

Integrating Assessment in New Learning Outcomes: The Northern Illinois University Model for Business Ethics

2005 Assessment Institute in Indianapolis
October 23 – 25, 2005

Presenters: Carol W. DeMoranville, Bryant University
Sally A. Wakefield, Northern Illinois University

THE EVOLUTION OF INTEGRATING BUSINESS ETHICS AS A LEARNING OUTCOME AT NORTHERN ILLINOIS UNIVERSITY

Environmental Assessment and Curricular Needs

- AACSB Accreditation: Assurance of Learning Standards specific to Ethics
- NIU College of Business Board of Executive Advisors (BOEA)
- Prominent Business Ethical Crises
- Status of Ethics in the Curriculum
- Members of the College Curriculum Committee (CCC) attend *Teaching Business Ethics Conference* ~ Recommend to Administration formation of an Ethics Task Force



COB Ethics Task Force Activities: Business Ethics Learning Outcome/Assessment Development and Implementation Strategies

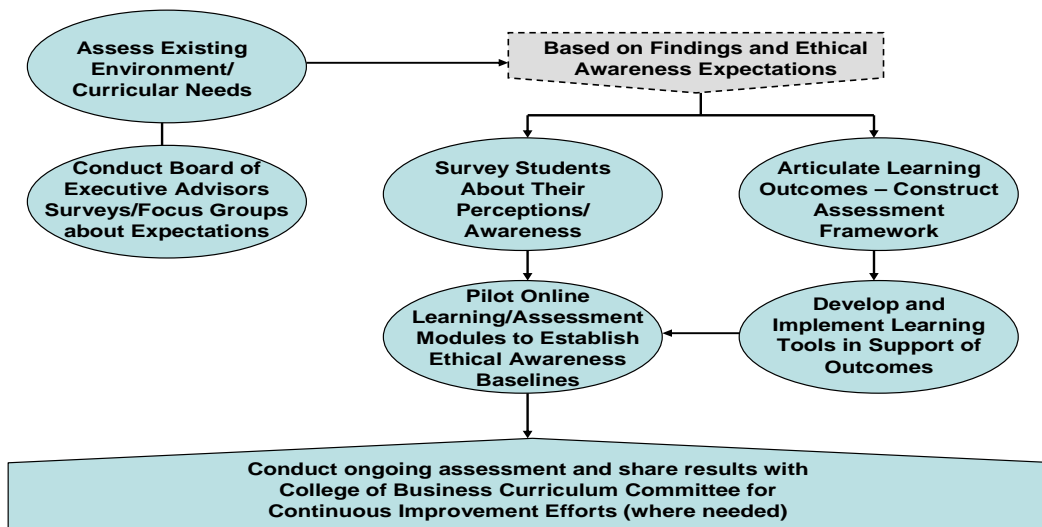
- Survey business students, in partnership with MKTG 443 Student-Researchers, about their:
 - Perceptions
 - Behavior
- Articulate Learning Outcomes
- Develop *Business Ethics Handbook*
 - Construct online learning module as a companion piece to the handbook
 - Construct online Ethical Awareness Assessment module
 - Pilot Learning/Assessment modules as a means to...
- Establish Ethical Awareness Baselines



COB Assurance of Learning and Assessment

- Measure future changes in *Ethical Awareness* via the online assessment tool
- Forward assessment results to the NIU College of Business Curriculum Committee for continuous improvement efforts (where needed)

BUSINESS ETHICS LEARNING OUTCOME DEVELOPMENT PROCESS



GUIDING PRINCIPLES FOR DEVELOPING LEARNING OUTCOME/ASSESSMENT STATEMENTS

AACSB – INTERNATIONAL ASSURANCE OF LEARNING STANDARDS [REV. 1-05] PARTICIPANTS STANDARDS

STD 13: Individual teaching faculty members:
– Operate with integrity in their dealings with students and colleagues.

STD 14: Individual Students:
– Operate with integrity in their dealings with faculty and other students.



STANDARDS ADDRESSING DEFINING LEARNING GOALS AND MEASURING ACHIEVEMENT OF LEARNING GOALS (Standards 15, 16, and 17: General and Management-Specific Goals)

STD 15: Management of Curricula
– Ethical understanding and reasoning abilities.
– Ethical and legal responsibilities in organizations and society.

STD 16: Undergraduate Learning Goals

STD 17: Undergraduate Educational Level – Provisions for time sufficiency, content coverage, student effort, and student-faculty interaction



COLLEGE OF BUSINESS STRATEGIC PLAN CORE VALUES

All College of Business members and participants strive to uphold the principle of
"Honesty and Fair Dealings" in everything we do.

...
3. We honor our commitments in an ethical and professional manner.



ASSESSMENT CYCLE

Course Work Examples Where Ethical Decision-Making Framework Is Integrated Business Disciplines and Issues (UBUS 101): Future Horizon

200- and 300-level Ethics-Related Courses (i.e., Contemporary Moral Issues (PHIL 231))/Applied Ethics Certificate Program (Optional)



Legal Environment of Business (MGMT 217)

Business Core: Applications Seminar (UBUS 311)

(+ Reinforced in other course work taken as part of ACCY, BSBA, FINA, MGMT, MKTG, or OMIS major.)

