

Undergraduate Assessment Report Form 2019-20

Assessment reports will be completed through Qualtrics to make it easier to share and compile data across campus. The reporting questions are similar to the questions used in the past, but with some additional detail requested in some areas to help us in collecting and analyzing college and institution-wide data on assessment practices. Your assessment reports will be maintained on file electronically on a password secure site (SharePoint). Other individuals on campus will have access to your reports.

Please complete one Assessment Report per learning outcome that you are reporting on.

Please identify your department or program and the name of your assessment liaison:

Department/Program: Undergraduate Business Major

Assessment Liaison: Michele Gee

Report Prepared by: Claire Wu

1. What learning outcome did you assess for this report? (Reminder - If you assessed multiple learning outcomes this academic year, you should complete a separate report for each outcome.)

The following Undergraduate Business program level competency and outcome were assessed.

PLLG1. Students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.

2. Which of the institution-wide shared learning goals does this outcome connect to?

- Communication (1)
- Reasoned Judgment (2)
- **Social and Personal Responsibility (3)**
- Other (4)

3. Is this the first/initial assessment of the selected learning outcome? (select one):

- Yes
- **No**

If you answered yes, please skip Question 4 and move to Question 5. If you answered no, please move to question 4.

4. Which of the following best describes this assessment report (select one):

- Follow-up assessment related to curricular changes (closing-the-loop).
- Follow-up assessment to address issues with the previous assessment process (e.g. collect more data, redesigned the assessment tool, etc.).
- **Routine assessment of the outcome** ~~to verify previous findings (no curricular changes).~~

5. What assessment tool(s) or method(s) did you utilize? (Check all that apply)

- Survey (1)
- Standardized exam (2)
- Exam from a course or courses (3)
- **Assignment from a course or courses (4)**
- Student portfolios (5)
- **Direct observation of student work or performance – Student Presentations (6)**
- Other (7) _____

6. What type of measurement did you utilize?

- **Direct (asking students to demonstrate their learning) (1)**
- Indirect (asking students to self-report their perceived level of learning) (2)
- A combination of the above (3)

7. What delivery mode did you use to collect your data? (Check all that apply)

- Face to face course(s) (1)
- **Online course(s) (2)**
- Hybrid course(s) (3)
- Flex Option (Competency Based) course(s) (4)
- Not tied to a course (5)
- Other: Please Specify: _____

8. What was the approximate sample size of this assessment (i.e. number of students assessed)? Fill in your answer here: **33**

For the academic year 2019-20: online: **33** Total: **33**

9. Beyond the general details provided above, what student work was collected and how was it evaluated? The purpose of this question is to allow you to elaborate on the previous questions, and present the scope of the assessment and its relationship to student attainment of the specified learning outcome. Please reference the curriculum map, if used.

PLLG1. Students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.

