MEMO
March 1, 2006

TO: Ed Ranelli, Dean
College of Business

FROM: Arup Mukherjee, Chairman
Management and MIS

SUBJECT: Pilot Study on Assessment of Student Ability in Business Ethics

A pilot study was conducted in Fall 2005 to assess student ability to recognize ethical issues that occur in business, evaluate alternative courses of action, and evaluate the implications of those actions. The attachments to this memo include a summary report on student performance, major problems (if any) identified in this area and recommendations about actions that may be taken to improve/sustain student performance.
Name of Program: Bachelor of Science in Business Administration

A] Learning Goal
Demonstrate ability as an ethical decision maker.

B] Objective (Operational definition of learning goal)
Recognize ethical issues that occur in business, evaluate alternative courses of action, and evaluate the implications of those actions.

C] Measurement & Reporting
A pilot study was conducted in Fall 2005 to assess the above mentioned objective. The Instructor of each of the two sections of GEB 4444 (Business, Ethics, and Society) used ten “issues” questions on the final exam of the course that permitted investigation of the above mentioned objective. At the present time, only students majoring in Management and Management Information Systems are required to take this course. For examples of test questions used, see Appendix 1. The answers were graded using a rubric shown in Appendix 2. An average percentage score over the ten questions was computed. The instructor provided to the Chair of the Management/ MIS department a report summarizing results on a standard form for each section. Copies of the individual section reports along with an aggregation spreadsheet are shown in Appendix 3. The summary report on student performance is shown below.

D Summary Report on Student Performance:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>7</td>
<td>4</td>
<td>32</td>
<td>43</td>
</tr>
<tr>
<td>%</td>
<td>16.3%</td>
<td>9.3%</td>
<td>74.4%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: An average score of greater than or equal to 90% was treated as Exemplary performance; an average score of 73% to 89% was considered Acceptable performance; an average score of less than 73% was considered to be Unacceptable performance.

E Major Problems identified and Action Recommended:
The instructor believes that student performance on this objective has been better than expected. The instructor has made the following suggestions to sustain this high performance level.

1. The instructor believes that the most important reason for strong student performance is high level of class attendance. It is recommended that instructor(s) of the course point this out to students at the beginning of the semester.

2. The instructor believes that the second most important reason for strong student performance was that students took very good notes during lectures and discussions. It is recommended that instructor(s) of the course point this out to students at the beginning of the semester.
APPENDIX 1

SAMPLE ISSUES TEST QUESTIONS USED ON THE FINAL
Appendix 1: Sample “issues” test questions used on the final exam

1. Present the various viewpoints in arguing the following assertion: The primary purpose of an organization is profit maximization.

2. Present the various viewpoints in arguing the following assertion: The cause of the Exxon Valdez tragedy was Joseph Hazelwood and not the policies of Exxon.

3. Present the various viewpoints in arguing the following assertion: The chemical industry can be trusted to “clean” up their act now that voluntary testing standards have been enacted.

4. Present the various viewpoints in arguing the following assertion: Reverse discrimination, while unappealing, is necessary to correct the ills wrought from centuries of discrimination.

5. Present the various viewpoints in arguing the following assertion: Sweatshops are a blight on world economies and should be eliminated.

6. Present the various viewpoints in arguing the following assertion: A CEO has the right to maximize their own position by earning as much money as they can.
APPENDIX 2

RUBRIC USED FOR GRADING THE ISSUES QUESTIONS
Recognize ethical issues that occur in Business, Evaluate alternative courses of action and evaluate the implications of those actions:

<table>
<thead>
<tr>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Below Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly identifies pertinent ethical issues, available courses of action and the implications associated with the courses of action.</td>
<td>Reasonably identifies pertinent issues, courses of action and the implications associated with the courses of action.</td>
<td>Fails to identify pertinent issues, courses of action and the implications associated with the courses of action.</td>
</tr>
</tbody>
</table>

Grading:

Summary scores are tabulated for the questions based on the above 3, 2 or 1 grading scheme and then converted to percentages:

- <73% grade is unacceptable
- 73-89% grade is acceptable
- > 90% is exemplary
APPENDIX 2

AGGREGATION SHEET AND INDIVIDUAL SECTION REPORTS
Goal: Demonstrate ability as an ethical decision maker

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Section</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snyder</td>
<td>MW 2:30 - 3:45</td>
<td>3</td>
<td>3</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>Snyder</td>
<td>W 5:30 - 8:25</td>
<td>4</td>
<td>1</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>7</td>
<td>4</td>
<td>32</td>
<td>43</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>16.3%</td>
<td>9.3%</td>
<td>74.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Name of Program: Bachelor of Science in Business Administration
Summary report on Student Performance

A] Learning Goal
Demonstrate ability as an ethical decision maker.

B] Objective (Operational definition of learning goal)
Recognize ethical issues that occur in business, evaluate alternative courses of action, and evaluate the implications of those actions.

C] Report on Student Performance:

Course number: GEB 4444
Semester and year: FALL 2005
Section (meeting times): 2:30-3:45 M/W
Instructor: SNYDER

Summary of Performance

<table>
<thead>
<tr>
<th>Rating</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>3</td>
<td>3</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>%</td>
<td>12</td>
<td>12</td>
<td>76</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: A grade of “A” is Exemplary performance; Grades of “B” or “C” are Acceptable performance; Grades lower than C are Unacceptable performance.

D] Documentation:
1. The pilot study rubric used for assessment of this learning goal is attached.
2. Performance data about each individual student will be maintained by the faculty member for a period of three years.

E] Submitted by:

Signature: __________________________ Date: 7-18-06
Name of Program: Bachelor of Science in Business Administration  
Summary report on Student Performance

A] Learning Goal
Demonstrate ability as an ethical decision maker.

B] Objective (Operational definition of learning goal)
Recognize ethical issues that occur in business, evaluate alternative courses of action, and evaluate the implications of those actions.

C] Report on Student Performance:

<table>
<thead>
<tr>
<th>Course number: GEB 4444</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester and year:</td>
</tr>
<tr>
<td>Section (meeting times):</td>
</tr>
<tr>
<td>Instructor:</td>
</tr>
</tbody>
</table>

Summary of Performance

<table>
<thead>
<tr>
<th>Rating</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>4</td>
<td>1</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>%</td>
<td>22</td>
<td>6</td>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>

Note: A grade of “A” is Exemplary performance; Grades of “B” or “C” are Acceptable performance; Grades lower than C are Unacceptable performance.

D] Documentation:
1. The pilot study rubric used for assessment of this learning goal is attached.
2. Performance data about each individual student will be maintained by the faculty member for a period of three years

E] Submitted by:

Signature: ___________________________ Date: 2/28/06