

Academic Outcomes Assessment for the Economics and Business Department

Academic Year 2012-2013

The Economics and Business Department offers a diverse set of majors and tracks including Accounting, Economics (Theory and Policy, Finance), Management (Organizational Leadership, Marketing, and Sports), and interdepartmental majors in International Management, Environmental Economics and Policy and as a support department for a new inter-institutional program in Public Health.

We have determined overall Learning Objectives (LO) for all of the Department programs which include 1) Global perspective; 2) Critical analysis; 3) Ethical foundations and 4) Integration of knowledge. The specific criteria measured for each of these outcomes was detailed in the 2012-2013 report. The faculty met this year and recommitted to these overall objectives.

The following report focuses on Learning Outcomes in the three major divisions of the Department, i.e. Accounting, Economics and Management for the 2012-13 academic year. The assessment tools employed diverse methodologies including: 1. multiple choice exams (testing foundational analysis); 2. Case and scenario analysis (testing ethical implications and exercising judgment in applying standards); 3. empirical interpretation (regression analysis and interpretations); 4. group projects; 5. Internship assessment (measuring outcomes of student internships by 'employer' evaluation analysis). This last assessment was added in response to the increasing importance of student internships in the Department and the value of potential employer perceptions of Junior and Senior student academic and skills preparation.

Five multi-faceted assessment reports are attached including summary comments. These assessment documents will be reviewed in a future Department meetings and continuous improvement of this assessment processes will be a subject of our future deliberations.

May 31, 2013

Accounting Learning Outcomes Assessment (Part One)
May 2013
Submitted by Barbara Vinciguerra

OVERVIEW

Over the past four years, I have focused on assessing LO1, LO2, and LO7 at the entry level courses, specifically Introduction to Financial Accounting (Acct 157) and Cost Accounting (Acct 213).

- LO 1 Complete the process underlying the accounting cycle**
- LO 2 Construct financial statements from accounting data**
- LO7 Assess the behavioral impact of accounting and tax issues on organizations**

At the entry level, I noted that students have exhibited mastery of the foundational knowledge in LO1 and LO2, and were at the developing or mastery level with respect to LO7. As noted in the 2011/2012 report, the plan for 2012/2013 included the following:

To use more formalized writing interventions and assessment to address weak writing skills and to focus on LO4 and LO6.

- LO4 Demonstrate knowledge of financial accounting standards and researching accounting issues.**
- LO 6 Link accounting data and general business knowledge together for decision making purposes.**

**ASSESSMENT RESULTS FOR LEARNING OUTCOME #1 AND LEARNING
OUTCOME #2**

- LO 1 Complete the process underlying the accounting cycle*
- LO 2 Construct financial statements from accounting data*

Over the past several years I have formally assessed the outcomes for LO1 and LO2 in Introduction to Financial Accounting. The assessment tool includes portions of a project whereby students record and summarize business transactions into financial statements and answer some conceptual questions on the nature of accrual accounting. Based on the results noted in my 2011/2012 assessment, the vast majority of students (93%) exhibited mastery in this foundational skill; therefore, it was decided that I would not formally assess this outcome for Introduction to Financial Accounting for the current year's assessment report. In 2012/2013 I have continued to use an accounting cycle project in my Introduction to Financial Accounting classes. Although the results have not been formally assessed, scores on the sub-sections of the project indicate mastery of this these outcomes at the introductory level.

I have assessed the continued mastery of LO1 and LO2 in Intermediate Financial Accounting I, which is for accounting majors only. Initial results on a first day of class quiz indicated a significant decline in this core knowledge. This was expected given the time lag between the first and second financial accounting course and the surprise nature of the quiz on the first day.

Assessment Tool

After a brief review of prior material at the beginning of the course, I utilized an online accounting cycle tool, Cybertext Building Blocks of Accounting to test students' knowledge of the accounting cycle and financial statements. Students are given an individualized set of transactions and perform all steps of the accounting cycle through closing.

