

Ethical Awareness –Business Ethics and Social Responsibility (MGT 430) is the benchmark course to assess Ethical Awareness. Although a variety of assessments take place within the course, this particular year (2017-2018) students were instructed to find a news article that related to ethics, write a summary of the article, explain how it related to business, and identify and discuss the ethical issue and provide options for how it might have turned out differently. The assessment of the data is provided below.

Ethical Awareness Statistics. AY 2017-2018
400-level embedded course activity

	Distribution of Scores: Learning Objectives and Total Score N=61		
Learning Objective	Unacceptable (0-59%)	Acceptable (60-89%)	Excellent (90-100%)
1	6	6	49
2	3	17	41
3	6	24	31
4	7	20	34
By Student Mean for Learning Objectives			
	5.5	16.75	38.75

Ethical Awareness Statistics. AY 2016-2017
400-level embedded course activity

	Distribution of Scores: Learning Objectives and Total Score N=51		
Learning Objective	Unacceptable (0-59%)	Acceptable (60-89%)	Excellent (90-100%)
1	1	0	50
2	6	9	33
3	6	13	32
4	10	11	30
By Student Mean for Learning Objectives			
	5.75	8.25	36.25

Ethical Awareness Statistics. AY 2015-2016
400-level embedded course activity

	Distribution of Scores: Learning Objectives and Total Score N=61		

Learning Objective	Unacceptable (0-59%)	Acceptable (60-89%)	Excellent (90-100%)
1	0	2	59
2	1	9	51
3	0	2	59
4	4	14	43
By Student Mean for Learning Objectives	1.5	6.75	53

Feedback Loop:

- Students were good at identifying ethical issues, and most of them understood the consequences of unethical behavior on stakeholders and could come up with some solutions to the problem with the unethical behaviors. Fewer of the students really understood why certain events happened in these news articles.
- In evaluating the mapping of our course and emphasis data it is visible that ethical awareness needs to be a focal point in additional courses, rather than just MGT 430. MGT 305 will be added to the rubric as an additional area of assessment.

Follow-up Plan:

- More focus needs to be on discussions of real-life events to help students to do a better job of evaluating the “why” behind the consequences.
- The faculty all agreed that Ethical Awareness should be incorporated throughout the degree program curriculum. Therefore, during this semester, the lead faculty member will reevaluate this Assurance of Learning Goal to broaden the rubric so that additional courses will be assessed rather than the goal being course specific.
- During conversation in the Summer Retreat, faculty agreed that as a whole, the business administration program should revisit the Business Administration Program Student Expectations to redefine the ethical requirements and ensure that students are aware of and follow the higher expectations set forth by the department.