PRME | This is our **Sharing Information on Progress** (SIP) Report on the Implementation of the **Principles for Responsible Management Education**

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THE GOLD STANDARD
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™

PRINCIPLE 1

PURPOSE: WE WILL DEVELOP THE CAPABILITIES OF STUDENTS TO BE FUTURE GENERATORS OF SUSTAINABLE VALUE FOR BUSINESS AND SOCIETY AT LARGE AND TO WORK FOR AN INCLUSIVE AND SUSTAINABLE GLOBAL ECONOMY.

JONES INTERNATIONAL UNIVERSITY – VISION AND MISSION

In 1993, Glenn R. Jones envisioned a way to extend education's reach globally, and he became a pioneer in the field of online education. He founded Jones International University to enable students to learn from anywhere in the world, at any time. Mr. Jones' vision for creating global access to education through technology is fundamental to the origins, and continued focus of JIU on providing access to life-long learning.

Mr. Jones has also helped other universities benefit from his pioneering in Internet-based education. He founded Jones e-global library®, an entirely virtual library originally created to support JIU faculty and students. The Jones e-global library® has been made available for license by universities, corporations, and individuals.

Fostering and supporting inquiry, creativity, practice, and social responsibility by providing global access to education in order to promote life-long learning *is* the vision and mission of JIU.

VISION

Through the enabling power of education, Jones International University® (JIU®) nurtures individual empowerment, enriches societies, promotes understanding and helps create a world where hope is alive. Accordingly, the success of our students and the viable, global democratization of education are our urgent concerns.

MISSION

JIU, an institution of Higher Learning, engages with learners to inspire and to empower them to accomplish their educational goals, lead richer lives, and shape the futures of their organizations and communities. JIU is committed to fulfilling this mission by:
- offering readily available student-centered services;
- providing innovative and relevant curriculum delivered by accomplished, supportive faculty;
- implementing state-of-the-practice, learning-centered technology, and learning resources; and
- engaging with constituents to create an exceptional educational experience.

JIU SCHOOL OF BUSINESS

The JIU School of Business was created in 2006 with the merger of four business administration and communication degree programs. The vision and mission for the school were established at that time as extensions of the JIU vision and mission, with ethics playing a central role.

JIU SCHOOL OF BUSINESS VISION

The JIU School of Business develops today's and tomorrow's business leaders who are effective decision makers with an ethical, global perspective in the organizations where they serve.

JIU SCHOOL OF BUSINESS MISSION

The mission of the JIU School of Business is to develop exceptional business leaders by offering a rigorous, professionally oriented business curriculum grounded in current theory and practical application with an emphasis on global citizenship and ethics.

In 2008, the JIU School of Business became one of the original 100 signatories to the United Nations initiative, Principles for Responsible Management Education (PRME). The JIU School of Business notes on its website:

"The PRME was developed as a framework for "academic institutions to advance corporate social responsibility through the incorporation of universal values into curricula and research." The School of Business has incorporated the concepts of Corporate Responsibility and Effective and Ethical Global Leadership throughout its programs. JIU will further incorporate concepts of Sustainable Global Growth and actively encourage the students in its graduate programs to research and promote these principles."

The various dimensions of social responsibility have always had a place in the learning outcomes and objectives of the Business degree programs. However, in the six years since pledging adherence to the PRME Principles the JIU School of Business has made a number of adjustments to our graduate and undergraduate curriculum including improvements to courses in General Education, Business Administration, and Business Communication. JIU uses the following terms to distinguish between learning levels: Institutional and Program Learning Outcomes in contrast with Course Learning Objectives. Some examples of these changes include:

- A new course was created in 2012 for the DBA program, BA714 "Sustainability and Innovation in the Business Enterprise," that offers a comprehensive overview of historical, current, and emerging perspectives that relate to theory and the practice of management of innovation, with a specific focus on sustainability in the business enterprise. Results relative to course learning objectives that relate to the Principles are discussed in the next section. This course is currently under revision to add significantly more references to the PRME Principles.
- In early 2010, BC607 "Leading from a Global Perspective" was refocused by strengthening the discussion of social responsibility and ethical and political issues. BC607 "Leading from a Global Perspective" is currently undergoing a complete review and revision. The revised course will include many additional examples of the applications of the six PRME Principles and will be completed during the fourth quarter of 2014.