Data Source

Students in Accounting 218- Intermediate Financial Accounting I

Results and Analysis

A total of 38 students completed the assignment.

36 students scored 90% or higher

1 student scored between 80-89%

1 student scored between 70-79%

Based on the above results, it appears that students continue to master the core foundational knowledge required in financial accounting as measured by LO1 and LO2.

ASSESSMENT RESULTS FOR LEARNING OUTCOMES 4 and 6

LO 4 Demonstrate knowledge of financial accounting standards and researching accounting issues.

LO 6 Link accounting data and general business knowledge together for decision making purposes.

Assessment Tool

Students in Intermediate Accounting II (Acct 219) were given a case study entitled "Accounting for Contingencies: Exploring Accounting Choice, Subjectivity, and Reporting Issues." Completion of the case required research using the Accounting Standards Codification (ASC) and the application of judgment in applying generally accepted accounting standards. Students were introduced to the ASC in class and through homework activities so that they would gain familiarity with the structure of the accounting standards database. Students were also given assignments asking to present an argument supporting or refuting accounting treatments. Students were introduced to the use of the Toulmin method of logic for organizing an argument. The basic method is as follows: Claim, data, warrant, backing, counterclaim, rebuttal. This resource is available through the Writing Center at Moravian and was referenced in class.

Data Source

Forty one students in Accounting 219 – Intermediate Financial Accounting II completed the assignment individually or in groups of two. This resulted in 25 submissions.

Results and Analysis

Learning outcomes were assessed using a rubric tied to case questions related to the learning outcomes. Students were assessed by categorizing the responses to questions using following scale: Undeveloped skill, Developing Skill, and Mastery. Rubrics and data are available upon request.

LO 4 – Knowledge of financial accounting standards and researching accounting issues

Students were asked to describe the accounting issue and then look up the standards using the ASC. Knowledge of the standards was assessed through the accurate description of the accounting issues in the case – accounting for contingencies and changes in accounting estimates.

Knowledge of the standard was measured qualitatively through reading the student's overall identification of the case issues and description of the standards. Researching the issues was measured by the specific Code citations presented in student responses.

Knowledge of financial accounting standard

Mastery – 40%, Developing – 50%, Undeveloped – 10%

Researching the Issues using the ASC

Issue #1 Contingencies Mastery – 67%, Developing -7%, Undeveloped – 26%

Issue #2 Change in Estimate – 13%, Developing -14%, Undeveloped – 73%

These results indicate that although students could correctly identify the two key issues in their narratives they did not properly identify the ASC sections related to both of the issues. Most properly identified the two ASC sections related to Contingencies, but most failed to research the ASC sections related to changes in Accounting estimates.

LO6 Link accounting data and general business knowledge together for decision making purposes.

This outcome was measured using the rubric items measuring the students' responses to questions asking them to determine and justify their own choice of the most appropriate accounting in the circumstances. Overall results indicated that students did address the question, they did not apply the results of the ASC research to support their answer. In addition, students did not fully utilize the Toulmin method when presenting their argument. Most neglected to provide specific backing from the ASC sections and did not identify or rebut any counterclaims. (It should be noted that students were not specifically told to use the method, only to make an accounting choice, provide support, and justify the choice. However, justification for the choice in this situation should have considered the impact that the choice had on all stakeholders in the case, i.e. counter-arguments.)

LO6- Use the Code to support judgment Mastery - 20%, Developing - 47%, Undeveloped – 33%

LO6 – Preferred method support and justification Mastery 33%, Developing - 33%, Undeveloped – 33%

Plans for Academic Year 2013/2014

Results of the assessment indicate good basic skills, but highlight the need to further enhance students' ability to research accounting issues and to link accounting data and other business issues for decision making purposes. More practice with researching accounting standards in the Accounting Standards Codification (as opposed to the textbook) is planned for Intermediate Accounting I, Intermediate Accounting II, and in the Accounting Capstone course. This skill is critical since accounting standards change over time and the ability to research accounting standards from official sources of accounting principles will be necessary for continuous learning.

