

Business & Industry

Spring 2024 Gen Ed and Program Reports: Ethics

Program	Program Head	Included in Report
Accounting	Meredith Koncz	Yes
Automotive	Kevin Casey	
Baking and Pastry	Katherine Oscavich	Yes
Business Administration	Anita Dickson	
Business Management	Anita Dickson	
Computer and Information Science	Brian Stokes	
Computer-Aided Design	Ken Nasatka	
Construction Management	Daniel Phillips	
Culinary Arts	Katherine Oscavich	
Data Science	Celisa Counterman	
Electromechanical	Gary George	
Engineering	Bill Doney	
Hospitality	Rebecca Heid	Yes
HVAC	Daniel Phillips	
Information Security	Brian Stokes	
Legal Studies	Amy VanVarick-Colarusso	Yes
Marketing	Wendi Achey	
Math	Celisa Counterman	
Paralegal	Amy VanVarick-Colarusso	Yes
Sport Management	Shannon Raymond	
Welding	Dino Forst	Yes

Last Updated: September 13, 2024

Program Name: Accounting
 Faculty Lead: Meredith Koncz

General Education outcome(s) assessed: Ethics

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>A question on the Business Law (BUSA152) final exam was used. See the question below. All students completed it in person or online depending on the modality.</p> <p>Recreation & Sports Equipment Corporation sells a high profit-generating product that is capable of seriously injuring consumers who misuse it in a foreseeable way. There have not been any lawsuits or complaints to date, thankfully. The corporation is contemplating adding a stern warning to the product packaging and on any promotional materials. They are concerned that adding the warning will increase the cost of the product since they now have to throw out the existing plastic and cardboard packaging and printed promotional materials to add warning language to new packaging and promotional materials. Further, they are worried that a too strongly worded warning may scare some potential customers who might now not buy the product because they would be afraid to use it. There is also a concern that anyone injured by the product's misuse may sue the company, but lawyers advised that there may be a viable legal defense should that happen even if there was no warning on the package. Assume you are the CEO of this corporation whose philosophy is to make decisions based on the "Corporate Citizen" mindset. Fully define and explain what factors are to</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>The rubric created by Professor Van Varick-Colarusso was used. 8 Accounting students were included in the tested population. 4 students or 50% passed. This is a very small sample size and compared to other majors that used the same assessment Accounting students did better. In the future, I would hope for a larger sample size before making any changes to the course or program.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>For the limited number of students assessed, we found that students did not do as well as we hoped. We will continue to increase the lecture and examples in the lecture for the course. We will also reinforce the concept in the Accounting courses.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>I have been thinking about and discussing the best way to incorporate more diversity into ACCT 101 as well.</p>

<p>be considered as a "Corporate Citizen" when making an ethical decision. Define each element fully and apply and analyze the facts stated above and make a decision of what to do about your product and the reasons for your decision. You may also suggest another solution not stated above so long as you explain why that would be a better decision.</p>		
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Program outcome(s) assessed: Make decisions that reflect legal and ethical standards of the profession of accounting.

<p>A question on the Business Law (BUSA152) final exam was used. See the question below. All students completed it in person or online depending on the modality.</p> <p>Recreation & Sports Equipment Corporation sells a high profit-generating product that is capable of seriously injuring consumers who misuse it in a foreseeable way. There have not been any lawsuits or complaints to date, thankfully. The corporation is contemplating adding a stern warning to the product packaging and on any promotional materials. They are concerned that adding the warning will increase the cost of the product since they now have to throw out the existing plastic and cardboard packaging and printed promotional materials to add warning language to new packaging and promotional materials. Further, they are worried that a too strongly worded warning may scare some potential customers who might now not buy the product because they would be afraid to use it. There is also a concern that anyone injured by the product's misuse may sue the company, but lawyers advised that there may be a viable legal defense should that happen even if there was no warning on the package. Assume you are the CEO of this corporation whose philosophy is to make decisions based on the "Corporate Citizen" mindset. Fully define and explain what factors are to be considered as a "Corporate Citizen" when making an ethical decision. Define each element fully and apply and analyze the facts stated above and make a decision of what to</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>6 Accounting students were included in the tested population. The average results were a 3.5 out of 4 and the pass rate was 83%. . This is a very small sample size. In the future, I would hope for a larger sample size before making any changes to the course or program. However, the benchmark was met and we are happy with the result.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>I learned that the students were able to accomplish the program outcome. We talked about the results as a cluster. The program will make no changes at this point.</p> <p><u>What did you think about or changed because of last semester's results?</u></p> <p>I desire to add more culturally based economic assignments with a written and oral component. This assignment sparked critically thought-out responses and openness from students.</p>
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<p>do about your product and the reasons for your decision. You may also suggest another solution not stated above so long as you explain why that would be a better decision.</p>		
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Program Name: Baking and Pastry