- The School of Business offers two courses exclusively focused on ethics:
  - ETH401 Making Ethical Management Decisions – an undergraduate, case study based course
  - ETH501 Making Ethical Management Decisions – a masters level, simulation based course
- In the 2012 report, JIU reported on student performance in 13 courses. For this current report, we have the assessment results along with the improvements incorporated into those 13 courses.
- BBA110 "History of Business" was completely revised in 2014 and renamed "Modern Business Trends." The new version will be offered for the first time during the October 2014 term and it now contains many references to the PRME Principles.
- BBA484 "Global Strategies" was revised to include more information about the PRME Principles and how they can be applied to the global business environment.
- HUM201 "Peace and Conflict Studies" was revised and even more emphasis on the Principles was added, increasing the relevant course learning objectives from two to four, and one objective received a slight revision.
- BC345 "Organizational Communication" was revised in 2011 and an additional relevant learning objective was added along with more information on the six PRME Principles.

ASSESSMENT

Most importantly, while the emphasis on these topics continues to grow, JIU assesses students' performance against course objectives, reports those results to the student and aggregates the results by courses and degree programs. As students complete their course projects (see project description under Principle 2, the course faculty member evaluates each student's work against each course-learning objective on a scale of Basic, Developing, Proficient, and Advanced which are defined as:

- Basic: The student demonstrates an understanding, but is not yet able to apply the learning outcome/objective in the field.
- Developing: The student demonstrates increasing understanding and begins to apply the learning outcome/objective in the field with assistance.
- Proficient: The student demonstrates a solid understanding and is able to apply the learning outcome/objective in the field without assistance.
- Advanced: The student demonstrates exemplary performance and skillful application of the learning outcome/objective in the field.

Some examples of these measurements are presented in Table 1 which represents data from the fourth quarter of 2009 (when available), the period May 2011 – April 2012, the period May 2012 – April 2013, and the period May 2013 – April 2014. When the results are aggregated at the course level, academic leaders hope to achieve at least 80% of the responses measured at the Proficient or Advanced level. This information is combined with other assessment data in order to understand if the issue is with the curriculum or the instruction, and adjustments are then made accordingly as part of the university's Program Review process. Some examples of these results are presented below:

- HUM201 "Peace and Conflict Studies" – In the 2010 report, students did not perform at a level of Proficient or Advanced that was satisfactory to academic leadership. This course received attention from faculty and academic leadership and was revised in early 2011, with the results in the subsequent

measurement periods (May 2011 – April 2012, May 2012 – April 2013, and May 2013 – April 2014) indicating 100% performance at the Proficient or Advanced level on all relevant course objectives.

- As noted earlier, the BA714: "Sustainability and Innovation in the Business Enterprise" course in the DBA program was developed at the time of the 2010 report. As presented in Table 1, 80% of the students from the subsequent measurement period (May 2011 – April 2012) and 88.9% of the students from the following measurement periods (May 2012 – April 2013, and May 2013 – April 2014) were assessed as Proficient or Advanced on the two relevant course learning objectives.

- BBA204 "Legal Environment of Business" - Only 57.2% of students in the period 2009, 64.7% of students in the period May 2011 – April 2012, 48.1% of students in the period May 2012 – April 2013, and 64.8% of the students in the period May 2013 – April 2014 in this course were rated as Proficient or Advanced against the course learning objective. "Recognize legal and ethical issues and apply knowledge of law and ethics to help resolve real-world business issues and dilemmas"; students should be scoring at a higher level on this topic. While some revision work has taken place on this course, there is still more work to do. Proficient or Advanced numbers have varied in the subsequent assessment periods but still remain below 80%, still not up to the desired level of 80%. BBA204 continues to be monitored.