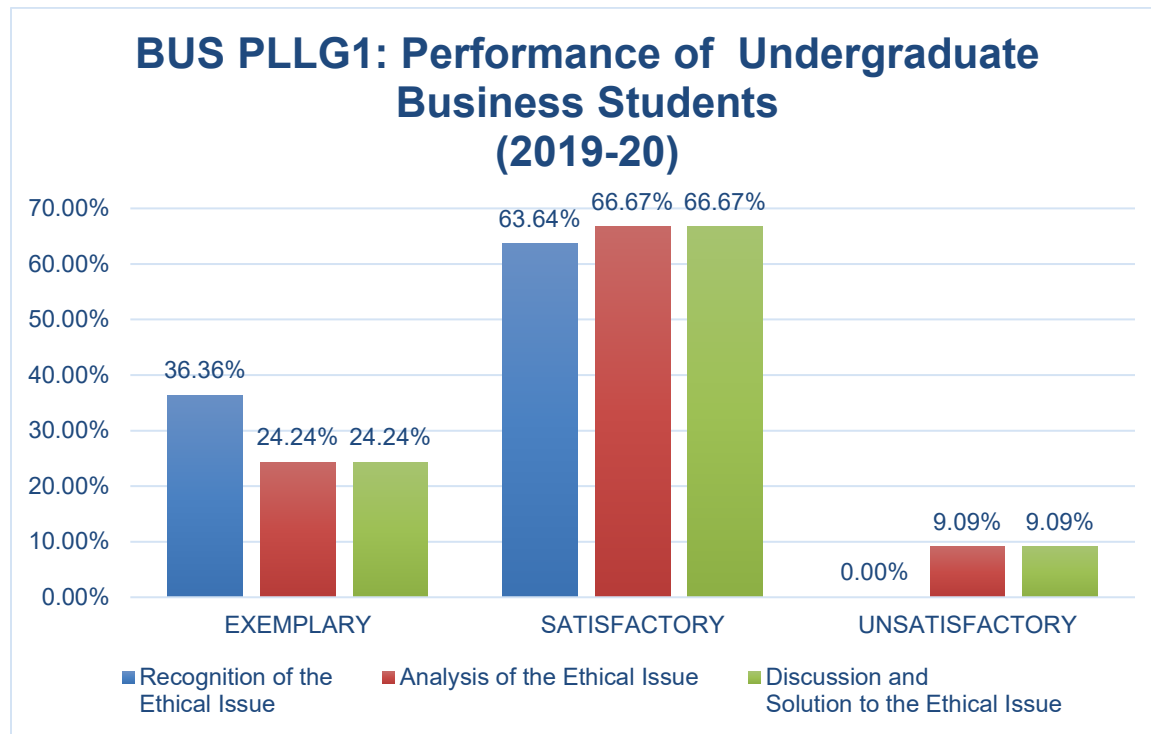
Students worked on ethical issues in the class HRM 343: Human resource management. Students analyzed ethical issues and participated in a debate and a discussion on ethical issues. Students were evaluated along three dimensions: (A) Recognition of the Ethical Issue; (B) Analysis of the Ethical Issue; and (C): Discussion and Solution to the Ethical Issue. The ethical issues assignments related to the debate and discussion are included in Appendix A. Students were evaluated along three dimensions: (A) Recognition of the Ethical Issue; (B) Analysis of the Ethical Issue; and (C): Discussion and Solution to the Ethical Issue. For further details on these dimensions and the specific rubric used to evaluate them, please refer to Appendix (B).

10. What were the results of this assessment? Please attach any supporting documents that you feel would be useful to the reviewers.

The following tables show the absolute number of students and percentages of students for each rubric dimension.

STUDENTS - RAW DATA

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
Recognition of the Ethical Issue	12	21	0	33
Analysis of the Ethical Issue	8	22	3	33
Discussion and Solution to the Ethical Issue	8	22	3	33
STUDENTS - PERCENTAGES				
	EXEMPLARY	SATISFACTORY	UNSATISFACTORY	Grand Total
Recognition of the Ethical Issue	36.36%	63.64%	0.00%	100.00%
Analysis of the Ethical Issue	24.24%	66.67%	9.09%	100.00%
Discussion and Solution to the Ethical Issue	24.24%	66.67%	9.09%	100.00%



Overall, student performance is very good. For each of the dimensions, more than 90% of the students placed either in the exemplary or satisfactory categories. The unsatisfactory rates vary from semester to semester. This particular semester, three students performed unsatisfactory in terms of analyzing and discussing solutions to ethical issues. In both syllabus and announcements, the instructor (Professor Wu) plans to emphasize that discussions should not be limited to a couple of lines, but rather be very detailed and well-explained from multiple perspectives. The instructor will also provide more supplementary reading materials and educational sites (e.g. Ethical Practice on Society for Human Resource Management). Students will be encouraged to conduct independent research on related ethics topics and provide citations in their discussions.

11. How were other instructors (faculty, lecturers, and adjuncts) involved with the assessment process?

These results will be shared with the department of Business in a future department meeting.

12. As a result of this assessment, were any changes proposed? If yes, please describe and indicate the projected timeline. Please comment on any barriers to implementation.

There has been an increasing emphasis on ethical responsibilities owned by employers and employees. Business professionals encounter ethical choices and their outcomes daily. Ethical and moral issues are complex. It is important for Business students to recognize, critically analyze, and discuss solution to ethical issues. Recognizing this, Professor Wu, the instructor, devoted two week's discussion questions to ethical issues such as equity in employment, ethical issues in compensation and hiring as part of the human resource management course. Furthermore, Professor Wu is planning to implement community-based learning for the students' final project in 2020-2021 academic year. During the final project, students have the opportunity to further enhance their ethical competence by working with the community partner to apply classroom learning to a real-world example.

Abstract:

For the undergraduate Business program, student performance was measured for the following program level goal during 2019-20:

PLLG1. Students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.

