

University of Dayton
School of Business Administration
Learning Outcomes Assessment Plan

August 15, 2008

Introduction

The purpose of the SBA's learning outcomes assessment plan is to aid in 1) identifying aspects of the program where resources need to be directed for improvement and 2) communicating the quality of the school's educational programs to select stakeholders.

The SBA is accredited by AACSB International. The assessment plan is consistent with AACSB Assurance of Learning Standards and with the University of Dayton Assessment Plan. For the purpose of assessment and in keeping with AACSB definitions, the SBA consists of a single unit that administers two educational programs: 1) the Bachelor of Science in Business degree (UG Program) and 2) the Master of Business Administration degree (MBA Program). Although learning goals, the curriculum, and assessment measures are different for the two programs, they share a common approach to managing the process and a common set of recurring procedures.

The assessment process for each program is overseen by its corresponding standing Curriculum and Assurance of Learning Committee. Each committee consists of a student and an elected faculty representative from each of seven disciplines represented in the four academic departments of the SBA. Each committee also has a few *ex officio* members including the Associate Dean, Assurance of Learning Coordinator, and Program Directors and their assistants and other support staff. The Assurance of Learning Coordinator, who is a faculty member appointed by the Dean, works with the committees and with individual faculty members to assist with the details of the regular assessment process as well as to design and conduct *ad hoc* assessment activity. The Assurance of Learning Coordinator represents the SBA on the University Assessment Committee, which oversees assessment activity across the university. Other administrators in the SBA provide resources as necessary and, by design, are not involved directly in assessment activity except where committee members explicitly seek assistance.

Student Learning Outcomes/Goals

Desired student learning outcomes are derived from the mission and strategic documents of the SBA and the University and so are redefined only infrequently. These outcomes are each translated into one or more statements of objectives that are more operational. Learning outcomes and operational objectives are adopted by a vote of the SBA faculty. Please see Table 1 for the relationship of learning outcomes to mission-based themes and Tables 2 and 3 for the statements of current outcomes and objectives of the UG and MBA programs, respectively.

The current outcomes date back to the late 1990's with subsequent revisions to the MBA program outcome statements in 2004 to streamline their wording and facilitate

assessment activity. Since then, the university and the SBA have revised their mission statements and other strategic documents. Recently, the University Assessment Plan has promulgated a common set of learning outcomes for all undergraduate students for individual units to address, where feasible. Also, changes in assessment approaches to conform to changed AACSB standards have rendered infeasible the assessment of some outcomes, making them inactive. As a result, a project to develop new learning outcomes for the UG program is underway as described in Appendix 1. This project emphasizes the linkage of outcomes with strategic documents as well as feasibility of assessment. A similar, comprehensive effort for the MBA program may be launched later, if indicated by the findings of a formal review of the program scheduled for 2008-09 as required by university policy. Pending the results of these efforts to redefine learning outcomes, current outcomes remain in place and their achievement will continue to be assessed as in this plan. The plan will be revised when new outcomes are adopted. However, it is anticipated that the general nature of the assessment approaches and procedures documented here will not change.

Curriculum and Outcome Achievement Measures

The curriculum facilitates student achievement of the operational objectives. Evidence of achievement of the objectives is collected using direct measures (predominantly course-embedded measures besides the ETS Field Test in Business) of student performance. Evaluation of student performance for program assessment is done either by independent evaluators (those not teaching the courses where the measures are embedded) or by faculty teaching the courses using pre-determined rubric-based measures in a manner consistent with AACSB guidelines. Please see Tables 2 and 3 (and the Exhibits referenced therein) for the UG and MBA programs, respectively, for a mapping of the curriculum on each operational objective, details of the measures used for each objective, and the acceptable level of performance on each measure.

Student attitude surveys such as annual exit surveys of undergraduate and MBA students conducted by the SBA as well as occasional, externally benchmarked surveys such as NSSE and from EBI are used to gauge student satisfaction with the curriculum, support services, and to follow up on investigations of particular issues especially those related to assessment of individual majors.

The standing committee for each program monitors the curriculum and is responsible for mapping it to the operational objectives, for designing measurement approaches, and for defining acceptable levels of performance on measures. (One exception is any objectives that pertain to a specific discipline-based major, e.g., currently Outcome 1b in the UG program, are the responsibility of disciplinary faculty in the relevant department under the leadership of the discipline's representative on the committee.) The Assurance of Learning Coordinator works with faculty course coordinators to develop the details of the measures. Measures and acceptable performance standards are expected to be relatively stable to permit longitudinal comparisons of performance. Adjustments may be needed only occasionally to accommodate changes in course-embedded exercises, improvements in measures based on experience with their use, and changes in outcomes and objectives.

Recurring Procedures

Changes to the learning outcomes, objectives, and measures are expected to be infrequent and only when necessary. Other assessment activities recur according to a regular two year cycle (such that all UG and MBA program outcomes are assessed in alternate years) with the exception of activities related to outcomes pertaining to a specific major, which will be assessed once in four years. The recurring general schedule is as follows:

Period	UG Program	MBA Program
Spring, Odd numbered year	Completion of data collection	Action implementation
Summer, Odd numbered year	Results preparation	Action implementation
Fall, Odd numbered year	Interpretation & recommendations report	Action implementation & status report
Spring, Even numbered year	Action implementation	Completion of data collection
Summer, Even numbered year	Action implementation	Results preparation
Fall, Even numbered year	Action implementation & status report	Interpretation & recommendations report

Data Collection: The frequency of data collection and the data sources (the underlying course-embedded tasks and the samples) are shown in Tables 2 and 3 for the UG and MBA programs, respectively. The Assurance of Learning Coordinator manages the generation and collection of data from individual faculty course directors, independent evaluators, and testing agencies. Student work products that underlie the data are stored by individual faculty members and/or the Assurance of Learning Coordinator to support an audit, if necessary.

Results Preparation: Using the Exhibits accompanying Tables 2 and 3 as a guide, the Assurance of Learning Coordinator tabulates results (including longitudinal data from previous assessment cycles) to provide to the committees, highlighting areas where acceptable standards of performance defined by the committees are not met or are borderline. The Assurance of Learning Coordinator also compiles any data available from supplementary, indirect measures (e.g., surveys).

Interpretation and Recommendations: The standing committees interpret the results and make recommendations. These recommendations could include:

- no action required
- monitor achievement on an objective for another cycle if an anomaly is suspected
- commission a follow up investigation to understand and diagnose a result
- change to a course or curriculum
- change to a measure or standard of performance
- change to a goal or objective

In the spirit of striving for ongoing improvement, recommendations for changes could result even if acceptable performance standards are met.

