

EMBA AY 2015-2016 Assessment

Phase 1: Assessment Plan

Learning Outcomes assessed:

EMBA Learning Outcome 2: Prepare Data and Findings

Prepare data and findings and proposed partnerships in a way that is honest, transparent, and socially just.

EMBA Learning Outcome 3: Identify Ethical Challenges

Identify the challenges of conducting business efficiently and ethically in the global environment.

EMBA Learning Outcome 5: Analyze information and data

Analyze and apply information and data to business decisions.

EMBA Learning Outcome 7: Create Cohesive Plans

Synthesize ideas from various business areas into a cohesive, creative plan or vision.

These Correspond to AACSB Standards Mapped to Learning Outcomes:

9.3.1 – Leading in organizational situations

9.3.2 – Managing in a global context

9.3.3 – Thinking creatively

9.3.4 – Making sound decisions and exercising good judgment under uncertainty

9.3.5 – Integrating knowledge across fields

Assessment Method:

Case study assignment

Targeted performance, based on rubrics:

80% meet expectations

Evaluation Process:

The following rubric was created to assess the learning outcomes of a case study in the EMBA Ethics and Social Responsibility class. A full copy of the assignment is in Appendix #1 of this document. The rubric was developed for the Spring cohort of the class (#27 – 2016 - 15 Students /9 Sampled) and

the retrospectively applied to cohort (#26 – 2015 - 13 Students/10 Sampled). This document outlines the following:

- A. Learning objectives of the case (numbered 1-3).
- B. EMBA Assessment Schedule Learning Outcomes Under Assessment:
- C. AACSB Standards Mapped to Learning Outcomes:
- D. Evaluation Rubric: Four Point Scale

Learning Objectives of Case (as outlined to students):

1. To assess your depth of knowledge around ethics in the context of the wider organization.
2. To allow an opportunity to demonstrate your critical insight on an actual (or possible) ethical situation.
3. To write a concise, argumentative, and conclusive article for general (rather than purely academic) consumption.

Rubric:

	Exemplary	Accomplished	Developing	Foundational
Content	<ul style="list-style-type: none"> • Articulates a specific and comprehensive approach to the ethical issues in a scholarly and professional manner. • Demonstrates an ability to perceive and express multiple sides of an ethical issue. • Displays a tolerance of moral ambiguity. • Offers decisive behavioral direction while describing the associated moral limitations 	<ul style="list-style-type: none"> • Thoughtfully analyzes multiple situations across the realm of ethics and social responsibility. • Identifies and connects themes within the moral spectrum and can extrapolate implications beyond the examples given. • Able to use scholarly analysis as a catalyst towards self-inquiry and development. • Recognizes the complexity and interconnectedness between moral and organizational behavior. 	<ul style="list-style-type: none"> • Demonstrates working knowledge of the major ethical themes and scholarly debates around ethics and social responsibility. • Offers limited independent analysis of the issues. • Uses major themes to advance or illustrate personal inquiry. • Questions established views. Highlights moral ambiguity. 	<ul style="list-style-type: none"> • Mentions some issues in the ethics and social responsibility arena. • Limited engagement in discussion or evaluation of the moral spectrum of the issues at hand. • Limited self-reflection or behavioral analysis of moral potential. • Confined to generalities rather than organizational specificity.
Style	<ul style="list-style-type: none"> • Excellent breadth and depth of analysis. • Very good originality and insight and excellent ability to critically evaluate, contrast, and ‘play’ with the research and argument contained within a broad range of relevant literature, including recent work in this area. • Clearly and concisely argued and analyzed throughout. 	<ul style="list-style-type: none"> • Demonstrates a good understanding of the question and a moderately good breadth of reference to the relevant literature. Limited in critical evaluation and comparison of the literature considered. • Good breadth of material relevant to the question. Some critical evaluation and contrasting of the relevant literature. Some depth of analysis, though lacking in originality or insight. • Good breadth and depth of analysis. Demonstrates moderately good ability to critically evaluate and contrast research and argument within the relevant literature. Some originality and insight. 	<ul style="list-style-type: none"> • Demonstrates a clear understanding of the question and an awareness of the key issues. • Evidence of a moderate reading of the core material though with limited breadth or depth of analysis. • Lists the key points of the relevant literature but does not critically compare or evaluate them. 	<ul style="list-style-type: none"> • Demonstrates a basic or limited understanding of the question and addresses a small number of relevant issues. • Shows evidence of limited awareness of the core material, with some reference to relevant literature. • Superficial treatment, limited evaluation and description.