- BBA110 "History of Business" exceeded the goal of 80% for the period of 2009 but has fallen below the 80% threshold in the subsequent periods. As a result, the course was completely revised including a name change to "Modern Business Trends" with a major focus on responsible management principles. The new version will be offered for the first time during the October 2014 term.

Please note, while the full assessment system was implemented in 2009, a lot of manual work was required to aggregate the results. At the time the 2010 report was written, results were only available for the fourth quarter of 2009. Since then, advances have been made in our ability to create just-in-time reports for faculty and administrators, and JIU was able to report on a full 12 months of data in the April 2011 – March 2012 report. In 2012-2013, further refinements were added to the JIU assessment system that were able to measure a students' performance against specific outcomes and objectives as they progress through the curriculum. For example, key assessment points were identified throughout the undergraduate curriculum where students demonstrated ethical decision-making and JIU is now able to report on the student's transition through the program on this outcome and objective. The key assessment points can now be identified and placed anywhere within the curriculum and will not need to rely exclusively on Course Projects.

PRINCIPLE 2

VALUES: WE WILL INCORPORATE INTO OUR ACADEMIC ACTIVITIES AND CURRICULA THE VALUES OF GLOBAL SOCIAL RESPONSIBILITY AS PORTRAYED IN INTERNATIONAL INITIATIVES SUCH AS THE UNITED NATIONS GLOBAL COMPACT.

The implementation of the PRME Principles was expanded into more courses making additional measurements available for this report. Furthermore, as noted in the previous section, starting in early 2013, the capability became available to measure students' performance on any number of key assessments that exist throughout the curriculum. This provided more depth to our understanding of student learning than our previous reliance on the Course Projects.

SERVICE LEARNING THROUGH COURSE BASED PROJECTS

The main form of learning in JIU Business courses is project based learning. In the majority of JIU Business courses, each student submits a portfolio-ready professional deliverable that demonstrates that learning objectives were met. This project is a critical method of inquiry utilizing creative and innovative solutions to solve real world problems, and to demonstrate application of scholarly inquiry.

One very important element of a student's professional growth is being an active member of a network of practicing professionals; some in the field refer to this network as a "community of practice." Students work closely with their faculty member to complete projects as part of their coursework that matter to their learning communities that include employers, societies, and neighborhoods. In many of these cases, at the same time, students build relationships with leaders in their communities and organizations. Often, a student chooses to work with the same individual or group for two or more projects. This offers students and the organizations that they serve the opportunity to explore an important question or problem over time and in considerable depth.

Examples of Course Projects:

- Project A - An action research project was conducted to prepare an analysis on how decision-making and operations in your organization/industry are impacted by employment law. A variety of sources are utilized to research and examine how employment law impacts decision-making in an organization.

- Project B – A study to evaluate the health of your firm's global strategy for doing business with China or India and apply this summary and evaluation in the concluding section of your final report to create five specific documented recommendations for how your firm can improve its global strategy for India or China.

- Project C – In this study the student researches and investigates a scenario that frequently occurs in today's global economy. IN this project, the student was hired by a large U.S. corporation to make a strategic report on establishing a business operation abroad. The student is specifically asked to give an overview of the cultural, political, and macro-economic environment in the target country and region, and estimate the costs and political risks of doing business there. Based on the above considerations, the student is to make a clear-cut, yes-or-no executive recommendation on whether to establish a business operation and give reasons for their decision.

- Project D – This project relates to what steps and actions must be taken to create a learning organization. This assignment provides the student with the opportunity to discuss their ideas regarding how to implement a learning organization where they work or where they would like to work. The student can also discuss past places of employment if helpful. The student will engage in discussions about planning for change and changing a business culture. The class will problem solve as a group to locate solutions for difficult situations.

- Project E – In this project students examine their proposed management strategy from an ethics/social responsibility perspective. Does the students plan support the beliefs, ethics, and business practices that will make the company successful for the long-term? How do other companies

view the ethics and business practices of the selected company? This assignment is an opportunity to look at the students plan from a values and ethics perspective. While there is not a specific "ethics" section in an organizational strategic plan, the implementation process may provide insight as to what the student believes are workable business practices to achieve their goals.