Reporting: The Assurance of Learning Coordinator compiles the committees' findings and recommendations into a report that is distributed to the Dean and SBA Administrative Committee. The report also includes an update on actions under implementation from previous assessment cycles. The report is presented to the SBA faculty by the standing committee. The report is available to relevant accrediting agencies. The Assurance of Learning Coordinator uses the University of Dayton Assessment Plan template for "Actions Taken As a Result of Assessment" to report the results to the University Assessment Committee for forwarding to the Provost's Office. Any reports made available to other stakeholders such as students, employers, or general audiences (e.g., on a publicly accessible web-site) are in summary format (either using the University of Dayton template or based on Tables 2 and 3 without the detailed Exhibits) to address privacy concerns or constraints imposed by external testing and surveying agencies.

Action Implementation: Responsibilities for implementation of recommendations vary depending on the nature of the action. Further follow-up assessment or changes to measurements are implemented by the Assurance of Learning Coordinator. Curricular changes utilize existing curriculum revision mechanisms, which are coordinated by the standing committees and vary depending on the scope of the change. Changes to goals or objectives are initiated by the standing committees for approval by the SBA faculty. The standing committees are responsible for monitoring and reporting the status of implementation of their recommendations.

Note for assessment of individual majors: Roles and responsibilities for assessment of outcomes specific to a major, e.g., currently UG Program Outcome 1b, differ from the procedure outlined above. Disciplinary faculty members in a department execute the process, led by the representative of the discipline/major on the committee and supported by the host department chair, and report results to the Assurance of Learning Coordinator for inclusion in the SBA report. The Assurance of Learning Coordinator provides assistance to the host department, if requested, in the design of measures and data collection and compilation. The standing committee, which includes the leader of the departmental process, coordinates any issues that cross department boundaries and certifies to the SBA Administrative Committee that the process within the major is completed satisfactorily. This plan does not preclude individual majors or departments from collecting, analyzing, and utilizing additional data beyond that defined formally for a major-specific outcome in the SBA plan. It would be desirable, however, to provide the opportunity to include such data in the integrated SBA assessment report.

Evaluation of Assessment

The assessment plan should be adjusted based on evaluation of the assessment process itself. A few mechanisms for such evaluation include: 1) ongoing self-evaluation by those within the SBA closely involved in the process based on experience with the process and

utility of results obtained, 2) periodic input from the University Assessment Committee based on awareness of different procedures across the campus, and 3) feedback from the AACSB review team from an external perspective every five years.

Conclusion

Assessment is not an end in itself but a means toward improving the SBA's educational programs and communicating their quality. The assessment plan helps achieve those ends. It is a part of a systematic, faculty-owned curriculum management system. The plan utilizes faculty in the intellectual aspects of the assessment process. Faculty can use their understanding of the context of the SBA's educational programs to set targets for student outcomes, interpret results, and make appropriate decisions including curricular changes. The plan facilitates attending to resulting actions and closing the feedback loop by providing time to make changes and monitor actions before assessment is repeated. It supports flexibility in undertaking *ad hoc* or opportunistic assessments.

The plan will continue to evolve in an effort to improve the assessment process particularly in a few areas. For instance, some measures may need to be refined to improve their diagnostic value. Better procedures (e.g., potentially scanning and electronically archiving) are needed for longer-term storage of student work products, which are the basis for the data for direct measures of outcomes. Systems for capturing and storing assessment data electronically to facilitate analysis and reporting need to be explored.

Appendix 1. UG Program Learning Outcomes Redefinition Process

The process of developing new learning outcomes for the UG Program is depicted in Figure 1. An undergraduate curriculum task force and the Undergraduate Curriculum and Assurance of Learning Committee have drafted a set of learning outcomes and mapped those to the university-wide outcomes and other key documents. (See Table 4.) This process has been informed by the results of past assessments of learning outcomes and student surveys as well as AACSB standards.

The SBA faculty at large will be engaged in discussions as to the desirability of the outcomes. Unlike in the past, issues of feasibility of the outcomes are being addressed as well before the outcomes are brought to a faculty vote. The outcomes have been mapped to the existing curriculum to investigate potential gaps and the feasibility of revising the curriculum to address the gaps. In consultation with core course directors, the feasibility of potential direct measures of the operational objectives reflected in each learning outcome have been investigated. (See Table 5 for a draft of the candidate outcomes and their summary feasibility evaluation. Outcomes and objectives are judged to be feasible unless expressly indicated otherwise.) Such feasibility investigations have been used to revise the proposed outcomes. The intention is to propose only those outcomes that are both desirable and feasible, particularly from an assessment perspective.

The next tasks are to address the feasibility of addressing the curriculum gaps identified from a resource perspective and to facilitate discussion of the desirability of the outcomes. Following the results of those steps, outcomes will be revised further prior to voting on them. The earliest the new outcomes could be brought to a vote is in the 2008-2009 academic year for adoption in a subsequent academic year as determined by projections of resource availability.

Figure 1. Learning Outcomes Development Process

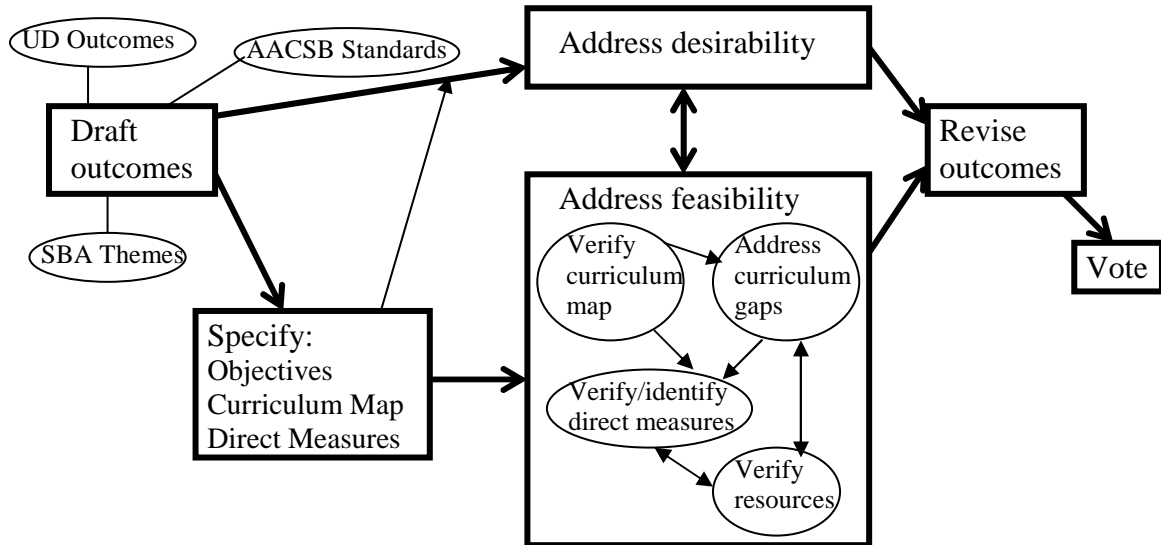


Table 1. Learning Outcomes in relation to the SBA’s Four Themes (derived from the SBA Mission*) and the Core Learning Outcomes from the University’s Habits of Inquiry and Reflection (HIR) document

