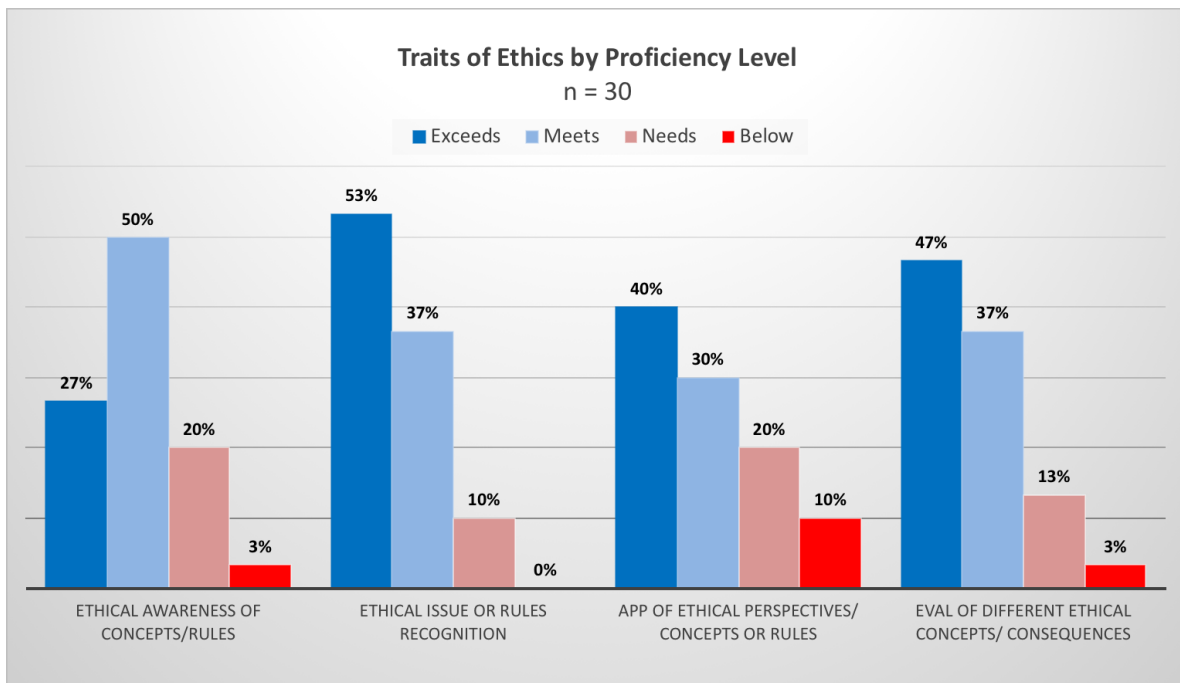
*Percentages may not add to 100% due to rounding.

Assessment Scores by Individual Traits for ACCOUNTING Students Only

Regarding the second performance target that less than 10% of students will score “1” (below expectation) on any “trait” in the rubric, scores show accounting students very closely met this performance target. Only Trait #3: Application of Ethical Perspectives/Concepts or Rules found 10% of students assessed as “below” expectations. This is the same trait that was recommended for improvement discussions when analyzing the data of all populations combined on page 2 of this report.

Detailed Assessment Scores by Individual Traits for ACCOUNTING Students Only

By Individual Traits	Ethical Awareness of Concepts/Rules	Ethical Issue or Rules Recognition	App of Ethical Perspectives/ Concepts or Rules	Eval of Different Ethical Concepts/ Consequences
Exceeds	27%	53%	40%	47%
Meets	50%	37%	30%	37%
Needs	20%	10%	20%	13%
Below	3%	0%	10%	3%