Results of the analysis also show that direct writing instruction geared toward business writing must be formally introduced in the earlier courses in the program. Accounting faculty will consider one or two of the most critical writing elements to introduce at each level of instruction. In Cost accounting and Intermediate accounting, additional instruction for presenting an argument will be provided and multiple opportunities with time for feedback will be used to help reinforce this skill.

Accounting Assessment: Part Two

Accounting Internship Assessment- Accounting Learning Outcomes Analysis from Evaluations of External Internship Supervisors

(Submitted by Professor John Rossi)

For the spring of 2013 semester, I supervised a total of twenty-six (26) Internships for a total number of one hundred (100) academic credits. Of the twenty-six (26), two (2) were not claiming academic credit; therefore I have limited information on them. Internships ranged from large public companies such as Air Products and PPL to smaller organizations such as Michelle Young EA from industry such as Follett to government such as Lehigh County. Of the twenty-four (24) students they all received “A’s” as a final grade. My final evaluation was based on four (4) criteria. The most important consideration was their internship supervisor’s evaluation. I measured this criterion with a combination of written and verbal statements. The written evaluation included twenty-three (23) criteria on a scale of one (inadequate) to five (outstanding). I am proud to report that there were no one’s and two’s. A total of eleven received most all five’s with an occasional four. I attempted to normalize any negative comments to reasonable expectations of a college intern. I also considered class attendance and participation. We met on a regular basis to discuss proper etiquette and the experiences. I also considered the substance contained a final report. The final criterion was completing all required paperwork on a timely basis.

Of the written comments contained in the evaluations, some typical samples of positive responses included:

- Earnest, dedicated, thorough and dependable.
- ...was an asset to the team.
- Attention to detail. Good deal of independence and Intelligent questions.
- ...was a pleasure to work with my team.
- She listens attentively, contributes to discussions and follows up as appropriate.
- Enjoyable to work with!
- ...learned new task quickly and completed with a high degree of accuracy.
- Excellent in keeping others in the loop on status of work.
- Good computer skills
- Overall ability to learn

Of the written comments contained in the evaluations, some typical samples of negative responses included:

- He needs to do a better job in insuring his work is accurate.
- He needs to continue to build his knowledge,
- Technology – QuickBooks, Excel and Word.
- Will learn to improve as she gains more accounting knowledge.
- Some hesitation to dig deeper into the assignment.
- Interpersonal / Communication skills sometimes difficult to understand.
- Occasionally waited for project instead of seeking out supervisor.

I believe there are many ways to assess the outcomes of students. At the end of the day, the only thing that matters is how their futures employers evaluate them. The internship

supervisor evaluation and ultimately their final grade represent the best assessment of student's progress and how well they are prepared after graduation. Bases upon feedback from Internship Supervisors we are generally doing an excellent job. This does not mean there is no room for improvement; however I am confident that we are preparing our students in both hard and soft skills.

2012-2013 Economics Assessment : Part One

(Submitted by Dr. Sabrina Terrizzi - May 8, 2013)

Course assessed: Economics 152, Principles of Economics

Department Learning Outcome Assessed: Foundational – Exhibit familiarity with economic terminology, institutions, and models.

Assessment Method: Multiple Choice Questions

Last year I used standardized multiple-choice questions to assess students' foundational knowledge upon leaving ECON 152. Based on the outcomes, I noticed that certain terminology was still confusing to students because of inconsistent language used in my classroom versus other classrooms. Before scrapping the assessment entirely, I modified my approach this year to determine if assessing the students at multiple points during the semester would improve cognitive results.

In the fall and spring semesters, students were individually quizzed on fundamental concepts in each of the two broad areas of economics: microeconomics and macroeconomics. The initial assessment was unannounced and given at the end of the corresponding lecture for each specific topic area (microeconomics or macroeconomics). The final assessment was given during the final exam.