Outcome	SBA 1 Integrated Connected Learning	SBA 2 Theory linked to practice	SBA 3 Leader ship	SBA 4 Integrity and Ethics	HIR Scholar ship	HIR Faith Traditions	HIR Diversity	HIR Community	HIR Practical Wisdom	HIR Critical Evaluation of our Times	HIR Vocation
UG Program											
1a) Business Knowledge	x	X			X			x	X		
1b) Knowledge in Major	x	X			X				X		
2) Capitalizing on Business Opportunity	X	X	X		X				X		
3) Problem Solving	x	X	x		x		x	X	X		
4) Lifelong Learning	x				X				x		x
5) Integration of Sciences & Humanities	X			x		x	x	x		X	
6) Ethics & Integrity			x	X		X	x		x	X	x
MBA Program											
1) Business Knowledge	x	X			X			x	X		
2) Cross-functional Integration	X	X			X				X		
3) Business Opportunity & Leadership	X	X	X		X				X		
4) Stakeholder Needs	x	X		X			x	X	X		
5) Ethical Decisions	x	X		X					X		

X – indicates major relationship; x – indicates supporting relationship

*SBA Mission Statement: The School of Business Administration is a learning community committed in the Marianist tradition to educating the whole person and to connecting learning and scholarship with leadership and service in an innovative business curriculum designed to prepare students for successful careers in the contemporary business environment.

Table 2. Assurance of Learning Plan: UG Program

Outcomes/Learning Goals	Objectives*	Curriculum	Measurement Approach	Data Schedule	Sample	Satisfactory Level
(1a) Mastery of the fundamental concepts of business in a global market place.	(1) Knowledge of core concepts in business disciplines [Knowledge, Comprehension]	All core courses except MGT 490	ETS Field Test in Business in MGT 490 (Exhibit 1)	Winter semester every other year	All students in MGT 490	Mean total score no lower than that of other institutions & mean score on sub-areas no lower than one standard deviation below other institutions
(1b) Mastery of specialized knowledge in one or more areas of study.	Specific to each major; To be developed by 2011		To be developed by 2011			
(2) Ability to identify and capitalize on business opportunities.	(2) Ability to identify and capitalize on business opportunities [Application, Analysis, Synthesis]	MGT 490	Evaluation of decisions and results based on MGT 490 business simulation group exercise or case study (Exhibit 2)	Fall and Winter semesters every other year	All teams in course	70% of teams have a weighted mean score of 3 or better
(3) Ability to effectively participate and/or provide leadership in solving complex business problems involving challenges such as, cross-functional issues, highly integrated systems, diverse work teams, and the broader issues of society.	(3a) Proficiency in oral communications [Application]	CMM modules	Independent evaluator evaluates recorded project presentations from MIS 301 using rubric from faculty (Exhibit 3)	Winter semester every other year	50% of students in course	70% of students have a mean score of 2 or better and 60% score 2 or better on each trait
	(3b) Proficiency in written communications [Application]	ENG courses	MGT 201 instructors evaluate research paper on common writing rubric (Exhibit 4)	Winter semester every other year	All students in course	70% of students score 2 or better on each trait
	(3c) Proficiency in research or information literacy	ENG courses	MGT 201 instructors evaluate research paper on common	Winter semester every other	All students in course	70% of students score 2 or better on each trait

Outcomes/Learning Goals	Objectives*	Curriculum	Measurement Approach	Data Schedule	Sample	Satisfactory Level
	skills [Application] (3d) Proficiency in using technology to structure and retrieve data for decisions [Application] (3e) Proficiency in teamwork [Application]	BAI 103L MIS 301 MGT 301	information literacy rubric (Exhibit 5) Parts of MS ACCESS test in MIS 301 scored using common checklist (Exhibit 6) MGT 490 business simulation team peer evaluations using rubric from faculty (Exhibit 7)	year Winter semester every other year Winter semester every other year	50% of students in course All students in course	70% of students have a total score of 20 or better 70% of students have a mean score of 3 or better
(4) Commitment to life-long learning to maintain professional competence.	INACTIVE		Phase out as evaluation with direct measures is difficult and link to curriculum is tenuous			
(5) Broadly educated with an integrated understanding of science, social science, and the humanities.	INACTIVE	Gen Ed	Phase out as evaluation is provided by College of Arts and Sciences based on indirect measures only			
(6) Personal qualities which embody integrity, the principle of servant leadership, ethical decision making, desire to grow spiritually, and the ability to balance one's work, family, and societal responsibility.	(6) Recognition of ethical dilemmas and corporate social responsibility issues [Analysis]	Gen Ed PHL 313 / REL 368 Various SBA core courses	Rubric-based evaluation of paper required for Walk the Talk in conjunction with MGT 490 (Exhibit 8)	Winter semester every other year	All students in course	70% of students have a total score of 10 or better

* Bloom's taxonomy categories in parentheses

Table 3. Assurance of Learning Plan: MBA Program

Outcomes/Learning Goals	Objectives*	Curriculum	Measurement Approach	Data Schedule	Sample	Satisfactory Level
(1) In-depth understanding of the functional areas of business.	(1) Knowledge of core concepts in business disciplines [Knowledge, Comprehension]	MBA foundation	Grades in MBA foundation (or equivalent, e.g., UG business core) courses (Exhibit 9)	Winter semester every other year	100+ from current students (using undergraduate transcripts) & all grades awarded in foundation courses in previous 5 years	70% of sample gets course grades of B- or better
(2) Understanding of functional integration in the business enterprise.	(2) Awareness of cross-functional impacts and integration of knowledge across business disciplines reflected in business decisions [Analysis, Synthesis]	MBA 691 MBA 692 MBA 693 MBA 694	EIR/faculty panel evaluate MBA 699 group project results using checklist (Exhibit 10)	Every semester	All teams in course	70% of groups score 1 on each item
(3) Ability to visualize and conceptualize business opportunities and provide effective leadership in pursuit of those opportunities.	(3a) Proficiency in strategic analysis of business opportunities including those in novel, ill-structured circumstances [Application, Analysis, Synthesis, Evaluation]	MBA 698 MBA 699	MBA 698 faculty evaluate individual analysis of a case using rubric (Exhibit 11) EIR/faculty panel evaluate MBA 699 group project results using rubric (Exhibit 12)	Fall & Winter semester every other year Every semester	All students in course All teams in course	70% of students score 2 or better on each trait 70% of groups score 3 or better on each trait
	(3b) Proficiency in oral communications with business leaders [Application]	MBA core & capstone	EIR/faculty panel evaluate individual presentations of MBA 699 group project results using rubric (Exhibit 13)	Every semester	All teams in course	70% of groups score 3 or better on each trait