PRINCIPLE 4

RESEARCH: WE WILL ENGAGE IN CONCEPTUAL AND EMPIRICAL RESEARCH THAT A DVANCES OUR UNDERSTANDING ABOUT THE ROLE, DYNAMICS, AND IMPACT OF CORPORATIONS IN THE CREATION OF SUSTAINABLE SOCIAL, ENVIRONMENTAL AND ECONOMIC VALUE.

As noted in the 2010 and 2012 reports, emphasis on sustainability was added into the doctorate level curriculum. The DBA program, however, was only two to four years old at that time and did not have any dissertation projects on which to report. For this current report, four students explored topics relevant to the Principles. The titles and abstracts of these dissertations are as follows:

- "Downsizing: Understanding Its Lasting Effect on the Downsized" by Terri Lynn Lewis.
  Abstract
  The economic turmoil this country has engaged in over the past decade has created a new demographic of employees. The new demographic is the individual who has experienced downsizing and is subsequently "reentering" the workforce. This created the need to understand how downsizing can affect these individuals' resolve past the initial occurrence of downsizing is critical to the workplace. As the number of individuals that experience downsizing increases so does the need to learn factors that motivate, how best to communicate effectively, and the necessary leadership that can provide the essential tools to re-acclimate these individuals successfully into the workplace. The ability to create such a dynamic is required in order to create employee loyalty. This research utilized an exploratory quantitative methodology that incorporated a Likert Style survey design to examine the perception of the downsized individual pre-, during and post downsizing. Specifically, the study conducted tested whether these individuals perceived downsizing as having a positive impact on their lives, a negative reflection of their job performance and whether it would influence their ability to trust and/or be loyal to their current employer. There were 47 completed surveys utilized to determine if there was a significant difference. The results indicated that there was a significant difference in all three areas. The participants' responses supported insight into their perception that downsizing offered them the chance to seek new opportunities. Additionally, they did not see downsizing as a negative reflection of their job performance. Lastly, they did not see downsizing as impactful to their ability to be trusting and/or loyal to their current employer.

- "Codes of Ethics, Ethical Behavior, and Organizational Culture from the Managerial Approach: A Case Study in the Colombian Banking Industry" by Marta Villegas.

  Abstract

This qualitative case study explored managerial perceptions regarding codes of ethics, ethical behavior, and the relationship of these concepts to organizational culture in a Colombian bank ZOX (pseudonym), in a South-American environment. The theoretical framework included ethical theory and the organizational culture theory. The data-collection phase contained a purposive sample of ten ZOX senior managers because of their influence in their company's ethical policy. Data collection included four one-on-one interviews, a focus-group interview, and company documents. The data-analysis process followed the content-analysis technique. The findings include the facts that codes of ethics are mandatory and are circumscribed to specific organizations and contexts; ethical behavior follows general principles and values as ethical guides of duty regardless of the consequences; and the organizational culture is influenced by the leaders' ethical behavior. The findings also serve to trace and describe empirically and theoretically the components of a multi-dimensional approach of an ethical organizational culture. A suggestion for further research might be the testing of this multi-dimensional approach in other settings and going deeper into the relationship among its components.

- "An Empirical Investigation of the Role of Different Types of Tacit Knowledge on Organizational Effectiveness in Various Professions in the United States" by Messan Koudouovoh.

  Abstract

Tacit knowledge is difficult to exchange in few words; it is complex to imitate, and can be used to benefit the operations of an organization. Tacit knowledge has a multidimensional structure and each dimension is composed of diverse kinds of tacit knowledge. Each of these sorts of tacit knowledge has a specific and significant role in organizational effectiveness. Therefore, an organizational culture that focuses on tacit knowledge is the key to creativity and innovation. The objective of this study is to show that different categories and dimensions of tacit knowledge play specific and significant role in different professions and organizations therefore, should not be neglected. This study is a quantitative research with a causal comparative design using a survey to collect the data. The sampling strategy used is a purposive sampling, particularly an expert sampling. The sample includes 220 experienced computer engineers, lawyers, physicians, and teachers in the United States who have at least five years of experience in their jobs. The results of Kruskal-Wallis test showed that there are differences in the perceptions about the importance or the role tacit knowledge across the above four categories of profession. The descriptive statistics showed that the 220 experienced professional selected for the study found overwhelmingly that the 15 types of tacit knowledge involved in this study were either very important or above average importance in the organizational effectiveness indicating that diverse types of tacit knowledge are important therefore should not be neglected as management tool.