Faculty Lead: Kate Oscavich

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Ethics: Understand and demonstrate the standards of safety and sanitation practices and safe food service equipment operations as it relates to the baking and pastry industry.</p> <p>During lab, students will be assessed daily on their daily kitchen safety and sanitation practices.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Who: Kate Oscavich in BAKE101 Baking and Pastry Fundamentals and BAKE125 Introduction to Culinary Arts.</p> <p>What: Students took ServSafe Managers exam in BAKE101. Students will continue to be assessed daily in BAKE125 on their safety and sanitation practices.</p> <p>How: ServSafe Managers Exam and rubric for daily safety and sanitation practices.</p> <p>Results: All 14 students displayed a thorough understanding of Kitchen Safety and Sanitation by receiving 100% on all 14 assessment days.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We have learned the value of teaching ServSafe within the first semester to better prepare students for practical work in the lab/kitchen.</p> <p><u>What did you think about or change because of last semester's results?</u> No changes necessary</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Understand and demonstrate the standards of safety and sanitation practices and safe food service equipment operations as it relates to the baking and pastry industry.</p> <p>The intent is for the students to engage in ethical learning experiences within lab to grasp the importance of safety and sanitation within culinary settings and to practice these skills in real time to better comprehend how to keep the customer/guest safe. Additionally, students have taken the ServSafe Managers exam as a prerequisite for the second semester classes.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Using the attached rubric, students were assessed on their safety and sanitation practices during each class, for 14 classes in a row. This information was taught to the students in BAKE101 and then students were tested on what they learned. All students that passed the ServSafe exam, moved forward within the program and have demonstrated a deep understanding of these practices in each class.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We have learned the value of teaching ServSafe within the first semester to better prepare students for practical work in the lab/kitchen.</p> <p><u>What did you think about or change because of last semester's results?</u> No changes necessary.</p>

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Course Title: Financial Management HOSP212

Program Title: Hospitality Management

Semester and Year: Spring 2024

NOTE: The course that assesses Diversity in the Hospitality Program is a Spring Course. The below reflects the data from the spring course of HOSP201.

General Education outcomes

The project assessed the following General Education outcomes:

1. Engaging in Ethical Questions

Program outcomes

The project assessed the following program outcomes:

1. Evaluate leadership principles necessary in diverse and global hospitality and tourism industry.

Assessment overview (why did you choose this assignment?)

The intent is for the students to be exposed to an ethical dilemma with suppliers and managers. Students define ethics, then use the questions to ask yourself when you feel you are in an ethical dilemma. Each student develops an answer of how they would handle the ethical situation.

- Is it legal?
- Does it hurt anyone?
- Am I being honest?
- Would I care if it happened to me?
- Would I publicize my action?

Data collection (who, what, how)

Who: Rebecca Heid in HOSP212 Financial Management

What: Students complete an ethical case study and it is graded by the given rubric from General Education Assessment Committee.

Results (number of artifacts assessed/number passing)

One artifact – 14 students only 13 completed the assignment

10 students passed out of 13 = 77%

Recommendations

I noticed that the students recognized an ethical dilemma, but it wasn't the one intended. This was the first time this happened in this class. It was interesting how they perceived the situation. Students found the ethical situation was that the vendor was basically bribing the catering manager with free product since their deliveries were late the past few times. Which, I can see their point. However, the ethical dilemma was the catering manager using the product for a personal use instead of absorbing the product into the company's inventory. She is stealing.

I plan to discuss that it is a very typical practice that suppliers give free food to managers for messing up as well as trying to sell a product. Those free items are for company use not personal use. I'm thinking the students never had experiences anything like this at their jobs yet. They necessarily didn't get the entire aspect wrong because they identified another ethical dilemma. Yes, the vendor is doing bribery to keep the account. Most students said she shouldn't accept the free food because they felt it was a form of bribery.