Outcomes/Learning Goals	Objectives*	Curriculum	Measurement Approach	Data Schedule	Sample	Satisfactory Level
	(3c) Proficiency in written communications for business leaders [Application]	MBA core & capstone	EIR/faculty panel evaluate MBA 699 group project reports using rubric (Exhibit 14)	Every semester	All teams in course	70% of groups score 3 or better on each trait
	(3d) Demonstration of effective leadership in a business setting [Application]	MBA 693 MBA 698 MBA 699	MBA 699 peer evaluations using rubric from faculty (Exhibit 15)	Every semester	All students in course	70% of students are rated 3 or better on each trait
(4) Understanding of the relations between a firm and its stakeholders and practice balancing their needs.	(4) Identification of relevant stakeholders and analysis of impacts on them reflected in business decisions [Analysis]	MBA core & capstone	EIR/faculty panel evaluate MBA 699 group project results using checklist (Exhibit 16)	Every semester	All teams in course	70% of groups score 1 on each item
(5) Understanding of and commitment to ethical decision-making.	(5) Recognition of ethical dilemmas and analysis of ethical issues reflected in business decisions [Evaluation]	MBA 692 MBA 693 CSR elective	MBA 693 faculty (or independent evaluators) evaluate negotiation exercise threaded discussion using rubric (Exhibit 17)	Fall & Winter semester every other year	All students in course	70% of students respond to questions with 4 or better and 50% are rated 2 or 3 on their behavior

* Bloom's taxonomy categories in parentheses

Table 4. Candidate New SBA Learning Outcomes in relation to the SBA’s Four Themes (derived from the SBA Mission*) and the Core Learning Outcomes of the University’s Habits of Inquiry and Reflection (HIR) document

Outcome	SBA 1 Integrated Connected Learning	SBA 2 Theory linked to practice	SBA 3 Leader -ship	SBA 4 Integrity and Ethics	HIR Scholar ship	HIR Faith Traditions	HIR Diversity	HIR Community	HIR Practical Wisdom	HIR Critical Evaluation of our Times	HIR Vocation
Analysis in Major	x	X			X				X		X
Integration of Business Knowledge	X	X			X			x	X	x	
Integration of Liberal Education	X	x		x		x	x	X	X	X	
Teamwork	x	X	X	x			x	X	X	x	
Leadership			X	x				x	X	x	x
Ethics & Integrity			x	X		X	x		x	X	x
Business as a Calling	x			X			x	x			X
Global	x						X	x		X	

X – indicates major relationship
x – indicates supporting relationship

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Table 5. Candidate New UG Learning Outcomes

Outcome	Objective(s)	Curriculum Alignment	Assessment Approach
<p>Upon graduation, 1. ANALYSIS IN MAJOR. Students will be able to conduct rigorous analysis of problems specific to their discipline using practical knowledge and skills, including relevant oral and written communication skills, appropriate to their major field of study. Students will exhibit creativity and skills of academic inquiry through sustained engagement with projects or work connected to their primary discipline.</p>	<p>To be determined in majors</p>	<p>Individual SBA majors</p>	<p>To be determined in majors</p>
<p>Upon graduation, 2. INTEGRATION OF BUSINESS KNOWLEDGE: Students will be able to apply and effectively communicate knowledge from core School of Business Administration disciplines in solving complex business problems. This involves an understanding of the contemporary environment of business, including the relevant enabling information technology.</p>	<p>Students will demonstrate an understanding of the core business disciplines.</p>	<p>BAI 150 and 151 MGT 201 ECO 204 FIN 301 MIS301 MKT301</p>	<ul style="list-style-type: none"> • Selected test questions within each discipline in core business courses. • ETS, or similar comprehensive exam.
	<p>Students will develop effective solutions to contemporary, multi-dimensional (i.e. interdisciplinary) business problems, i.e., solutions that reflect comprehension and integration of the knowledge and skills of the business disciplines (as seen in the core business classes.)</p>	<p>ACC 207 ACC 208 DSC 210 DSC 211 ECO 203 ECO 204 MGT201 MGT 301 MKT 301 OPS 301 MIS 301 FIN 301 MGT 490</p>	<p>Assignments (capstone project, cases, quizzes, exams) in MGT490.</p>
	<p>Students will demonstrate effective oral and written communication skills and information literacy.</p>	<p>CMM modules ENG courses</p>	<p>Team project presentations in MIS 301 Written reports in MGT 201</p>

Outcome	Objective(s)	Curriculum Alignment	Assessment Approach
Upon graduation, 3. INTEGRATION OF LIBERAL EDUCATION. Students will be able to integrate knowledge and perspectives in humanities, social sciences, arts, and/or natural sciences as they develop approaches to solving complex business problems.	Students will be able to explain the relationship between approaches to solving problems in selected business domains and perspectives in relevant areas of the humanities, social sciences, arts, and natural sciences.	MGT 201 MKT 301	MGT 201-Test Questions can be developed integrating HST 103, PHL 103, REL 103
Upon graduation, 4. TEAMWORK. Students will be able to work collaboratively in diverse teams to make effective business decisions.	In a team with members representing different business disciplines or functional areas, students will display behaviors that facilitate collaboration	CMM 110 MGT 301 Various team projects	A team-based embedded case analysis / project done by all students in MGT 490 based on student peer evaluation
	A team of students representing different business disciplines or functional areas will make decisions that are effective in the context of a given business situation.	All SBA Core	A team-based embedded case analysis / project done by all students in MGT 490 course based on faculty evaluation of team results effective decision-making
Upon graduation, 5. LEADERSHIP. Students will exhibit servant leadership skills characterized by empowerment and development of others, compassion, and humility, in an effort to foster organizational success. Such skills will be important subsequently in students' careers in promoting a vision for the purpose of business that brings about social transformation, human flourishing, and peace.	Students will demonstrate servant leadership skills in developing solutions to contemporary business issues	MGT 301 Various team projects	Business simulation and/or case study analysis in MGT 490; based on peer evaluations
	Students will understand the concept that quality leadership is important in promoting social transformation, human flourishing, and peace.	NOT FEASIBLE WITHOUT CURRICULUM CHANGE	