Courses where learning outcome was assessed:

EMBA 6915, Ethics and Social Responsibility

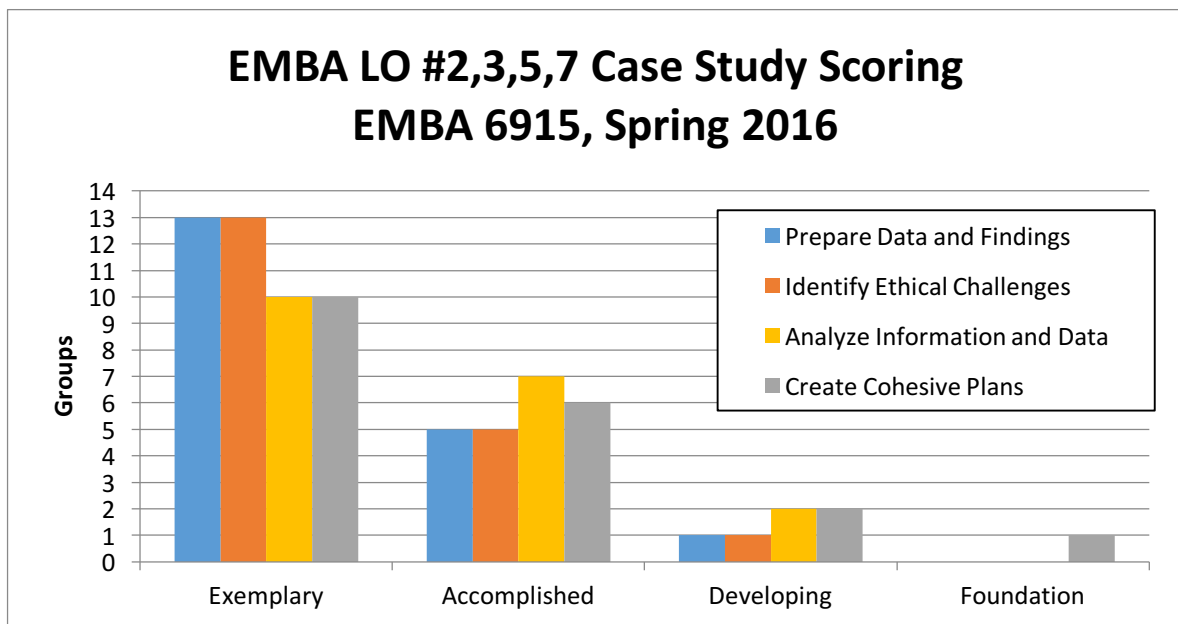
Evaluator:

Neil Walshe

Phase 2: Results Assessment and Planned Action

Results:

	Exemplary	Accomplished	Developing	Foundation	% Students at Exemplary or Accomplished Level
Categories:	4	3	2	1	
Prepare Data and Findings	13	5	1	0	95%
Identify Ethical Challenges	13	5	1	0	95%
Analyze Information and Data	10	7	2	0	89%
Create Cohesive Plans	10	6	2	1	84%



References and Templates Drawn From:

Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Corwin Press.

Stevens, D. D., & Levi, A. J. (2013). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Stylus Publishing, LLC.

Suskie, L. (2010). *Assessing student learning: A common sense guide*. John Wiley & Sons.

Suggested Action:

Too many learning outcomes assessed by one assignment. The rubrics do not adequately map to the learning outcomes so the data about student learning is faulty.

The Learning Outcomes have already been revised. Rubrics will be developed for each new learning outcome.

Phase 3: Closing the Loop

To be filed the year after the results assessment.

Change Assessment

Discuss how the actions taken in Phase 2 were assessed, and the results of that assessment

APPENDIX ONE – CASE STUDY

EMBA 2016 – Ethics - Case Analysis Assignment

Assignment Rationale:

Inherent to a study of ethics in organizations is an ability to consume, evaluate, interpret and communicate complex and abstract concepts in accessible terms. As students of ethics you need to be able to distinguish that which is important from that which is inconsequential. Furthermore, it is imperative that you can relay concepts and perspectives clearly and in a concise format to both superiors and organizational peers alike. A necessary step in achieving this is being able to distil and effectively communicate your own perspectives on a given topic within the literature. This assignment encourages you to have a targeted perspective, a developed knowledge, and an ability to communicate within strict boundaries. Above all, recognize that this is primarily an exercise in thinking and *then* in writing.