- "The Glass Ceiling Phenomenon: Measuring Cultural Advancement" by Carolyn Noreen Wilson.

  Abstract

This research concerns the context of the glass ceiling effects linked specifically to minority leaders in the business sector and the growing need for understanding this concept. The research is relative to

identifying factors influencing the glass ceiling phenomenon in the corporate society. While there has been a considerable increase in the number of minorities who hold management positions, very few occupy senior level positions. The purpose of this research is to investigate factors that impede the career development and advancement of female Latin American women at all levels of the workplace to senior level positions in Corporate America. The research seeks to examine and measure the level(s) and rate(s) of female Latin American advancement, and investigate if race/ethnicity in any way supports or deters career success. Based on quantitative data, this research will measure the current representation and growth of Latin American women working in Corporate America from 2005 to 2010. Although research evidence explicitly recognizes the glass ceiling as a barrier for minorities, past and present attempts to understand it have done little to eradicate the problem. Instead, the practice of focusing on gender, sex, and equity and pay disparity along with all other forms of classification have aided businesses in the tolerance and practice of discriminate acts and behaviors that impede minority advancement. The study employs a mixed (quantitative, qualitative) research design adopting models from other disciplines. The systematic and quantitative analysis of ethnic/racial disparities in promotion and senior level attainment is appropriate for assessing the research questions and testing the hypotheses. The study builds the case for diversifying corporate leadership with this untapped talent in order to compete more effectively in the new global economy.

PRINCIPLE 6

DIALOGUE: WE WILL FACILITATE AND SUPPORT DIALOG AND DEBATE AMONG EDUCATORS, BUSINESS, GOVERNMENT, CONSUMERS, MEDIA, CIVIL SOCIETY ORGANIZATIONS AND OTHER INTERESTED GROUPS AND STAKEHOLDERS ON CRITICAL ISSUES RELATED TO GLOBAL SOCIAL RESPONSIBILITY AND SUSTAINABILITY.

WE UNDERSTAND THAT OUR OWN ORGANIZATIONAL PRACTICES SHOULD SERVE AS EXAMPLE OF THE VALUES AND ATTITUDES WE CONVEY TO OUR STUDENTS.

The School of Business holds monthly faculty meetings. These meeting utilize an asynchronous online format that allows for communicating new ideas, best practices, and innovative techniques. The discussions held in these meetings served to drive changes in the School of Business curriculum. The faculty identifies additional areas in the curriculum to place focus on the PRME Principles; those efforts result in changes to many of the School of Business courses. The assessment results can be reviewed in the additional data reported in Table 1; these courses are designated as "new since 2012".

During 2013 these faculty meetings focused on student success and retention along with how to further integrate responsible management education topics into the business school curriculum. These discussions led to course revisions that are reflected in the results shown in Table 1. Throughout the first half of 2014, these themes were continued leading to additional changes and revisions to courses that will be implemented during the remainder of 2014 and 2015.