Program Name: LEGAL STUDIES, AAS

Faculty Lead: Amy Van Varick-Colarusso (Program Coordinator) and David Gordon (Professor)

General Education outcome(s) assessed: ETHICS

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students were split into two (2) working groups and assigned a legal matter on appeal to the Supreme Court that required them to research and write an appellate court brief and presented oral arguments before the court.</p> <p>This assignment required the students to use all skill sets taught in both Legal Research and Legal Writing.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Two (2) written appellate courts briefs were written, one representing the appellant and the other representing the appellee.</p> <p>Twelve out of thirteen students passed. All students were expected to participate in both the writing of the brief and presentation during moot court.</p> <p>The students demonstrated a high degree of skill in both the research and writing of the appellate court brief.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The students discussed the outcome of the case; revelations about deadlines to be met; work involved to ethically and zealously advocate for a client</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>I gave the student criminal cases to research and and advocate since these kind of cases seem to pique the students' interest.</p>

Program outcome(s) assessed: EVALUATE THE ROLE OF LEGAL THEORY AND ETHICAL PRACTICES IN DIVERSE SOCIETAL GROUPS AND INSTITUTIONS.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>The assignment required the students to interact with each in a teamwork setting with each member of their assigned team to contribute equally in the preparation and presentation of their case.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Two (2) written appellate courts briefs were written, one representing the appellant and the other representing the appellee.</p> <p>Twelve out of thirteen students passed. All students were expected to participate in both the writing of the brief and presentation during moot court.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The students interacted with each other in a very professional manner, much like seasoned legal professionals.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>No change was necessary as these students demonstrated a high level of professionalism in completing this assignment.</p>

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Program Name: Paralegal, AAs

Faculty Lead: Amy VanVarick-Colarusso and David Gordon (PARL210G)

General Education outcome(s) assessed: ETHICS

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students were split into two (2) working groups and assigned a legal matter on appeal to the Supreme Court that required them to research and write an appellate court brief and present oral arguments before the “court.” This assignment required the students to use all skillsets taught in both Legal Research (PARL 205) and Legal Writing (PARL 210G)</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Two (2) written appellate briefs were written representing both sides of the arguments as appellant and appellee. Twelve of thirteen students passed.</p> <p>All students were expected to participate in both writing of the brief and oral presentation at “moot court.”</p> <p>The students demonstrated a high degree of skill in both legal research and legal writing in this assignment.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Students discussed the outcome of the case; revelations about deadlines; work involved to ethically and zealously advocate for a client.</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>Instructor decided to use a criminal law case which seemed to pique the interest so they would be better advocates.</p>

Program outcome(s) assessed: Understand and apply substantive legal terminology and possible ethical considerations to develop requisite analytical skills necessary to function effectively in a legal work environment.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students used and learned new legal terminology and also made ethical considerations in their choice of legal arguments and analysis. This was measured by the quality of their appellate briefs and the level of sophistication in their oral arguments at the “moot court” presentation.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Two (2) written appellate briefs were written representing both sides of the arguments as appellant and appellee. Twelve of thirteen students passed.</p> <p>All students were expected to participate in both writing of the brief and oral presentation at “moot court.”</p> <p>The students demonstrated a high degree of skill in both legal research and legal writing in this assignment.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Students discussed the outcome of the case; revelations about deadlines; work involved to ethically and zealously advocate for a client.</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>Instructor decided to use a criminal law case which seemed to pique the interest so they would be better advocates.</p>

Program Name: Welding Technology

Faculty Lead: Dino Forst /spring 2024

General Education outcome(s) assessed: (Ethics)

Program outcome(s) assessed: Demonstrate the skills and knowledge needed for the Certified Welding Inspector and Certified Welding Educator certifications.

