REPORT ON ACADEMIC FOUNDATIONS ASSESSMENT

FALL 2009
GEB 1011
(INTRODUCTION TO BUSINESS)

SUBMITTED TO:
Dr. Ed Ranelli
Dean, College of Business

By:
Arup Mukherjee
Chairman, Management/ MIS

October 12, 2009
MEMO
October 12, 2009

TO: Ed Ranelli, Dean
    College of Business

FROM: Arup Mukherjee, Chairman
       Management and MIS

SUBJECT: Assessment in GEB 1011

Assessment of student learning goal pertaining to Ethics was conducted in Fall 2009 in one section of GEB 1011. 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: General Studies Program
Assessment of Academic Foundations
Summary report on Student Performance

A| Learning Goal
Demonstrate knowledge of key concepts and theories pertaining to Business Ethics.

B| Measurement & Reporting
All students in one section of the GEB 1011 course took a bonus quiz on ethics. The quiz had a total of 20 multiple choice questions and tested student knowledge of concepts and theories pertaining to ethics. An average percentage score over the 20 questions was computed and reported to the Chair of the Management/ MIS department. The summary report on student performance is shown below along with instructor observations.

C| 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>9</td>
<td>21</td>
<td>11</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>22%</td>
<td>51%</td>
<td>27%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: A score of 90% or higher was considered to be Exemplary performance; Scores of 74% to 89.9% were considered to be Acceptable performance; Scores lower than 74% were considered to be Unacceptable performance.

D| Observations and Action Recommended:

1. Around 78% of students were exemplary or acceptable in this round of assessment compared to 92% in Fall 2008 and 94% in Fall 2007. There appears to be two reasons for this weaker performance. The first reason is that a new instructor (Mr. York) is teaching the course and continued to use the same 20 questions used by the previous instructor (Mr. Juul). The second reason is that Mr. York carefully refrained from not seeing the bonus quiz questions before administering the bonus quiz. He did this in order to eliminate the possibility of teaching to the quiz. The second reason is that the bonus quiz questions appear to be based on scenarios that are somewhat dated for students entering the university today. For example, some scenarios on the quiz refer to Martha Stewart and Sam Waksai. Mr. York believes that ethical questions raised by the situations faced by these personalities may not be relevant to the entering class.

2. Because of the above reason, the instructor believes that questions on the quiz need to be updated to be more reflective of current scenarios faced by the students. Or, questions need to framed in terms of generic ethical issues faced in a particular situation so that questions will not depend on students being aware of situations faced by specific personalities.

3. The instructor also recommends that the practice of holding the quiz soon after the ethics chapter is covered be continued in the future.