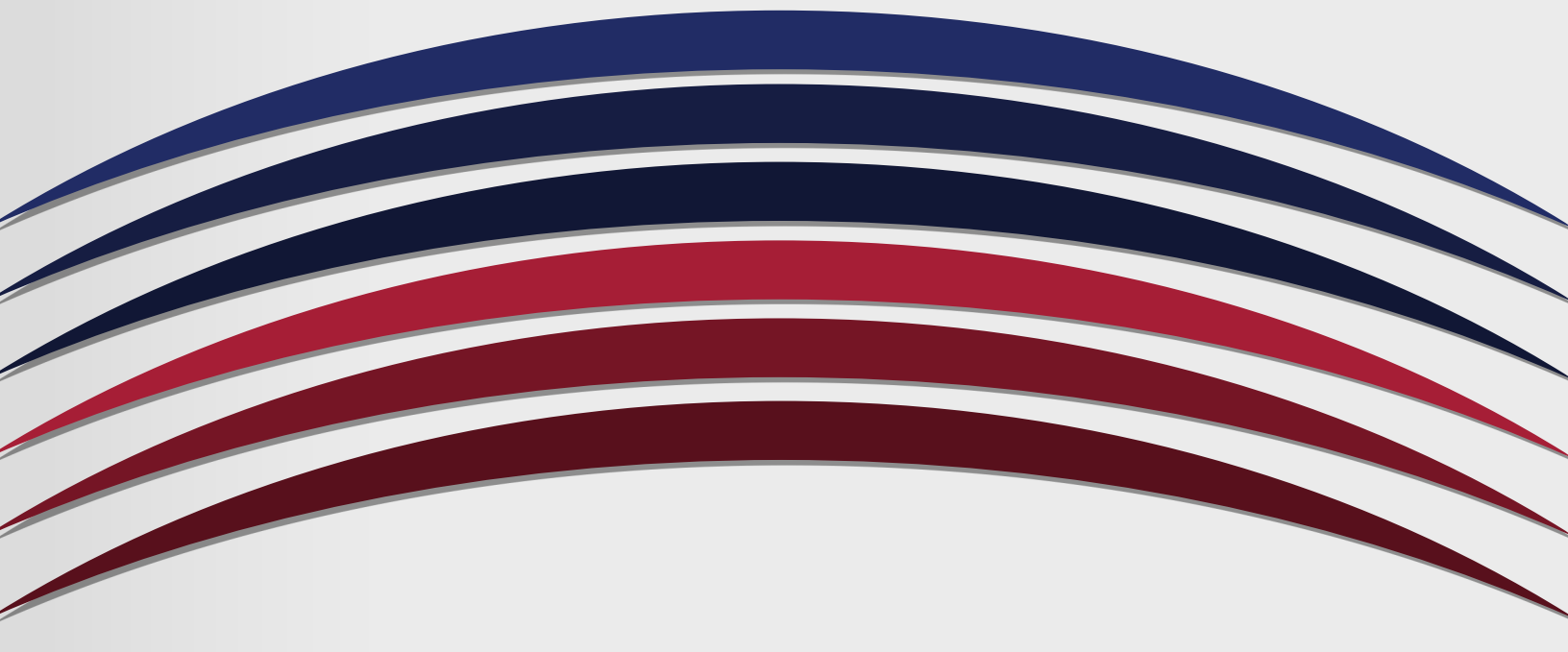


UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: BUS 2683 Business Ethics
Academic Year: __2021-2022__

Due to Chair/Program Director and Faculty Assessment Chair by
September 1



1. Name of course: BUS 2683 Business Ethics
2. Name of individual(s) compiling report: Rebecca Sterling
3. Date of submission: August 26, 2022
4. Academic year: 2021-2022

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

Upon completion of this course, the student should be able to:

- a. Develop an awareness of the issues affecting the current business ethics environment.
- b. Develop his/her own philosophy and approach toward various ethical issues through discussion of principles, personal experiences, and cases.
- c. Develop a thorough understanding of employer expectations and key components of ethical behavior and policies.
- d. Explain ethical dilemmas and apply processes to resolve them.
- e. Determine potential conflicts of interest with any organizational function.
- f. Identify appropriate corporate governance models.
- g. Identify major U.S. legislation designed to discourage/prevent misconduct within organizations.
- h. Evaluate the ethical ramifications of technological advances.
- i. Understand the ethical issues arising in global business.