AWS D1.1, ASME Section IX, & API 1104

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 358 722 418">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 464 722 597">Student were asked to answer 5 questions with answers of the importance of Ethics in the work place. These five questions were to be from the Ethics chapter in Soft Skills for the Workplace.</p> <p data-bbox="100 643 722 703">Three sections were assessed: WELD 105 -01 & 02, WELD235 - 01</p>	<p data-bbox="751 358 1373 456">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 501 1373 599">10 students were assessed on Ethics. Students were scored on the first 5 questions of the Ethics chapter. All students passed with an average of 92.5%</p>	<p data-bbox="1402 358 1995 456">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 501 1995 529">How important Ethics is in the work place</p> <p data-bbox="1402 574 1995 708">We discussed the results on the accuracy of the student's answers and discussed the questions related to Ethics of the work place in Soft Skills for the Workplace.</p> <p data-bbox="1402 753 1995 850">I have added the Soft Skills for the Workplace by Good Heart and Wilcox as a requirement for the welding program.</p>

Program Name: Accounting
 Faculty Lead: Meredith Koncz

General Education outcome(s) assessed: Ethics

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>A question on the Business Law (BUSA152) final exam was used. See the question below. All students completed it in person or online depending on the modality.</p> <p>Recreation & Sports Equipment Corporation sells a high profit-generating product that is capable of seriously injuring consumers who misuse it in a foreseeable way. There have not been any lawsuits or complaints to date, thankfully. The corporation is contemplating adding a stern warning to the product packaging and on any promotional materials. They are concerned that adding the warning will increase the cost of the product since they now have to throw out the existing plastic and cardboard packaging and printed promotional materials to add warning language to new packaging and promotional materials. Further, they are worried that a too strongly worded warning may scare some potential customers who might now not buy the product because they would be afraid to use it. There is also a concern that anyone injured by the product's misuse may sue the company, but lawyers advised that there may be a viable legal defense should that happen even if there was no warning on the package. Assume you are the CEO of this corporation whose philosophy is to make decisions based on the "Corporate Citizen" mindset. Fully define and explain what factors are to</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>The rubric created by Professor Van Varick-Colarusso was used. 8 Accounting students were included in the tested population. 4 students or 50% passed. This is a very small sample size and compared to other majors that used the same assessment Accounting students did better. In the future, I would hope for a larger sample size before making any changes to the course or program.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>For the limited number of students assessed, we found that students did not do as well as we hoped. We will continue to increase the lecture and examples in the lecture for the course. We will also reinforce the concept in the Accounting courses.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>I have been thinking about and discussing the best way to incorporate more diversity into ACCT 101 as well.</p>

<p>be considered as a "Corporate Citizen" when making an ethical decision. Define each element fully and apply and analyze the facts stated above and make a decision of what to do about your product and the reasons for your decision. You may also suggest another solution not stated above so long as you explain why that would be a better decision.</p>		
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Program outcome(s) assessed: Make decisions that reflect legal and ethical standards of the profession of accounting.

<p>A question on the Business Law (BUSA152) final exam was used. See the question below. All students completed it in person or online depending on the modality.</p> <p>Recreation & Sports Equipment Corporation sells a high profit-generating product that is capable of seriously injuring consumers who misuse it in a foreseeable way. There have not been any lawsuits or complaints to date, thankfully. The corporation is contemplating adding a stern warning to the product packaging and on any promotional materials. They are concerned that adding the warning will increase the cost of the product since they now have to throw out the existing plastic and cardboard packaging and printed promotional materials to add warning language to new packaging and promotional materials. Further, they are worried that a too strongly worded warning may scare some potential customers who might now not buy the product because they would be afraid to use it. There is also a concern that anyone injured by the product's misuse may sue the company, but lawyers advised that there may be a viable legal defense should that happen even if there was no warning on the package. Assume you are the CEO of this corporation whose philosophy is to make decisions based on the "Corporate Citizen" mindset. Fully define and explain what factors are to be considered as a "Corporate Citizen" when making an ethical decision. Define each element fully and apply and analyze the facts stated above and make a decision of what to</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>6 Accounting students were included in the tested population. The average results were a 3.5 out of 4 and the pass rate was 83%. . This is a very small sample size. In the future, I would hope for a larger sample size before making any changes to the course or program. However, the benchmark was met and we are happy with the result.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>I learned that the students were able to accomplish the program outcome. We talked about the results as a cluster. The program will make no changes at this point.</p> <p><u>What did you think about or changed because of last semester's results?</u></p> <p>I desire to add more culturally based economic assignments with a written and oral component. This assignment sparked critically thought-out responses and openness from students.</p>
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<p>do about your product and the reasons for your decision. You may also suggest another solution not stated above so long as you explain why that would be a better decision.</p>		
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Course Title: BAKE125 Introduction to Baking and Pastry
Program Title: Baking & Pastry
Semester and Year: Spring 2024

General Education outcomes

The project assessed the following General Education outcomes:

1. Ethics

Program outcomes

The project assessed the following program outcomes:

- Understand and demonstrate the standards of safety and sanitation practices and safe food service equipment operations as it relates to the baking and pastry industry.