After the each initial assessment, we reviewed the questions during class, but the students were not permitted to keep the questions for studying purposes. This review method differed between the fall and spring semesters. During the fall semester, traditional lecture-based review occurred. During the spring semester, the students answered the assessment questions using clickers. If most of the students answered a question erroneously, the students were given a second chance to answer the question after consulting with a classmate. Upon initial analysis, there appears to be a correlation between the use of the clickers and improved assessment performance on the final assessment.

The following table provides the percentage of students answering each question correctly on the initial and final assessments for each semester. After the first assessment in each semester, on average, the students could not answer the questions in a satisfactory manner. In both semesters, the students improved their performance on the final assessment. In the fall semester, the average student had a B- understanding of the microeconomic concepts assessed, but still had an unsatisfactory understanding of the macroeconomic concepts assessed. The improved results on the final assessment during the spring semester are evident.

By the final assessment, the average student had a B understanding of both the microeconomic and macroeconomic concepts assessed with these questions.

Question	Percent Correct			
	Fall Semester		Spring Semester	
	Initial	Final	Initial	Final
Micro 1	98.04%	94.12%	94.50%	96.08%
Micro 2	72.55%	84.31%	66.00%	82.34%
Micro 3	84.31%	92.16%	19.00%	90.20%
Micro 4	88.24%	84.31%	68.00%	82.35%
Micro 5	66.67%	84.31%	76.00%	90.20%
Micro 6	52.94%	76.47%	75.50%	86.27%
Micro 7	43.14%	58.82%	45.50%	66.67%
Macro 1	74.51%	90.20%	81.00%	88.24%
Macro 2	88.24%	88.24%	85.00%	92.16%
Macro 3	11.76%	35.29%	8.00%	78.43%
Macro 4	49.02%	49.02%	64.50%	78.43%
Macro 5	54.90%	64.71%	51.50%	78.43%
Macro 6	70.59%	92.16%	85.50%	92.16%
Macro 7	52.94%	58.82%	58.50%	84.31%
Macro 8	54.90%	78.43%	87.50%	88.24%
Average Micro:	72.27%	82.07%	63.50%	84.87%
Average Macro:	57.11%	69.61%	65.19%	85.05%

Despite some lingering concerns with the underlying assessment questions, the improvement across semesters cannot be ignored. It appears that improved cognition did not occur simply from multiple assessment attempts. During the spring semester at the initial assessment, students were given the chance to see other classmates' responses, discuss points of confusion with classmates, and submit a second attempt to answer each assessment question. I believe this provided the students with a more active learning environment, which contributed to an increased understanding and deeper learning of the concepts. When completing the final assessment, these students were more successful.

Next year, I will continue to use clickers as a student engagement tool and attempt to use them for additional assessments. Further, the underlying assessment questions will be reconsidered, especially those questions with exceptionally poor performance during the past two years. As a department we must decide if the assessment tool is invalid or if we need to adjust our teaching method for those specific topic areas to promote greater understanding among our students.

Course: Econ 211, The Economics of Healthcare

Department Learning Outcome Assessed:

- Integration – Balance the benefits of market outcomes with issues of market failure and the role of government intervention in making optimal allocation decisions.
- Ethical Foundation – Understand and consider the ethical implications of individuals being ‘priced-out’ of certain markets.

Assessment Method: Group Project –Develop your own healthcare system

In ECON 211 students learn microeconomic theory and apply it to the healthcare market from the perspectives of those who demand and supply healthcare. This includes the analysis of the physicians’, hospital services’, and pharmaceutical markets. We also compare the structure and performance of the U.S. healthcare system with those of other countries. With the current debate related to healthcare system reform in the United States, the students’ final project required them to develop their own healthcare system. In establishing these systems, the students were encouraged to research the successes and failures in other countries’ healthcare systems. This provided an international perspective on the topic.