Outcome	Objective(s)	Curriculum Alignment	Assessment Approach
<p>Upon graduation, 6. ETHICS & INTEGRITY. Students will be able to understand how ongoing personal reflection and ethical consideration aid in the development of integrity and unity of mind, body, and spirit, and apply this understanding to business decision-making and the implications on different stakeholders. Such integrity is necessary for the cultivation of practical wisdom and prudent and humane business decision-making that affirms and respects the dignity of all people.</p>	<p>Students will understand the personal qualities of integrity and ethical character, which might include: servant leadership, respect for each individual, ethical behavior, spirituality, and life balance.</p>	<p>BAI 150 BAI 151 PHL 103 REL 103 PHL 313 REL 368</p>	<p>A survey or case could be completed by all students in the “what would you do” format in PHL313 AND REL368 (for a pre-determined portion of the course grade) based on evaluation using a rubric developed by a faculty group. OR – students should achieve a C or better in this survey or case and achieve a satisfactory grade in a business ethics course. X% of students should get a satisfactory rating on each trait in the rubric, to determine if student adequately understands the personal qualities of integrity and ethical character, which should include: servant leadership, respect for each individual, ethical behavior, spirituality, and life balance.</p>
	<p>Students will develop effective solutions to contemporary business problems that include questions and analysis about what constitutes ethical business practice.</p>	<p>MGT490 - Walk the Talk Mandatory PHL313 REL368 MKT301 MGT301</p>	<p>A paper will be completed by all students in MGT490 based on participation in Walk The Talk</p>
<p>Upon graduation, 7. BUSINESS AS A CALLING. Students will be able to articulate the purpose and plan of their lives as business professionals and global citizens. In this articulation, students will be able to use the language of vocation, (calling from God), the resources of their faith traditions, and/or their personal values and beliefs.</p>	<p>Students will understand and exhibit a purpose of their lives as business professionals utilizing their personal values and beliefs</p>	<p>NOT FEASIBLE WITHOUT CURRICULUM CHANGE</p>	
	<p>Students will be able to integrate their vocation and/or faith beliefs in everyday business professional decisions.</p>	<p>NOT FEASIBLE WITHOUT CURRICULUM CHANGE</p>	

Outcome	Objective(s)	Curriculum Alignment	Assessment Approach
<p>Upon graduation, 8. GLOBAL AWARENESS. Students will understand cultural, economic and political factors so as to be able to engage effectively in global business and citizenship.</p>	<p>Students will demonstrate an understanding of cultural, political and economic factors as they relate to global business decisions.</p>	<p>Various Gen Ed courses CMM110 CMM111 CMM112 MKT301 MGT301 MGT 490</p>	<p>Assignments (cases, quizzes, exams) in MKT 301 (possibly MGT 301, MGT 490, and ECO 203/204).</p>
	<p>Students will apply their understanding of cultural, political and economic factors in developing and assessing business opportunities in an international market setting.</p>	<p>MGT301 MKT301 MGT490</p>	<p>Assignments (capstone project, cases, quizzes, exams) in MGT 490 (possibly MKT 301).</p>

**EXHIBIT 1: UG Objective 1
Knowledge of core concepts in business disciplines**

ETS Field Test: Business

Data Collection: Winter semester every other year

Sample: All students in MGT 490

TOTAL TEST		
Scaled Score Range	Number in Range	Percent Below
200		
195-199		
190-194		
185-189		
180-184		
175-179		
170-174		
165-169		
160-164		
155-159		
150-154		
145-149		
140-144		
135-139		
130-134		
125-129		
120-124		
	Mean	Standard Deviation
Total Test Scaled Score		
Other Institutions Score/Target	152.1	7

SUBSCORES	Mean Percent Correct	Other Institutions		
		Mean	Std Dev	Target
Accounting		50.3	7.0	43.3
Economics		47.6	7.3	40.3
Management		55.2	7.6	47.6
Quantitative Business Analysis		46.5	6.1	40.4
Finance		55.6	8.5	47.1
Marketing		52.6	6.9	45.7
Legal and Social Environment		46.1	6.2	39.9
Information Systems		58.5	5.5	53.0
International Issues		54.2	8.2	46.0

EXHIBIT 2: UG Objective 2
Ability to identify and capitalize on business opportunities

MGT 490 Group Case Study: Student groups analyze strategic issues (as represented in typical strategic management case studies) and provide recommendations for actions

Data Collection: Fall and Winter semesters every other year

Sample: All teams in course

	Weight	Below Expectation (1-2)	Meets Expectations (3)	Exceeds Expectations (4-5)
Strategic Issue Identification	15	Deficient in one or more areas	Primary issues are clearly identified and are strategic and significant	Addresses areas very thoroughly and insightfully
Strategic Analysis	40	Deficient in one or more areas	Sufficient analysis using tools / concepts / terminology; data & financial evidence in easy to follow format	Addresses areas very thoroughly and insightfully
Alternatives Evaluation	15	Deficient in one or more areas	Alternatives presented address strategic issues and are based on strategic analysis; pros & cons and impacts considered; use of data in evaluation.	Addresses areas very thoroughly and insightfully
Recommendations & Justification	15	Deficient in one or more areas	Clear, feasible recommendation that addresses strategic issues; impacts including limitations analyzed; justification developed	Addresses areas very thoroughly and insightfully
Implementation Plan	15	Deficient in one or more areas	Implementation plan is financially and strategically feasible; addresses impacts, time issues, resources, limitations, competitor actions	Addresses areas very thoroughly and insightfully

**EXHIBIT 3: UG Objective 3a
Proficiency in oral communications**

MIS 301 Term Project Oral Presentation: Students present the results of their group term project that involves analysis, design, and development of a database-centered solution to support a business process for a real or hypothetical organization

Data Collection: Winter semester every other year

Sample: 50% of students in course

	Unacceptable (0)	Poor (1)	Fair (2)	Good (3)	Excellent (4)
Interest: Introduces material, creates interest & enthusiasm, projects energy & confidence					
Eye Contact: Makes eye contact with audience, avoids reading & looking at screen					
Speech: Speaks clearly and with appropriate volume, tone, pace					
Mannerisms: Avoids distracting mannerisms & verbal pauses; appropriate gestures & posture					
Visuals: Appropriate use of visual aids of good quality					

**EXHIBIT 4: UG Objective 3b
Proficiency in written communications**

MGT 201 Term Paper – Written Communication: Students write a persuasive, position paper that shows the impact of a law or laws on the conduct of businesses