Assessment overview (why did you choose this assignment?)

The intent is for the students to engage in ethical learning experiences within lab to grasp the importance of safety and sanitation within culinary settings and to practice these skills in real time to better comprehend how to keep the customer/guest safe. Additionally, students have taken the ServSafe Managers exam as a prerequisite for the second semester classes.

Data collection (who, what, how)

Who: Kate Oscavich in BAKE101 Baking and Pastry Fundamentals and BAKE125 Introduction to Culinary Arts.

What: Students take the ServSafe Managers exam in BAKE101. Students will continue to be assessed daily in BAKE125 on their safety and sanitation practices.

How: ServSafe Managers Exam and rubric for daily safety and sanitation practices.

Results (number of artifacts assessed/number passing)

14 students took the ServSafe managers exam during the Fall 2023 semester and passed. Students taking BAKE125 will be assessed for daily safety and sanitation practices using the attached rubric.

Recommendations

- TBD

Daily ServSafe and Sanitation Rubric

Category	Excellent-20	Good-15	Fair-8	Poor-5	Total
Handwashing	Students washed their hands upon entering the kitchen and as needed throughout the lab. Students followed proper handwashing procedures.	Students had to be reminded to wash their hands but did so when asked. Handwashing procedures were mostly followed, but the students had to be reminded to use hot water or to wash hands for the full 20 seconds.	Students did not wash their hands for the full 20 seconds or missed washing their hands after touching something that was contaminated but did not contaminate their food.	Due to poor handwashing procedures, food products were contaminated and had to be thrown out.	_____/20
Equipment	Equipment was washed, sanitized and properly put away.	Equipment was washed and sanitized, but not returned to the correct place.	Equipment could have been better cleaned or was not sanitized.	Equipment is dirty and not sanitized.	_____/20
Ready to eat foods/gloves	Students had gloves on while working with ready to eat foods and changed their gloves as needed.	Students had gloves on while working with ready to eat foods, but did not change gloves as needed.	Students had to be reminded to wear gloves when working with ready to eat foods.	Food was wasted because the students did not wear gloves while working with ready to eat foods.	_____/40
Storage and labeling	All food was properly cooled, wrapped, labeled, and properly stored at the correct temperature.	Food was not labeled, but it was properly wrapped, and stored at the correct temperature.	Student was reminded to properly cool, wrap, and/or label their food product.	Product was stored or labeled incorrectly and has to be thrown out.	_____/20
Total					_____/100

Program Name: Welding Technology

Faculty Lead: Dino Forst /spring 2024

General Education outcome(s) assessed: (Ethics)

Program outcome(s) assessed: Demonstrate the skills and knowledge needed for the Certified Welding Inspector and Certified Welding Educator certifications.

AWS D1.1, ASME Section IX, & API 1104

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 358 722 418">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 464 722 597">Student were asked to answer 5 questions with answers of the importance of Ethics in the work place. These five questions were to be from the Ethics chapter in Soft Skills for the Workplace.</p> <p data-bbox="100 643 722 703">Three sections were assessed: WELD 105 -01 & 02, WELD235 - 01</p>	<p data-bbox="751 358 1373 451">Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p data-bbox="751 496 1373 597">10 students were assessed on Ethics. Students were scored on the first 5 questions of the Ethics chapter. All students passed with an average of 92.5%</p>	<p data-bbox="1402 358 1982 451">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 496 1982 524">How important Ethics is in the work place</p> <p data-bbox="1402 570 1982 703">We discussed the results on the accuracy of the student's answers and discussed the questions related to Ethics of the work place in Soft Skills for the Workplace.</p> <p data-bbox="1402 748 1982 849">I have added the Soft Skills for the Workplace by Good Heart and Wilcox as a requirement for the welding program.</p>