In reviewing the final projects and student responses to their peers’ projects the following learning outcomes were evident:

- Students developed a keen understanding of the benefits of a healthy population in terms of worker productivity and economic growth.
- Students developed a strong ethical sense regarding the provision of healthcare to citizens, and felt strongly that citizens should not be ‘priced-out’ of healthcare markets.
- In determining how best to deliver a healthcare system, the students developed a deep appreciation of the complexity involved.
 - Students had to determine the financing of their proposed system, but were uncomfortable with raising taxes to provide additional (or reduced-cost) healthcare services.
 - Students had to weigh the costs and benefits of a free market system, which rewards innovation, but could result in potentially higher costs and limited access for certain sub-populations.
 - Students considered the many externalities associated with healthcare markets and assessed the costs and benefits of so-called ‘sin taxes’ on unhealthy behaviors.

In their final course response worksheet, students expressed their enhanced understanding of the healthcare system and the current debate regarding its change. The students’ responses also indicate an increased awareness of the greater outside environment to which they belong and how their learning in the classroom extends to the outside world.

2012-2013 Economics Learning Outcomes Assessment: Part ONE

(Submitted by Eva Marikova Leeds, May 2013)

Course Evaluated---ECON 156: Economic and Business Statistics

Learning Objective (LO) : Assessment of fundamental skills

I chose to assess students' ability to understand the category of their data and to run and analyze regressions because regression analysis is a skill on which they need in my upper-level courses. (I was very pleased to see that students in the two upper-level courses I taught this semester, ECON 226, Intermediate Macroeconomics, and ECON 231, Managerial Finance, understood how to do this in their two research projects.) For this purpose, I assigned two projects for which students had to collect their own data. The instructions are attached.

There is a major benefit to students' choice of their data: most look for fields to which they have a personal connection, such as cars or sports. When they are interested in the data, they are more interested in learning to interpret them: they are invested in the project. I have found this to hold whenever I assign projects.

Step 1: To assess if students appreciate the difference between time series and cross-section data, the first project calls for collecting time series data; the second one calls for the collecting cross-section data. I checked students' data before they ran their regressions, and was satisfied that they did the right thing and found the right kind of data. I would thus proceed this way again.

Step 2: To assess if students mastered regression output analysis, which consists of analyzing the fit of the model as well as the interpreting the individual coefficients. Here, the results were distinctly mixed. While some students could easily understand and evaluate the output of their equations, many students found the process to be a bit of a black box. I was surprised by the latter, as the whole class spent a lot of time reviewing and mastering this skill.

Recommendation: When I teach this course again, I will assign three projects. This material can be started early in the semester with a simple line fit without any probabilistic interpretation. Students can learn the basic meaning of a regression coefficient without worrying about its statistical significance. Once they understand that they are interpreting the slope of the line, the rest of the probabilistic interpretation becomes less overwhelming.

2012-2013 Management Outcomes Assessment

Submitted by Katie P. Desiderio, Gary Kaskowitz and Santo D. Marabella *May 2013*

Introduction

In an effort to collect data with the intention of not only assessing our students, as ethical decision-makers, we (Katie P. Desiderio, Gary Kaskowitz and Santo D. Marabella) decided to replicate the study from 2012 using a new scenario, scoring method (including assurance of inter-rater reliability), distribution, and data collection. The case has a bi-level focus of assessment. In this assessment, we measure a student's 1. ethical perspective in managerial decision-making, and 2. ability to adopt inclusion as a managerial philosophy and practice.

During the Academic Year '12-'13, Gary Kaskowitz, Katie P. Desiderio and Santo D. Marabella agreed to the previously implemented process for measuring two pre-established outcomes for the management curriculum. Below is the report of our assessment.