Data Collection: Winter semester every other year

Sample: All students in course

Traits	1 (Unsatisfactory)	2 (Satisfactory)	3 (Very Good)
Provides clear introduction and background	No or unclear introduction, and absence of background information.	Provides an introduction, presents some but not all of the key background information.	Provides a coherent introduction and addresses key background issues effectively.
Demonstrates knowledge and understanding of the discipline-related concepts and issues	Discipline-specific concepts and issues are not identified or they are identified inappropriately.	Appropriately addresses most of the key discipline-specific concepts and issues but omits or inappropriately identifies a few of the minor ones.	Appropriately addresses all key discipline-specific concepts and issues and most of the minor ones.
Uses internally consistent arguments	Arguments are inconsistent, different parts of the paper do not relate well to each other and are inconsistent.	Most arguments are consistent, and most parts of the paper are integrated and consisted.	Arguments presented in the paper are consistent and the different parts of the paper are well integrated and consistent.
Organizes arguments in a logical manner	Arguments are poorly organized, do not flow well, and are hard to follow.	Most but not all of the arguments are well organized, flow logically and are easy to follow.	All arguments are well organized, flow logically and are easy to follow.
Draws conclusions that are consistent with arguments and analysis	No or very weak connection between analysis and conclusions	Reasonable connection between analysis and conclusions; there may be minor inconsistencies	Very strong connection between analysis and conclusions; there are no inconsistencies.
Uses acceptable style and grammar	Numerous spelling errors; inappropriate grammar, sentence structure, and paragraphing used throughout the document	Few spelling errors, generally appropriate grammar, sentence structure and paragraphing	No or very minimal spelling, grammar, sentence structure, and paragraphing errors
Demonstrates effective literature search skills	No literature or use of inappropriate web-based sources; sources are not authoritative or do not come from professional literature; sources are not current and/or relevant	Uses more than one research source but demonstrates no attempt to incorporate current information; most sources are authoritative or come from professional literature; sources are generally current and relevant	Uses multiple research sources and makes effective use of current and reliable information; sources are authoritative or come from the professional literature; includes current relevant sources
Documents sources effectively	No or inconsistent references; evidence of plagiarism	Generally includes appropriate citations within the document and lists references at the end of the document; references are generally usable but may not contain the full bibliographic information; citations and references are generally consistent throughout the document	Includes appropriate citations within the document and lists references that includes full bibliographic information for each citation in the document; citations and references are consistent throughout the document

EXHIBIT 5: UG Objective 3c
Proficiency in research or information literacy skills

MGT 201 Term Paper – Information Literacy: Students demonstrate information literacy skills for a written position paper that shows the impact of a law or laws on the conduct of businesses.

Data Collection: Winter semester every other year

Sample: All students in course

Traits	1 (Unsatisfactory)	2 (Satisfactory)	3 (Very Good)
Framing the Research Question	Develops a general tentative thesis statement or research question; identifies obvious keywords	Develops a clear tentative thesis statement or research question; identifies key concepts that describe the information need	Develops a focused tentative thesis statement or research question; identifies key concepts and related terms that describe the information need
Accessing Sources	Develops search strategies using basic keywords; identifies and searches a minimal number and/or types of sources to retrieve information	Develops search strategies using keywords and synonyms; identifies and searches more than the minimal number and/or types of sources to retrieve information	Develops effective search strategies using keywords, synonyms and subject headings; identifies and searches the most appropriate sources to answer the question; differentiates between and uses primary and secondary sources
Evaluating Sources and Content	Quotes sources without comment or evaluation; synthesizes main ideas; uncertain as to whether the original information need has been satisfied	Examines and compares information from various sources; investigates differing viewpoints; synthesizes main ideas to create new concepts; compares new information with prior knowledge identifies verbatim material and appropriately quotes it; determines if original information need has been satisfied or if additional information is needed	Examines and compares information from various sources to evaluate reliability, validity, timeliness, authority, and point of view bias; analyzes differing viewpoints to determine whether to reject viewpoints encountered; considers contradictory information; recognizes prejudice, deception, or manipulation; reviews search strategy and incorporates additional concepts as necessary
Using Information for a Specific Purpose	Organizes content to support purposes and format of the assignment; does not recognize when a revision of thesis statement or research question is needed; weakly communicates ideas	Effectively organizes content in support of purposes and format of the assignment; reviews and appropriately revises thesis statement or research question; communicates ideas cogently	Effectively organizes content in support of purposes and format of the assignment using multiple sources; reviews and effectively strengthens thesis statement or research question; incorporates new and prior information; including quotations and paraphrasing that support purposes of the assignment; communicates ideas cogently

EXHIBIT 6: UG Objective 3d
Proficiency in using technology to structure and retrieve data for decisions

MIS 301 MS ACCESS Test: Students apply to a new scenario their skills in creating and querying relational databases and organizing the results during a limited time, in-class exam

Data Collection: Winter semester every other year

Sample: 50% of students in course

	Yes (1)	No (0)
A. Data Tables & Relationships		
Creates table		
With all fields		
Appropriate primary key		
All fields set to appropriate data types		
All fields set to appropriate size		
Creates relationships between tables on correct fields		
Sub-Total (out of 6)		
B. Forms		
Creates form and sub form		
All appropriate fields		
No repeated fields		
Appropriate labels		
Appropriate form headers		
Appropriate form footers		
Sub-Total (out of 6)		
C. Queries		
Select correct fields		
Display only relevant fields		
Sort on multiple criteria		
Perform multi-table query correctly		
Select appropriate criteria for record selection		
Make use of correct comparison operator in a query		
Select records on multiple criteria (e.g. and/or)		
Select records on pattern match criteria (e.g. like a*)		
Use parameter query function correctly		
Perform calculation		
Perform aggregate function correctly		
Sub-Total (out of 11)		
D. Reports		
Creates report		
All appropriate fields		
No repeated fields		
Appropriate labels		
Appropriate report headers		
Appropriate report footers		
Appropriate calculated fields		
Sub-Total (out of 7)		
Total (out of 30)		

**EXHIBIT 7: UG Objective 3e
Proficiency in teamwork**

**MGT 490 Team Peer Evaluation: Students work in teams throughout the semester on their business simulation project. Project results affect a significant percentage of the course grade.
Data Collection: Winter semester every other year
Sample: All students in course**

	Unacceptable (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
Attendance at group meetings					
Came to group meetings prepared to solve the requirements of the project					
Exerted individual effort in getting things done as needed					
Has made thoughtful contributions to our team's strategies					
Individual contribution to the team's overall success in preparing the assignments and presentation					
Individual effort in getting things done as assigned					
Showed a willingness to listen to, and to consider, the ideas of others					
Tried to lead, and not to dominate, the team's decision making					
Understood the contents of the assignments and cases					
Overall contribution of this person to the team's learning experience					

EXHIBIT 8: UG Objective 6
Recognition of ethical dilemmas and corporate social responsibility issues

MGT 490 “Walk the Talk” Ethics/Social Responsibility Paper: Students typically attend a lunch meeting in a small group that includes an executive to discuss a short ethics/social responsibility case. They write a paper on the case.