Strategic Management (MGMT 468)



Assessment Techniques

- Survey students regarding their perspectives on and awareness of Ethical issues.
- Survey faculty regarding class assignments involving Ethical issues.
- Conduct a syllabi review to assess whether and where Ethics is taught.
- Survey the Board of Executive Advisors regarding their perspectives on Ethical issues (and compare results to students' perspectives).
- Develop and implement online learning and assessment modules based on the *NIU Business Ethics Workbook* (to be designed by a group of NIU Management Information Systems graduate students).



**Design a framework to assure consistency across the college curriculum over time to support the
Business Ethics learning outcomes for all COB undergraduate majors.**

Business Ethics Outcomes/Assessment Statements

The following outcome statements are those that apply to all College of Business undergraduate majors.

1. COB graduating seniors will have an awareness of:
 - Personal values and business ethics
 - Identification of ethical issues
 - Decision alternatives
 - Decision consequences
 - Corporate responsibility
2. COB graduating seniors will be able to recognize the impact on different stakeholders with respect to:
 - Identification of ethical issues
 - Decision alternatives
 - Decision consequences
3. COB alumni will be able to apply *Ethical Framework Concepts* in their careers after graduation (a long-term outcome to be measured through alumni surveys).

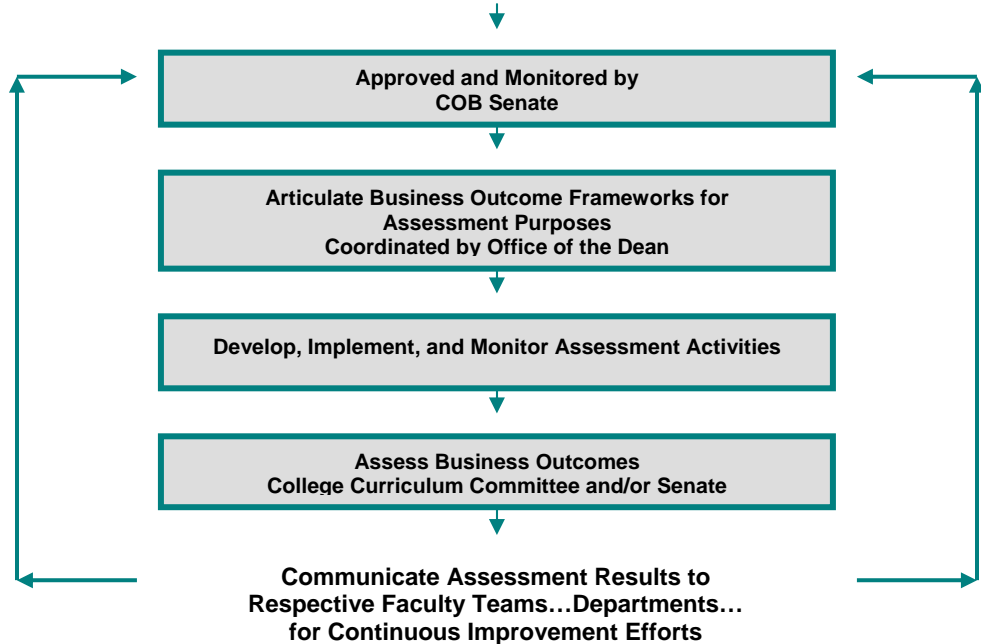
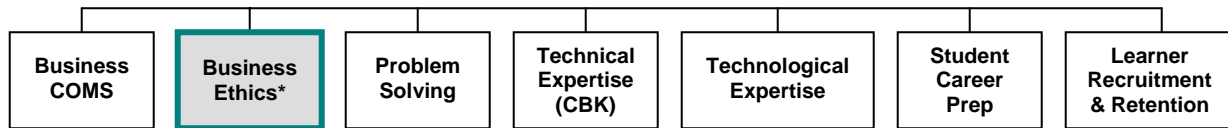


Feedback loop goes to NIU College of Business Senate, College Curriculum Committee, and Faculty.

NIU College of Business Assurance of Learning Process Flowchart

Strategic Planning Council/COB Board of Executive Advisors/College Curriculum Committee

↓
Identify Undergraduate Business Outcomes



***COB 2004-06 Ethics Task Force (ETF) Members and Their Departmental/Unit Affiliations**

William Tallon, Interim Dean and ETF Leader**	John Banko, Finance	Joan Petros, UBUS Cross-Functional Team
Daniel Wunsch, Interim Associate Dean and ETF Leader***	Terry Bishop, Management	Pam Smith, Accountancy
Bill Cummings, Accountancy	Brian Mackie, Operations Management and Information Systems	Jay Wagle, Marketing
	Carol DeMoranville, Marketing: 2004-05 – Northern Illinois University (Now at Bryant University)	Sally Wakefield, Office of the Dean

**2004-05

***2005-06