Management Outcome:

Outcomes to be measured were, once again, selected and framed the outcomes as follows:

Students in the management major need to:

1. Be able to identify, consider, and evaluate ethical implications:
 - a. Identify ethical impacts as a typical component of decision-making criteria.
 - b. Consider and evaluate the ethical impacts as part of all decision-making

INFORMING

11. Possess a general manager perspective to goal-setting, problem-solving and decision-making

Summary:

To measure the Management outcome(s) stated above, we used a new scenario and accompanying questions, scoring template, administration, and grading of the assessment before preparing this report of our findings.

Scenario Options

- A. Is Corporate Social Responsibility a prevention or a response? Imagine you are in charge of determining the priorities for a corporation's social responsibility program. How would you choose the priorities? What would they be? What are the implications and ramifications of your decision?
- B. We have discussed at length that what we feel and how we act are often the product of our experiences and influences. Prior to taking this course, how would you describe your ethical reasoning and the basis of it? How has your mindset changed since then, if at all? Elaborate on your one "ah-ha" moment from this course (i.e., one thing that you will remember and never really realized before). As always, discuss implications.

Grading Criteria

1. Answered all parts of the question
2. Response included support for argument/response
3. Addressed implications

The assessment was administered to 25 seniors enrolled in the Moral Marketing course, MGMT 250, at the end of the Spring 2013 semester. The assessment was graded (by Katie, Santo and Gary) using a 0-10pt. scale using the three aforementioned grading criteria. The results were interpreted and the report prepared by Katie, Santo and Gary.

Results:

Twenty-five assessments were distributed and returned, yielding a 100% response rate.

Responses	Total Possible Score	Range	Mean	Mode
30	30	13.7-29.7	22.9	24.7

The number of responses is greater (30) than the number of respondents because some respondents chose to answer both options. Similar to last year’s results, the average score was higher than 15 (a 50%), and the mode was also above a 15. Once again, this supports the general assertion that students demonstrated evidence of proficiency in more than half of the assessment. In assessing the recurring themes, both among students who participated this year and between students from 2012 and 2013, our interpretation about the results of the assessment is as follows:

Recurring Themes

There were recurring themes among 2013 student responses as well as between 2012 and 2013 student responses:

- A. The most prevalent response from students was the apparent change in their own personal perspectives, as they relate to ethical reasoning and the basis for ethical decision-making.
 - a. Self-awareness increased for ethical considerations
 - b. Intervention (MGMT 250 course) encouraged an increased sensitivity for empathy and overall awareness for corporate social responsibility
- B. A majority of responses indicated that corporate social responsibility (CSR) is a response or reaction to previous acts and/or outcomes. A few responses show that some respondents were able to identify the implications of CSR as both a prevention and a response.
- C. Students, once again, had difficulty considering the implications of decision making
- D. The trend continued in 2013 of student responses that demonstrated a stronger awareness for ethical components of the scenario(s) than for the managerial considerations.
- E. Students confidently reported decisions, but showed weak evidence in problem-solving ability.

Discussion: Outcomes & Implications

The outcomes and implications are reviewed, specifically, in comparing the results to the established outcomes:

Outcomes

- 1. All managers must be able to identify, consider, and evaluate ethical implications:
 - a. Identify ethical impacts as a typical component of decision-making criteria.
 - STRONG EVIDENCE in support of Outcome #1 and #1a:
 - most students were able to recognize and validate the ethical implications of this scenario

- the majority of students did well at identifying both the ethical and managerial challenges that the scenario created
- b. Consider and evaluate the ethical impacts as part of all decision-making
 - WEAK EVIDENCE in support of Outcome #1b:
 - students had difficulty bridging ethical impacts with managerial decisions

INFORMING

11. Possess a general manager perspective to goal-setting, problem-solving and decision-making

- STRONG EVIDENCE - goal-setting
- WEAK EVIDENCE - problem-solving
- STRONG EVIDENCE - decision-making
- WEAK EVIDENCE – general manager perspective