Data Collection: Winter semester every other year

Sample: All students in course

Trait	Good (3)	Fair (2)	Poor (1)	Score
Correctly identifies the facts and ethical issues	Shows good appreciation for the facts and the ethical issues involved	shows reasonable appreciation for facts and ethical issues	fails to show an appreciation for the facts involved	
Extrapolates the consequences of action to other parties.	Recognizes all stakeholders and fully explores all consequences	Recognizes all stakeholders and explores some of the consequences fairly effectively	Fails to recognize all stakeholders or fails to consider consequences effectively	
Looks at transactions from the perspective of other parties, including corporate	Effectively recognizes the perspectives of other parties	fairly adequately recognizes the perspective of others	fails to recognize the perspective of others, or does so poorly	
Generates insights in developing appropriate courses of action	Develops multiple defendable alternatives, which consideration for multiple stakeholders. All alternatives presented are defendable and viable.	Develops multiple defendable alternatives, which some consideration for at least one stakeholder. Many alternatives presented are defendable and viable.	Develops only one or two alternatives that are defendable; some alternatives have fatal flaws, or ignore key stakeholder issues. Few alternatives presented are defendable and viable.	
Reflection reveals insights generated by the experience.	Reflections reveal a heightened understanding of the inherent nuances of the case. Recognizes there are no easy answers or shortcuts.	Reflections reveal some understanding of the nuances involved. Recognizes some answers are more complex than others.	Stale clichés, sloganeering; limited thought put into reflection. Personal opinion is all that matters. Black and White perspectives emerge-one true way to solve it.	
			Total	

EXHIBIT 10: MBA Objective 2

Awareness of cross-functional impacts and integration of knowledge across business disciplines reflected in business decisions

MBA 699 Consulting Team Project Report: Student teams analyze strategic issues for a local business (representing a novel, ill-structured problem) and provide recommendations for actions

Data Collection: Every semester

Sample: All teams in course

Analysis and recommendations reflect <u>inadequate</u> attention to issues relevant for project:	Yes (0)	No (1)
Accounting/Financial statement analysis		
Finance/Valuation		
Marketing/Promotion/Pricing/Segmentation		
Operations/Logistics		
Organization structure		
Human resources		
Information technology		
Economic environment		

EXHIBIT 11: MBA Objective 3a

Proficiency in strategic analysis of business opportunities including those in novel, ill-structured circumstances

MBA 698 Individual Case Analysis: Students analyze strategic issues (as represented in typical strategic management case studies) and provide recommendations for actions

Data Collection: Fall & Winter semester every other year

Sample: All students in course

Analysis Element	Poor (Zero Points)	Satisfactory (1 Pt)	Good (2 Pts)	Excellent (3 Pts)	Points per Element
Situation Description	Did not use important data and/or included significant extraneous info	Used much of the essential data to describe the situation	Used most essential data to describe the situation in a coherent fashion	Used all data, put information together in a well organized fashion telling a story	
Analysis & Conclusions	Conclusions were vague or non-existent	Conclusions summarized the situation, but some key elements missed	Conclusions accurately reflected the situation and supported the case for recommendations	Conclusions captured all key elements of the situation and strongly supported the case for recommendations	
Issue/Alternatives/Recommendations	Superficial or ignored important elements	Followed logically from analysis & conclusions	Followed logically and dealt with all aspects of the situation of the case	Followed logically and demonstrated a comprehensive solution to the issues	
Rationale	Superficial or vague	Supported the key recommendation, but not in a complete/comprehensive way	Made a strong case for the recommendations and described why other alternatives were not appropriate	Impressed evaluator as making an excellent case for the chosen alternative	
Implementation	No evidence of thinking about implementation	Minimal implementation ideas based on data in the case	Some implementation ideas but missed several possible points	Did as much with implementation as possible given the information in the case	
				Total points awarded out of 15 Possible	

EXHIBIT 12: MBA Objective 3a

Proficiency in strategic analysis of business opportunities including those in novel, ill-structured circumstances

MBA 699 Consulting Team Project Results: Student teams analyze strategic issues for a local business (representing a novel, ill-structured problem) and provide recommendations for actions

Data Collection: Every semester

Sample: All teams in course

Evaluation Criteria	Rating Scale				
	1 Poor	2 Fair	3 Satisfactory	4 Very Good	5 Excellent

A) BUSINESS AND SITUATION ANALYSIS

1) Industry analysis

Extent to which client's industry was accurately defined and developed, i.e. size, growth rate, profitability, key competitors, etc.

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2) Financial analysis

Extent to which team presented a comprehensive analysis of financial aspects of the client, i.e. financial condition, financial performance (and relative to industry / competitors)

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3) Identification / understanding of key issues facing client

Extent to which team identified the key issues facing the client and provided perspective and understanding of those issues

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4) Understanding of Client's Key Strengths & Weaknesses

Extent to which team understood client's key strengths & weaknesses, & linked them to client performance & their strategic recommendations.

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B) CONCLUSIONS/RECOMMENDATIONS/STRATEGIC ANALYSIS

1) Well developed & supported w/logical fact-based rationale

Extent to which conclusions & strategic recommendations were comprehensive, well-developed, and supported with fact-based rationale

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2) Consideration of the organizational & financial realities

Extent to which recommendations were consistent with client situation, marketplace realities, and client organizational and financial capabilities

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3) Response to questions & challenges from client

Extent to which team was able to respond to questions and challenges from the client, i.e. answers addressed the issue raised, demonstrating knowledge and understanding				

EVALUATION GUIDELINE

A) BUSINESS AND SITUATION ANALYSIS

a) Poor (1) / Fair (2)

- Key Critical information missing / not provided
- Information not organized in a logical / coherent manner
- Importance of critical information not recognized

b) Satisfactory (3)

- Acceptable analysis of situation, with most key points recognized and presented in a logical / thoughtful manner

c) Very Good (4) / Excellent (5)

- Accurate and comprehensive analysis evident, addressing almost all critical aspects / dimensions of the issue
- Analysis presented in a logical, thoughtful, well developed manner

B) CONCLUSIONS (C) / RECOMMENDATIONS (R) / STRATEGIC ANALYSIS

a) Poor (1) / Fair (2)

- C / R vague and / or poorly developed
- C / R inconsistent with situation / financial analysis
- C / R poorly organized and did not follow business situation in a logical manner
- C / R inconsistent / in-conflict with each other (internally inconsistent)

b) Satisfactory (3)

- C / R accurately reflect the situation and supported with logical rationale

c) Very Good (4) / Excellent (5)

- C / R address the key issues facing the client and demonstrate a comprehensive solution to the issues
- C / R well developed and well supported with sound / logical rationale
- C / R reflect situation realities (i.e., financial resources / capabilities, organizational capabilities, etc.)

