

Graduate Program – Continuous Improvement Actions

Learning Goal	Learning Objective	T1 Data Collection	T2 Data Collection
<p>Goal 2: Interpersonal Competencies: Our graduates will have the interpersonal competencies necessary to be effective business professionals.</p>	<p><u>Ethical Awareness:</u> Students will analyze the legal and ethical impact of business decisions.</p>	<p>When Assessed: Fall 2013</p>	<p>When Assessed: Fall 2015</p>
		<p>Where Assessed: MGT 527; Two sections (F2F & online)</p>	<p>Where Assessed: MKT 521; Two sections (F2F & online)</p>
		<p>How Assessed: Rubric</p>	<p>How Assessed: Rubric</p>
		<p>Actions Taken: N/A</p>	<p>Actions Taken:</p> <ol style="list-style-type: none"> 1) In Fall 2014, an ethics case was introduced in MKT 521. The choice of the course was driven by the need to better align student learning outcomes. 2) Students were exposed to a seminal marketing ethics article focusing on a framework of ethical dilemmas. 3) Students discussed and applied the framework to an ethical marketing case. They were required to analyze the case and report their findings in line with the criteria (formulate, discuss, and resolve legal and ethical issues).

		<p>Results: Standard of 80% was met on all criteria (identifies ethical dilemma, considers stakeholders, analyzes alternatives & consequences, chooses an action, promotes an ethical culture)</p>	<p>Results: Standard of 80% met on all criteria (identifies ethical dilemma, considers stakeholders, analyzes alternatives & consequences, chooses an action, promotes an ethical culture)</p>
		<p>Continuous Improvement Actions:</p> <ol style="list-style-type: none"> 1. Despite meeting all standards, faculty evaluators did not believe the assessment tool properly captured the criteria. For example, they believed that the instructions did not explicitly align with criteria, making it difficult to identify. 	<p>Continuous Improvement Actions:</p> <ol style="list-style-type: none"> 1. No changes were recommended.