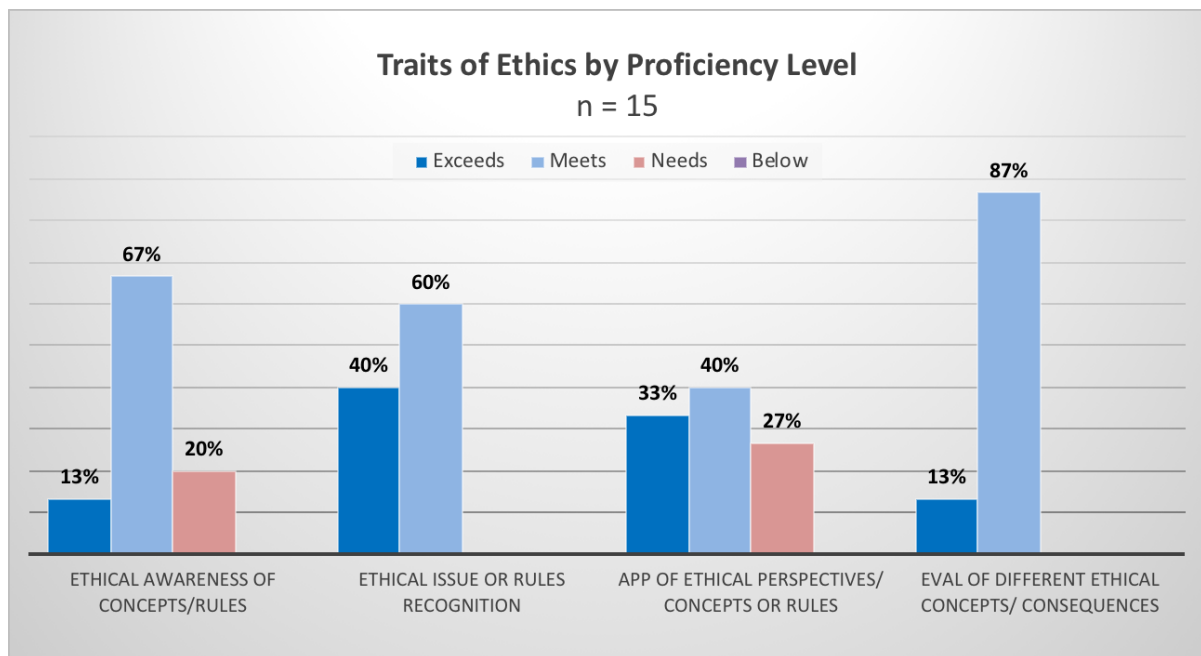
**Percentages may not add to 100% due to rounding.*

Assessment Scores by Individual Traits for ONLINE Students Only

Regarding the second performance target that less than 10% of students will score “1” (below expectation) on any “trait” in the rubric, scores show accounting students met this performance target. No online students were assessed as “below” expectations on any individual rubric trait.

Detailed Assessment Scores by Individual Traits for ONLINE Students Only

By Individual Traits	Ethical Awareness of Concepts/Rules	Ethical Issue or Rules Recognition	App of Ethical Perspectives/ Concepts or Rules	Eval of Different Ethical Concepts/ Consequences
Exceeds	13%	40%	33%	13%
Meets	67%	60%	40%	87%
Needs	20%	0%	27%	0%
Below	0%	0%	0%	0%



Next Steps

- Share report with faculty
- Share report with administrators
- Program Committee to call for review meeting
- Conduct Closing the Loop meeting
- Complete Closing the Loop Handout

- Share Closing the Loop Handout with Curriculum Committee
- Approval by Curriculum Committee
- Share Closing the Loop Handout with Dean's Office'
- Approval by Dean's Office
- Share Closing the Loop Handout with Faculty
- Publish results and findings
- Publish meeting minutes
- Implement Actions
- Track Actions

Rubric

LO4A: Ethics (Revised Spring 2019)				
Traits	Exceeds Expectation	Meets Expectation	Needs Improvement	Below Expectation
	4 pts	3 pts	2 pts	1 pt
Ethical Awareness of Concepts/Rules	Student are strongly able to articulate one's core beliefs and/or can clearly identify a majority of values, principles or rules in the business profession.	Student are able to articulate one's core beliefs and/or can identify a most values, principles or rules in the business profession.	Student are somewhat able to articulate one's core beliefs and/or can somewhat identify values, principles or rules in the business profession.	Student are not able to articulate one's core beliefs and are not able to identify values, principles or rules in the business profession.
Ethical Issue or Rules Recognition	Student can recognize all ethical issues or rules when presented in a complex context.	Student can recognize most ethical issues or rules when issues are presented in a complex context.	Student can recognize some ethical issues or rules when issues are presented in a complex context.	Student cannot recognize ethical issues or rules when issues are presented in a complex context.
Application of Ethical Perspectives/ Concepts or Rules	Student can apply all appropriate ethical perspectives/ concepts or rules to an ethical question.	Student can apply most ethical perspectives/ concepts or rules to an ethical question.	Student can apply some ethical perspectives/ concepts or rules to an ethical question.	Student cannot apply ethical perspectives/ concepts or rules to an ethical question.
Evaluation of Different Ethical Concepts/ Consequences	Student can evaluate all different ethical concepts/ consequences of actions.	Student can evaluate most different ethical concepts/consequences of actions.	Student can evaluate some different ethical concepts/consequences of actions.	Student cannot evaluate different ethical concepts/consequences of actions.

End of Report