**EXHIBIT 13: MBA Objective 3b
Proficiency in oral communications with business leaders**

MBA 699 Consulting Team Project Oral Presentation: Student teams present results to clients (typically business owners/company leaders) and faculty/executive panel

Data Collection: Every semester

Sample: All teams in course

**Rating
Scale**

Evaluation Criteria	1 Poor	2 Fair	3 Satisfactory	4 Very Good	5 Excellent
<u>PRESENTATION</u>					
1) Overall clarity / organization / logic flow	Extent to which the presentation had a clear, logical flow - from situation description, conclusions, strategic recommendations, rationale and to implementation plans				
2) Visuals / graphics incorporated as appropriate and necessary	Extent to which visuals / graphs / charts were incorporated appropriately to aid in viewer understanding. Extent to which visuals were well done and accurate in the data presented.				
3) Delivery - voice / enthusiasm / pace / language	Extent to which presentation incorporated the attributes of a well delivered presentation, i.e. done at an appropriate pace, spoken with conviction and clarity, knowledge of subject well conveyed, enthusiasm evident				

Poor (1) / Fair (2)

- Presentation poorly organized / lacking in a logic in its flow and confusion to the audience
- Slides overly wordy / too much “reading” of slides during presentation
- Graphs / charts confusing or not included when necessary
- Delivery lacking in conviction / confidence

Satisfactory (3)

- Acceptable presentation in most regard as to content, visuals, and delivery

Very Good (4) / Excellent (5)

- Presentation very well organized, telling the story in a logical, easy to understand manner
- Charts / graphs incorporated appropriately, well developed / easy to understand
- Delivery clearly demonstrates knowledge of the situation facing the client and confidence in the recommendations
- Delivery done in a forceful manner, paced appropriately, with energy and enthusiasm evident

EXHIBIT 14: MBA Objective 3c
Proficiency in written communications for business leaders

MBA 699 Consulting Team Project Written Report: Student teams submit reports written for clients (typically business owners/company leaders) and faculty/executive panel

Data Collection: Every semester

Sample: All teams in course

	1 Poor	2 Fair	3 Satisfactory	4 Very Good	5 Excellent	Score
Clear and concise executive summary	Either no executive summary or it is ineffective in its purpose.		Acceptable executive summary provided, summarizing the situations, key issues, and recommendations in a coherent manner.	Executive summary clearly captures all elements of the report in a clear and concise manner.		
Overall logic and organization	Report lacking in overall flow and organization. Ideas are poorly or not fully developed.		Report and paragraphs within the report are organized and developed coherently.	Report is very well organized, taking the reader through the situation and recommendations such that logic and understanding is clearly evident.		
Development of recommendations	No or very weak connection between analysis and recommendations. Recommendations are not well supported or are inconsistent with the background facts and data.		Recommendations follow logically from situation analysis. There may be minor inconsistencies.	Very strong connection between analysis and recommendations. Recommendations are well supported with background facts and data.		
Spelling and grammar	Numerous or frequent errors that distract or interfere with comprehension.		Report follows normal conventions of spelling and grammar. Any errors are minor and do not significantly detract from the report.	Report is essentially error-free in terms of spelling and grammar.		

**EXHIBIT 15: MBA Objective 3d
 Demonstration of effective leadership in a business setting**

MBA 699 Consulting Team Peer Evaluation: Student teams are self-managed allowing opportunity to display leadership behaviors on a project that involves the significant pressure typically associated with delivering high quality results to client company leaders

Data Collection: Every semester

Sample: All students in course

	Minimal Contribution (1)	Below Expectation (2)	Satisfactory (3)	Strong / Very Good (4)	Excellent / Outstanding (5)
Allowed others to contribute / open to other thoughts					
Provided thoughtful perspective / focus on issues					
Helpful in integrating the team's thinking into logical, well-developed strategic recommendations					
Provided leadership to the team's efforts (i.e., provided direction within the group, kept team on track, dealt with team performance issues, assisted others, etc.)					

EXHIBIT 16: MBA Objective 4

Identification of relevant stakeholders and analysis of impacts on them reflected in business decisions

MBA 699 Consulting Team Project Report: Student teams analyze strategic issues for a local business (representing a novel, ill-structured problem) and provide recommendations for actions

Data Collection: Every semester

Sample: All teams in course

Analysis and recommendations reflect <u>inadequate</u> consideration of relevant stakeholder needs:	Yes (0)	No (1)
Owners/Shareholders		
Customers		
Employees		
Local Community		
Suppliers		
Government		

EXHIBIT 17: MBA Objective 5

Recognition of ethical dilemmas and analysis of ethical issues reflected in business decisions

MBA 693 Negotiation Exercise with Embedded Ethical Dilemma: Student teams use an online threaded discussion within their teams outside of class as they prepare for an in-class client-vendor negotiation role-playing exercise. At various points during the discussion period (typically two weeks), the instructors introduce ethical dilemmas (e.g., potential insider information) subtly, i.e., without drawing attention to the ethical aspects of the scenario. They monitor the discussion and evaluate the judgment, intentions, and actions of each student with respect to the ethical issue before it is overtly identified as such. Students respond to questions at the conclusion of the exercise in class after they have been made aware of the potential ethical issues.

Data Collection: Fall and Winter semester every other year

Sample: All students in course

Anonymous student response to select questions on ethical elements of exercise		Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Q3	Did you express your feelings to your team about how/if the "insider information" should be used?					
Q5	Would you have supported your team's decision to go ahead and access the email system of your vendor/client? [Reverse scored]					
Q7	Did you initially believe there was a question of ethics associated with accessing the others email system?					
Q8	Do you believe it was/would be unethical to access the others email system?					
Q9	Do you feel your perspective of ethical considerations on business issues has been enhanced by this class?					

Faculty assessment of individual students	Used without hesitation (1)	Considered ethics but decided to use (2)	Considered ethics and decided not to use (3)	Inconclusive
Demonstrated student position or behavior regarding system breach / use of insider information				