TABLE 1 - SELECT COURSES, OBJECTIVES, AND STUDENT LEARNING

Select Courses and Relevant Learning Objectives		N	% Advanced and Proficient	% Advanced	% Proficient	% Developing	% Basic
BBA110 History of Business (Course Revision Complete in Fourth Quarter of 2014 with the new name "Modern Business Trends")							
2009 Q4	Determine how culture, ethics, and technology have shaped and are shaping business; and discuss their potential long-term effect.	100	83.0%	20.0%	63.0%	10.0%	7.0%
2011-2012	Determine how culture, ethics, and technology have shaped and are shaping business; and discuss their potential long-term effect.	905	58.0%	15.8%	42.2%	12.4%	29.7%
2012-2013	Determine how culture, ethics, and technology have shaped and are shaping business; and discuss their potential long-term effect.	702	68.9%	31.3%	37.6%	9.1%	21.9%
2013-2014	Determine how culture, ethics, and technology have shaped and are shaping business; and discuss their potential long-term effect.	498	70.7%	38.2%	32.5%	7.0%	22.3%
BBA204 Legal Environment of Business (Scheduled for Revision in 2015)							
2009 Q4	Recognize legal and ethical issues and apply knowledge of law and ethics to help resolve real-world business issues and dilemmas.	70	57.2%	2.9%	54.3%	7.1%	35.7%
2011-2012	Recognize legal and ethical issues and apply knowledge of law and ethics to help resolve real-world business issues and dilemmas.	447	64.7%	12.6%	52.2%	16.2%	19.0%
2012-2013	Recognize legal and ethical issues and apply knowledge of law and ethics to help resolve real-world business issues and dilemmas.	316	48.1%	18.0%	30.4%	28.5%	23.1%
2013-2014	Recognize legal and ethical issues and apply knowledge of law and ethics to help resolve real-world business issues and dilemmas.	244	64.8%	20.1%	44.7%	24.6%	10.7%

TABLE 1 - SELECT COURSES, OBJECTIVES, AND STUDENT LEARNING (Cont.)

Select Courses and Relevant Learning Objectives	N	% Advanced and Proficient	% Advanced	% Proficient	% Developing	% Basic
HUM201 Peace and Conflict Studies (Course Revision Complete in Third Quarter of 2014)						
2009 Q4 — Analyze real-life conflicts in terms of their structure, dynamics, and underlying narrations and belief systems.	7	57.2%	28.6%	28.6%	28.6%	14.3%
Analyze efforts toward achieving world peace and the organizations in existence that help nations resolve conflict.	7	71.4%		71.4%	14.3%	14.3%
2011-2012 (revised July 2011) — Examine the causes, escalation, and consequences of a real-life conflict as well as peaceful methods of dealing with conflict.	235	100.0%	42.6%	57.4%		
Analyze efforts toward achieving world peace and the organizations in existence that help nations resolve conflict.	235	100.0%	33.2%	66.8%		
Explain negative and positive peace efforts and their effects on conflict.	235	100.0%	61.7%	38.3%		
Critically describe the various goals and methods of peace education.	235	100.0%	80.9%	19.1%		

TABLE 1 - SELECT COURSES, OBJECTIVES, AND STUDENT LEARNING (Cont.)

Select Courses and Relevant Learning Objectives	N	% Advanced and Proficient	% Advanced	% Proficient	% Developing	% Basic
HUM201 Peace and Conflict Studies (Cont.)						
2012-2013 Analyze efforts toward achieving world peace and the organizations in existence that help nations resolve conflict.	119	82.9%	82.9%			17.1%
Analyze real-life conflicts in terms of their structure, dynamics, and underlying narrations and belief systems.	119	100.0%	40.0%	60.0%		
Critically describe the various goals and methods of peace education.	119	100.0%	83.9%	16.1%		
Examine the causes, escalation, and consequences of a real-life conflict as well as peaceful methods of dealing with conflict.	119	100.0%	51.6%	48.4%		
Explain negative and positive peace efforts and their effects on conflict.	119	85.7%	28.6%	57.1%		14.3%
2013-2014 Analyze efforts toward achieving world peace and the organizations in existence that help nations resolve conflict.	114	90.9%	77.3%	13.6%	1.5%	7.6%
Analyze real-life conflicts in terms of their structure, dynamics, and underlying narrations and belief systems.	114	100.0%	88.2%	11.8%		
Critically describe the various goals and methods of peace education.	114	100.0%	50.0%	50.0%		
Examine the causes, escalation, and consequences of a real-life conflict as well as peaceful methods of dealing with conflict.	114	72.7%	18.2%	54.5%		27.3%
Explain negative and positive peace efforts and their effects on conflict.	114	100.0%	75.0%	25.0%		

TABLE 1 - SELECT COURSES, OBJECTIVES, AND STUDENT LEARNING (Cont.)