Assignment Aims:

1. To assess your depth of knowledge around ethics in the context of the wider organization.
2. To allow an opportunity to demonstrate your critical insight on an actual (or possible) ethical situation.
3. To write a concise, argumentative, and conclusive article for general (rather than purely academic) consumption.

Length:

- The paper must be a maximum of 600 words and a minimum of 500 words.
- Any references used in the body of the text or in a reference section count towards the word limit.
- The question itself does not count towards the word limit.

Format:

- Assignments must be submitted as Word (.doc).
- Files **must** be labelled as follows: (Example)

EMBA– Case Study– Your Name (e.g. EMBA– Case Study - Neil Walshe.doc)

- All files must be single spaced in 12 point font, aligned to the left and with 1 inch margins.

Deadline:

- Assignments must be submitted no later than **9pm PST on Sunday the 3rd April 2016**
- Assignments should be emailed to me **nwalshe@usfca.edu** with the subject line containing **only** “EMBA” followed by your full name (e.g. **EMBA - Neil Walshe**). Emails will be filtered automatically into a separate folder so please ensure that this format is carefully observed.

Guidance:

1. Read the Marking Criteria provided before beginning the exercise.
2. Read the Question. It is worth reading it again.
3. Set aside time to write an initial draft and or outline (a few minutes – 10 max).
4. Pay particular attention to the wording of the question. Be clear as to what the question is actually asking. For example, are you able to distinguish the difference between words like “explain” and “evaluate”, or between “discuss” and “outline”?

5. You do not have to accept the premise of a question. You are in fact encouraged to assess the premise of each question before composing your answer.
6. Write these pieces with the assumption that they will be read by a subject matter expert. Accordingly, do not waste words explaining basic definitions. Assume that your reader will possess a developed knowledge of the topic.
7. Make sure that every word counts and that every word contributes to your argument, discussion, or perspective. Avoid redundancy in your writing. Get straight to the answer and keep to the point you are making.
8. Remember that the aim is to demonstrate your **understanding** of the topic under examination not to provide a crash course in it for the reader. If you choose to only look at one narrow focus of the topic to the exclusion of all else then feel free to do so but ensure that it is focused and that you have a sound rationale for doing so.
9. For the sake of perspective, please be aware that all of the text in this document before this sentence already amounts to 600 words.
10. Write your assignment in the form of prose. Do not use bullet points or contractions. Again, please observe the Marking Criteria supplied.

Considerations Prior to Submitting your Assignment:

- Is the word limit of my piece correct?
- Is the file named correctly and in the requested format?
- Does your piece reflect the aims of the assignment listed in this document?
- Do you provide an answer to the question being asked?

Question:

Central to an understanding ethical behavior is an ability to critically evaluate the inherent benefits and limitations of organizational actions and decisions. Watch the video clips and review the links which detail ***some aspects*** of the 2010 worldwide Toyota product recall. Central to the issue of safety and brand reputation, Toyota have identified the need to enter into a process of restoring

trust, image and identity between employees, consumers and the public. Using your knowledge to date of ethical behaviour, and your wider knowledge of organizations:

Q: Was Toyota's behaviour ethical in relation to the 2010 product recall?

In answering the question above, be aware that the scope of the question is very wide and as such will force you to make a choice on what you examine and the depth to which you do so. Any approach you take must look specifically at what the company did, and in turn, why you feel that was a positive or negative action on their part.

The links suggested below are provided in order to highlight some salient points about the issue at hand – not be give a conclusive picture of the recall. You are free to use other literature, sources and media but bear in mind the space and limits of your report. It would be imprudent to review 30 links/articles since the extent to which you can get a comprehensive picture of the recall across is limited. What is important is communicating the specific aspect you have chosen to focus on.