Implications

- As reported in the past two years, we continue to be encouraged by the prevalence of the imperative ethical perspective held by our students; it indicates students have the willingness and ability to employ an ethical framework in their decision-making as managers. We will encourage this to continue through our teaching and serving as ethical exemplars to students.
- We continue to explore our management curriculum in terms of encouraging our students to think and make decisions using a holistic general manager's perspective.
 - Provided the weak evidence that our students can think and make decisions with the bigger picture in mind, we will continue to work on encouraging these connections in and out of the classroom.
- We believe that students continue to identify problems and create workable solutions to these opportunities.
 - Students often fail to articulate the implications of these solutions, we will need to focus more of our teaching and learning on understanding the impacts of decision-making and problem-solving, that go beyond the decision-maker and include co-workers, subordinates, the organization and society as a whole.

Recommendations

Considering the recurring positive ethical implications of the assessment results, year over year, we are continually encouraged by our students' awareness and ability to effectively identify moral concerns in the scenarios presented to them. We (Gary, Katie, and Santo) have embraced the imperative nature of keeping ethics at the forefront of our teaching and will encourage such ethical considerations in management, both as actors and as decision makers. This practice continues to be embedded in our teaching strategies through lectures, applied case studies, group activities, class discussion/debate, hands on learning projects, and in new course development; we currently offer two U2 courses in Management, one of which (MGMT 250) was used to gather the data for this assessment; the other (MGMT 310) provides many opportunities to address the above outcomes.

Last year, we asserted that students displayed a generalized inability to bridge ethical impacts to managerial decision-making and, based on our findings for 2013, we continue to have room for

improvement in these areas. Our efforts to encourage reflective thinking in exercises, case studies, and assignments given to students persist, as proficiency is not the issue. Rather, an awareness of the interrelatedness and interdependence between ethical and managerial components of decision-making continues to be an opportunity for us. In addition, when impacts are acknowledged, they seem to be from the perspective of the decision-maker (i.e. how this decision or situation will affect them), not necessarily anyone else. Provided the recurring themes, we need to be more deliberate in developing this managerial consciousness and show students the importance of holding an other-orientation perspective. This would help students see the world with more empathy and less self-absorption. Plus, we want them to enhance their ability to articulate rationale, through the aforementioned teaching strategies.

Bearing in mind students' responses, from 2012 and 2013, to the assessment questions that evaluated outcome #11 (a general manager perspective that assumes an interconnection among goal-setting, problem-solving and decision-making), the results continued to fluctuate per content area. While there was weak evidence for students' demonstration of problem-solving and an overall general manager's perspective, we found strong evidence for their ability to effectively set goals and make decisions in these areas. Provided the Moravian Promise to provide a strong, personalized academic major, hands-on learning opportunities, and an environment that promotes the development of a deeper enjoyment of life, we have an opportunity to fully embrace each. The pedagogical practices that we employ must continue to encourage student curiosities, connecting theory and practice, using an ethical lens. We remain committed to enhancing students' exposure to real-life applied learning opportunities aimed to develop their awareness in weak areas, namely goal-setting and an overall general manager's perspective.

Experience continues to be a limitation in our findings, as many of the students being assessed have not yet worked as general managers; however, we are committed to holistically developing this as a learned perspective. It continues to be encouraging that students in the Management major have gained the competencies necessary to identify both ethical and managerial problems. The natural progression of leadership development in one's career will also enhance students' awareness of how to effectively make decisions based on the ethical and managerial implications they identify. It is our commitment to continue to heighten their knowledge, skills, and attitudes (KSAs) in these areas. In this way, ethics and values are part of forethought and planning, instead of an after-thought or reaction.

We encouraged again this year by the ethical lens used by our students as aspiring business professionals and we will continue to embed *good work* in our teaching. Based on this assessment, and the consideration of last year's findings, we will continue our focus for the next 2+ years and concentrate on the following:

- the ability to bridge the gap of ethical impacts with managerial decisions
- the competency of effective problem solving
- possessing a general manager perspective that influences managerial behavior and decisions
- taking on an "other-orientation" toward decision-making and problem-solving