Select Courses and Relevant Learning Objectives		N	% Advanced and Proficient	% Advanced	% Proficient	% Developing	% Basic
BC345 Organizational Communication (Course Revision Completed in 2011)							
2009 Q4	Identify ethical issues faced by an organization and describe the organization's communication of these issues to employees and the public.	23	78.3%	52.2%	26.1%		21.7%
2011-2012	Identify ethical issues faced by an organization and describe the organization's communication of these issues to employees and the public.	144	97.9%	50.3%	47.6%	2.1%	
	Conduct an analysis on the use of strategic organizational communication for promoting an organization's values and ethics, and achieving organizational goals.	146	85.8%	35.8%	50.0%	8.1%	6.1%
2012-2013	Conduct an analysis on the use of strategic organizational communication for promoting an organization's values and ethics, and achieving organizational goals.	296	85.5%	36.5%	49.0%	7.1%	7.4%
2013-2014	Conduct an analysis on the use of strategic organizational communication for promoting an organization's values and ethics, and achieving organizational goals.	274	85.0%	39.0%	46.0%	6.6%	8.4%
BC607 Leading from a Global Perspective (Course Revision Complete in Fourth Quarter of 2014)							
2009 Q4	Adopt and demonstrate in practice the perspectives of global citizenship, especially as a member of a business organization.	160	85.0%	55.0%	30.0%		15.0%
2011-2012	Adopt and demonstrate in practice the perspectives of global citizenship, especially as a member of a business organization.	358	100.0%	91.9%	8.1%		
2012-2013	Adopt and demonstrate in practice the perspectives of global citizenship, especially as a member of a business organization.	297	99.0%	82.8%	16.2%	0.7%	0.3%
2013-2014	Adopt and demonstrate in practice the perspectives of global citizenship, especially as a member of a business organization.	221	93.2%	76.0%	17.2%	1.8%	5.0%
BBA484 Global Strategies							
2011-2012	Evaluate the capacity of a firm to plan and manage corporate social responsibility with respect to a country in which the firm does business.	151	95.4%	58.2%	37.3%	1.3%	3.3%
2012-2013	Evaluate the capacity of a firm to plan and manage corporate social responsibility with respect to a country in which the firm does business.	175	90.3%	25.7%	64.6%	5.1%	4.6%
2013-2014	Evaluate the capacity of a firm to plan and manage corporate social responsibility with respect to a country in which the firm does business.	189	91.5%	18.0%	73.5%	1.6%	6.9%

TABLE 1 - SELECT COURSES, OBJECTIVES, AND STUDENT LEARNING (Cont.)

Select Courses and Relevant Learning Objectives		N	% Advanced and Proficient	% Advanced	% Proficient	% Developing	% Basic
BC372 Intercultural Communication (Course Revision Completed in 2013)							
2011-2012	Apply cultural dimensions as a tool to anticipate and address the impact that cultural differences will likely have on intercultural interactions in a business environment.	109	88.2%	30.0%	58.2%	6.4%	5.5%
	Articulate how their own culture shapes them as a communicator and impacts their intercultural communication effectiveness.	109	91.8%	32.7%	59.1%	2.7%	5.5%
2012-2013	Apply cultural dimensions as a tool to anticipate and address the impact that cultural differences will likely have on intercultural interactions in a business environment.	130	88.2%	40.9%	47.2%	10.2%	1.6%
	Articulate how their own culture shapes them as a communicator and impacts their intercultural communication effectiveness.	130	100.0%	66.7%	33.3%		
2013-2014	Apply cultural dimensions as a tool to anticipate and address the impact that cultural differences will likely have on intercultural interactions in a business environment.	154	90.2%	39.1%	51.1%	9.0%	0.8%
	Articulate how their own culture shapes them as a communicator and impacts their intercultural communication effectiveness.	154	81.0%	61.9%	19.1%	19.0%	

TABLE 1 - SELECT COURSES, OBJECTIVES, AND STUDENT LEARNING (Cont.)