You are also reminded that:

- A summary or history of the Toyota recall event is not required
- You are not being asked to redesign Toyota's organizational structure.
- Your answer **must** demonstrate that you have critically evaluated the ethical behaviors of Toyota...e.g. not the current reputation of the company

Some Resources (feel free to use these and others but ensure that you are looking at data relating to the 2010 recall):

http://pressroom.toyota.com/article_display.cfm?article_id=1844

http://en.wikipedia.org/wiki/2009%E2%80%9311_Toyota_vehicle_recalls

<http://youtu.be/jAz0JqGfi2o>

http://www.nytimes.com/2009/10/03/business/global/03toyota.html?_r=1

<http://www.forbes.com/sites/joannmuller/2012/03/08/toyota-hiccup-another-big-recall/>

EMBA – Assessment Criteria for Written Work

In marking written work, particular attention is paid to the following:

1. What you write should be **readable, logical, coherent, and systematic**. Your structure should be clear from the beginning of the piece.
2. You should directly address the question set. Define the key terms and set out clearly the main issues. Distinguish the essential from the unessential. If the question has a number of parts, you should give enough weight to each part. Addressing the questions means that you must provide an answer.
3. You should make appropriate use of the relevant literature, drawing on theory and research. If the question calls for it, demonstrate the link between theory/research and practice. Simple regurgitation of facts and knowledge will rarely be enough; you should show your **understanding** of the literature relevant to the topic. Both theory and research should be critically evaluated.
4. For a good essay, examination or assignment, you should not only demonstrate that you understand the relevant theory and research but that you can use it to develop your own arguments. Accordingly, developing your own perspective is critical to achieving a passing mark.
5. Though the content of your essay and the demonstration of independent, critical thinking are what count most of all, the presentation of your essay also is important. Demonstrate regard for the points about essay writing that are set out above. Please remember that word limits are provided to encourage both brevity and clarity of writing. They are not suggestions. They are requirements.
6. Always provide an answer to a question.
7. Again... Always provide an answer to a question.

Marking Scale (Narrative Description)

The purpose of this scale is to outline how different approaches to a written assignment correspond to actual marks awarded. Please note that compliance with what follows does not assure receipt of those marks, instead they should be interpreted as the minimum standard accepted.

<30 The wrong idea completely. Does not answer the question at all.

30-39 Demonstrates some very limited understanding of the question.

40-44 Demonstrates some limited understanding of the question and addresses a very small number of relevant issues. Evidence of very limited awareness of the core material, with some reference to relevant literature.

45-49 Demonstrates a basic grasp of the question and addresses some of the relevant issues. Evidence of a limited awareness of the core material, and referencing of the key literature.

50-54 Demonstrates a clear understanding of the question and an awareness of the key issues. Evidence of a moderate reading of the core material though with limited breadth or depth of analysis. Lists the key points of the relevant literature but does not critically compare or evaluate them.

55-59 Demonstrates a good understanding of the question and a moderately good breadth of reference to the relevant literature. Limited in critical evaluation and comparison of the literature considered.

60-64 Good breadth of material relevant to the question. Some critical evaluation and contrasting of the relevant literature. Some depth of analysis, though lacking in originality or insight.

65-69 Good breadth and depth of analysis. Demonstrates moderately good ability to critically evaluate and contrast research and argument within the relevant literature. Some originality and insight.

70-79 Very good breadth and depth of analysis. Demonstrates good ability to critically evaluate and contrast across a broad range of literature, including recent work in this area. Shows some moderately good originality and insight and is clearly and concisely argued and analysed.

80-89 Excellent breadth and depth of analysis. Demonstrates very good ability to critically evaluate and contrast across a range of literature, including recent work in this area. Shows good originality and insight, and is clearly and concisely argued and analyzed.

90-100 Excellent breadth and depth of analysis. Very good originality and insight and excellent ability to critically evaluate, contrast, and 'play' with the research and argument contained within a broad range of relevant literature, including recent work in this area. Clearly and concisely argued and analyzed throughout.

Marks to Grading Scales:

Below is a scale used to convert marks awarded for written assignments to actual grades.

A : 85 to 100 marks

[95–100=A+]

[90–94=A]

[85-89=A-]

B : 70 to 84 marks

[80-84=B+]

[75-79=B]

[70-74=B-]

C : 55 to 69 marks

[65–69=C+]

[60-64=C]

[55-59=C-]

D – 40 to 54 marks

[40–54=D]

F – 0-39 marks

[0-39=F]

[END OF DOCUMENT]