Students worked on ethical issues in the class HRM 343: Human resource management. Students analyzed ethical issues and participated in a debate and a discussion on ethical issues. Students were evaluated along three dimensions: (A) Recognition of the Ethical Issue; (B) Analysis of the Ethical Issue; and (C): Discussion and Solution to the Ethical Issue. Overall, student performance is very good. For each of the dimensions, more than 90% of the students placed either in the exemplary or satisfactory categories. The unsatisfactory rates vary from semester to semester. This particular semester, three students performed unsatisfactory in terms of analyzing and discussing solutions to ethical issues. In both syllabus and announcements, the instructor (Professor Wu) plans to emphasize that discussions should not

be limited to a couple of lines, but rather be very detailed and well-explained from multiple perspectives. The instructor will also provide more supplementary reading materials and educational sites (e.g. Ethical Practice on Society for Human Resource Management). Students will be encouraged to conduct independent research on related ethics topics and provide citations in their discussions.

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Appendix A – HRM 343 In-Class Assignments on Ethics

HRM 343: Sample in-class debate

Topic 1: "The difficulty of *overcoming the effects of past discrimination* is as nothing compared with the difficulty of eradicating from our society the source of those effects, which is the tendency -- fatal to a Nation such as ours -- to classify and judge men and women on the basis of their country of origin or the color of their skin. A solution to the first problem that aggravates the second is no solution at all."-Justice Scalia's judgement in the case City of Richmond v. J. A. Croson Co.: January 23, 1989

Should an organization implement affirmative actions-i.e. practice/policy (e.g. recruitment/promotions/resources allocation) of favoring *minorities and women*?

[source: <https://www.shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/affirmative-action-employment-impact.aspx>]

Topic 2: Whether employees should have *the right to privacy* in the workplace is the ethical challenge that companies face. Is it ethical for employer to monitor employees personal email account if it was available on their desktop computer that belonged to the company?

Students in group 1, 2, 3 should find at least 3 references /materials (e.g. examples, news, articles) to support the side whereas students in group 4,5,6 should find at least 3 references/materials against the statement.

Your assigned position does not necessarily reflect your personal stand but fosters critical thinking. You should be able to articulate your assigned side by giving reasons and examples. I will randomly select students to perform a debate and the debate is open for questions from the audience. More information about the audience is listed in the attached PPT. You may find information through online search, textbook, and the supplementary reading materials.

HRM 343: Sample discussion assignment

Assignment 1: There are various contemporary issues related to ethical compensation and reward systems. You should pick **only one topic** and include a summary of both sides of the argument and explain your position. More information is listed in "*ethics issues in compensation*" PPT.

- A: Are executives paid too much?
- B: Should college athletes be paid
- C: Should employee pay be made public?

Assignment 2: Human resource practitioners face bigger dilemmas in employee hiring. One dilemma stem from the pressure of hiring someone who has been recommended by a friend, someone from your family or a top executive. What HRM practices should be implemented to ensure *ethical hiring*?

Appendix B - Rubric

PLLG1. Students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.

Course-Embedded Activities for Assurance: Students in HRM 343 course will analyze scenarios/cases on ethical issues and participate in debate/discussions related to these issues.

Assessment Rubric:

	Exemplary	Satisfactory	Unsatisfactory
Recognition of the Ethical Issue	Student's assignment identifies the ethical issue correctly, and provides a complete discussion of the arguments to support the finding.	Student's assignment identifies the ethical issue correctly. However, the student does not provide sufficient arguments to support the finding.	Student's assignment does not clearly identify the ethical issue(s) related to the assignment or identifies the ethical issue incorrectly.
Analysis of the Ethical Issue	Student's assignment clearly discusses and analyzes the ethical issue. It includes all of the supporting facts/arguments in the analysis.	Student's assignment clearly discusses and analyzes the ethical issue. However, some of the supporting facts/arguments are not included in the analysis.	Student's assignment does not clearly discuss or analyze the ethical issue. Little or no understanding of fact versus opinion distinctions.
Discussion and Solution to the Ethical Issue	Student's assignment indicates how to apply ethical principles in arriving at a solution to the business dilemma. It also provides a complete discussion of the relationship between the principles and the solution.	Student's assignment does indicate how to apply ethical principles in arriving at a solution to the business dilemma. However, the discussion in the assignment does not completely relate the ethical principles to the solution.	Student's assignment does not clearly indicate how to apply ethical principles in arriving at a solution to the business dilemma. No apparent understanding how ethical principles might be given a foundation.