2. Which CLOs were addressed for the academic year?

- Comprehensive final exam – all areas of CLOs.
- Demonstrating problem solving through case study analysis.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

- Comprehensive final exam – all areas of CLOs.
- Demonstrating problem solving through case study analysis

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>
PLO list will vary depending on your Program.)

Institutional Learning Outcome

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p>Direct - Case Study This activity was administered in one online course of BUS 2683 Business Ethics during week 15 of the 16--week semester. The students were provided a sample case study document on a Corporate Merger.</p> <p>The final project/case study is a problem-solving application applying the 3-Step Problem Solving Approach. Students will use the case study to apply the systems model of change for diagnosing problems and identifying the targets of change.</p> <p>Step 1: Define the problems facing the CEO and the new merged company.</p> <p>Step 2: Identify the potential causes.</p>
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	<p>Step 3: Make Your Recommendations</p> <p>After applying the 3-Step Problem - Solving Approach in the form of a worksheet. The student will write a short paper 3-page paper (MLA format) summarizing the information in the case study and how they applied the 3-Step Problem-Solving Approach to come to their conclusion/recommendations.</p> <p>To successfully complete this project, the student will need to list the steps and their answers to each step in a worksheet and write a two-page narrative summarizing their conclusions. The final project is worth 200 points.</p> <p>Direct – Comprehensive Final Exam</p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>Yes</p>	<p>No</p>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p><i>The student will be able to make independent decisions based on reasoning supported by facts gathered and analyzed by the student.</i></p> <p><i>Student scores 70% on Case Study Analysis</i></p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p><i>Case Studies teach students to size up business problems quickly while considering the broader organizational, industry, and societal context. Students recall concepts better when they are set in a case; much as people remember words better when used in context. Case studies teach students how to apply theory in practice and how to induce theory from practice.</i></p>	

	<p><i>Success for this case study is when 70% of the students participating in the assignment demonstrate the capacity for critical analysis; judgment, decision-making and action.</i></p> <p><i>70% of Students have grasped the information and fundamental concepts of the course by successfully completing the comprehensive final exam.</i></p>	
How many students completed the assessment, and how many were successful?	<p>Unknown – I did not teach this course in Fall 2021</p>	<p>Spring (Case Study) 10 students assessed 10 successful (100 % success rate)</p> <p>Spring (Comprehensive Final Exam) 14 students assessed 14 successful (100% success rate)</p> <p>Note: 14 total students in class; 4 students did not complete the case study</p>
Academic Year Total (add the numbers from Fall and Spring)	<p>Spring (Case Study) 10 students assessed 10 successful (100 % success rate)</p> <p>Spring (Comprehensive Final Exam) 14 students assessed 14 successful (100% success rate)</p> <p>Note: 14 total students in class; 4 students did not complete the case study</p>	
Was the benchmark/goal for this academic year met?	Yes	No
Were standardized rubrics, tests, or checklists used?	Yes	No

5. What is your analysis of the findings?

This assessment period, I had 71% of the students in the course complete the case study. The high score for the case study was a 195/200 and the low score was a 165/200 with an average score of 184/200. I believe that the issue regarding the number of students not attempting the case study is because critical thinking tasks tend to be much more difficult and time consuming compared to other assignments.

In addition, critical thinking is built on a foundation of language and comprehension and critical thinking takes time to do well. Truthfully, we, as an institution, probably need to add a program-based course dedicated to teaching critical thinking skills in the specific academic disciplines.

On the comprehensive final exam, all 14 students completed the exam. The high score was 192/200, the low score was 156/200 and the median score was 176.5/200 for the final exam consisted of 100 questions worth 2 points each covering 10 chapters.

6. What is the action plan for the upcoming academic year? Explain.

Continue current plan.