Select Courses and Relevant Learning Objectives		N	% Advanced and Proficient	% Advanced	% Proficient	% Developing	% Basic
BC611 Leading with Integrity (Scheduled for Revision in 2015)							
2011-2012	Design diversity and ethics mission statements with goals and objectives to guide implementation	75	100.0%	96.0%	4.0%		
2012-2013	Design diversity and ethics mission statements with goals and objectives to guide implementation	51	100.0%	72.5%	27.5%		
2013-2014	Design diversity and ethics mission statements with goals and objectives to guide implementation	38	78.9%	44.7%	34.2%	13.2%	7.9%
BC681 MABC Capstone							
2011-2012	Create ethical guidelines for business communications.	42	100.0%	71.4%	28.6%		
2012-2013	Create ethical guidelines for business communications.	33	100.0%	51.5%	48.5%		
2013-2014	Create ethical guidelines for business communications.	42	100.0%	40.5%	59.5%		
MBA521 Transnational Marketing (Course Revision Completed in 2011)							
2011-2012	Recognize and be sensitive to cultural differences.	13	76.9%	30.8%	46.2%	23.1%	
2012-2013	Recognize and be sensitive to cultural differences.	4	100.0%	50.0%	50.0%		
2013-2014	Recognize and be sensitive to cultural differences.	11	100.0%	36.4%	63.6%		
MBA531 Telemedicine and Emerging Technologies (Scheduled for Complete Revision in Third and Fourth Quarters of 2014)							
2011-2012	Discuss the legal and ethical issues raised by providing health care via telemedicine.	35	100.0%	31.4%	68.6%		
2012-2013	Discuss the legal and ethical issues raised by providing health care via telemedicine.	56	85.7%	21.4%	64.3%	3.6%	10.7%
2013-2014	Discuss the legal and ethical issues raised by providing health care via telemedicine.	36	75.0%	13.9%	61.1%	11.1%	13.9%
MBA600 Strategic Management (Scheduled for Complete Revision in Third and Fourth Quarters of 2014)							
2011-2012	Evaluate a strategic plan to determine if there are unethical or socially irresponsible strategies involved, and identify alternative strategies to replace them.	69	85.9%	15.5%	70.4%	2.8%	11.3%
2012-2013	Evaluate a strategic plan to determine if there are unethical or socially irresponsible strategies involved, and identify alternative strategies to replace them.	49	93.9%	38.8%	55.1%	2.0%	4.1%
2013-2014	Evaluate a strategic plan to determine if there are unethical or socially irresponsible strategies involved, and identify alternative strategies to replace them.	90	87.8%	70.0%	17.8%		12.2%

TABLE 1 - SELECT COURSES, OBJECTIVES, AND STUDENT LEARNING (Cont.)

Select Courses and Relevant Learning Objectives	N	% Advanced and Proficient	% Advanced	% Proficient	% Developing	% Basic
BA714 Sustainability and Innovation in the Business Enterprise (Scheduled for Complete Revision in Third and Fourth Quarters of 2014)						
2011-2012 Develop both a historical and current perspective of management of sustainable innovation: the evolution of sustainable development and how theoretical perspectives have or continue to impact management practice and sustainable performance, and to understand the application of theoretical findings in a business enterprise.	30	80.0%	20.0%	60.0%	20.0%	
Review, analyze, and integrate the major theoretical underpinnings of sustainable innovation to understand how these theories contribute to managerial strategies necessary for meeting the needs of the organization, shareholders, customers, and business community.	30	80.0%	20.0%	60.0%	20.0%	
2012-2013 Develop both a historical and current perspective of management of sustainable innovation: the evolution of sustainable development and how theoretical perspectives have or continue to impact management practice and sustainable performance, and to understand the application of theoretical findings in a business enterprise.	18	88.9%	77.8%	11.1%		11.1%
Review, analyze, and integrate the major theoretical underpinnings of sustainable innovation to understand how these theories contribute to managerial strategies necessary for meeting the needs of the organization, shareholders, customers, and business community.	18	88.9%	72.2%	16.7%		11.1%