

Using Text Analysis to Assess Qualitative Student Works, Deal with Inter-rater Reliability, and Simultaneously Comply with AACSB Standard 8 and Middle States Standard V

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Web Appendix

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Web Appendix

Figure 1: Poverty and Hunger Library with Dictionaries

Poverty and Hunger Library

Negative Behaviors (4 terms) examples: superfluous wealth, lavishly

Positive Behaviors (19 terms) examples: feed, assist

Negative Position (24 terms) examples: suffer from hunger, poverty

Positive Position (3 terms) examples: stable, safe

Jesuit (8 terms) examples: man and women for others, service for others

Catholic (11 terms) examples: food for all, right to life

Figure 2: Webmap of Institutional Learning Objectives for Graduate Business Students

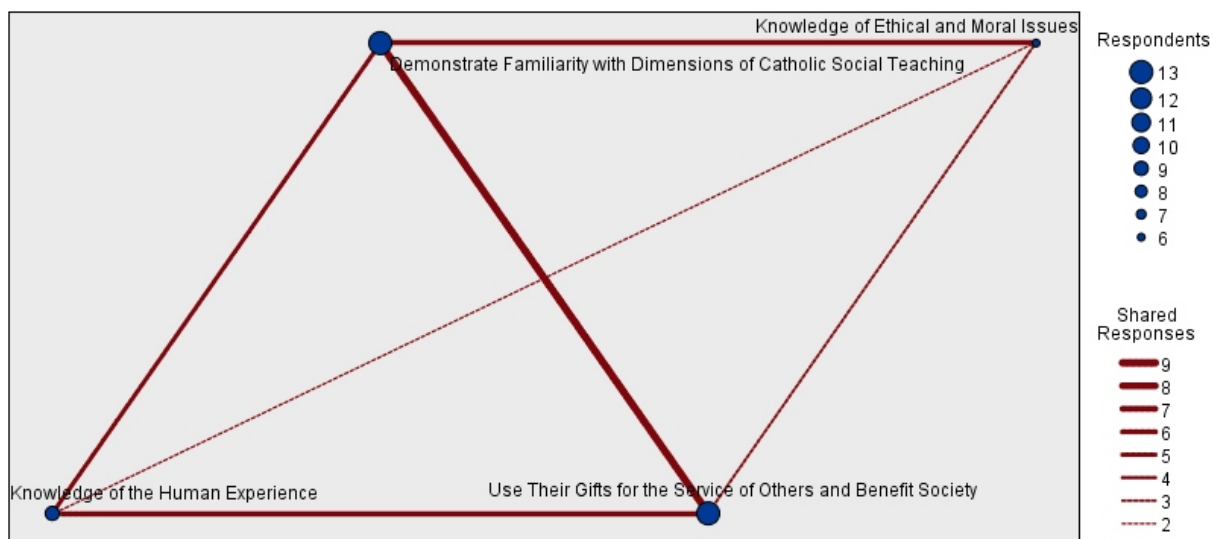


Figure 3: Webmap of Institutional Learning Objectives for Undergraduate Business Students

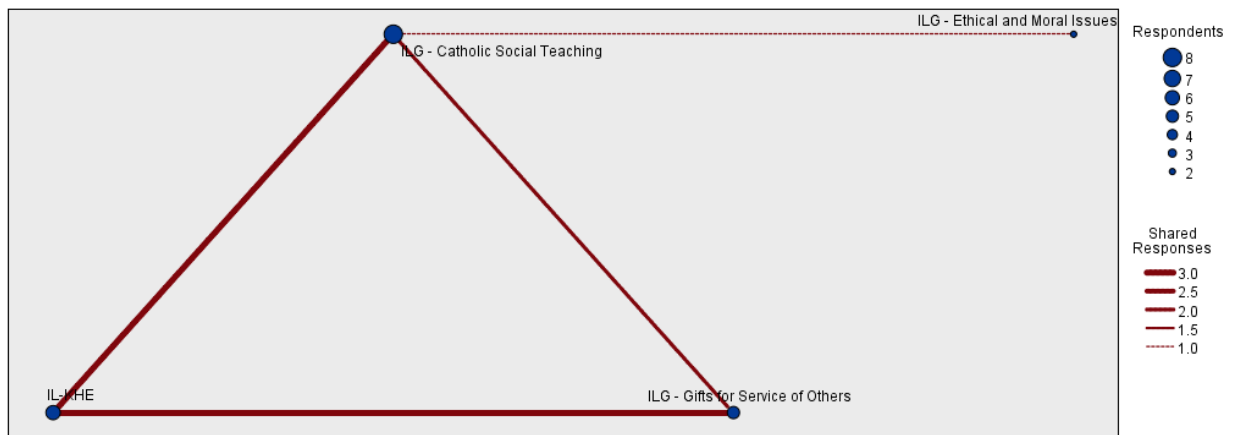


Table 1: Concepts Extracted From Student Works and Semantic Categories Created Representing Four Institutional Learning Objectives

Categories Representing Institutional Learning Objectives			
<i>Knowledge of the Human Experience</i> (9 concepts)	<i>Knowledge of Ethical and Moral Issues</i> (5 concepts)	<i>Demonstrate Familiarity with Dimensions of Catholic Social Teaching</i> (20 concepts)	<i>Use Their Gifts for the Service of Others and Benefit Society</i> (12 concepts)
Tuberculosis	Allegory of the long spoons	Feed	Service for others
Hunger causes	Long	Pope Francis	Resources to assist
Malaria	Spoons	Life	Expertise to bring this relief
African developing	Morals	Pope Paul VI	Human welfare
People suffer from hunger	Moral obligation	Parable	Jesuit values
Dire		Message	Mission to help our fellow
Underweight		No need wealth	Missing to assist catholic relief service
Developing's hunger cases rates		Daily bread	Company to make a difference
Impoverished		Responsible	Social change

Deaths		Second Vatican Council	Difference
Dire time		Catholic tradition	Change
Malnutrition rate		Go forth and set the world on remove	Resources to make a difference
Severe human crisis		Right to life	
Desperate		Food for all	
		Pope John XXIII	
		Teaching	
		Loyola	
		Pope Benedict XVI	
		Caritas Internationalis	
	Pope		

Table 2: Assessment of Coverage of Institutional Learning Objectives by Graduate Students

	Semantic Categories Representing Institutional Learning Objectives			
<i>Statistics</i>	<i>Knowledge of the Human Experience</i>	<i>Knowledge of Ethical and Moral Issues</i>	<i>Demonstrate Familiarity with Dimensions of Catholic Social Teaching</i>	<i>Use Their Gifts for the Service of Others and Benefit Society</i>
Number of Student Works with Concepts	9	6	13	13
Percent of Student Works	50%	33%	72%	72%
Assessment	Meets Expectations	Does Not Meet Expectations	Meets Expectations	Meets Expectations

Table 3: Assessment of Learning Objective Coverage Found in Graduate Student Work Products

	Number of Institutional Learning Objectives Demonstrated in Student Works				
	4	3	2	1	0
Percent of Learning Objectives	100%	75%	50%	25%	0%
Number of Student Works	1	5	10	2	0
Percentage of Students	5%	28%	56%	11%	0%
Assessment	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Does not Meet Expectations	Does Not Meet Expectations

Table 4: Assessment of Ability of Undergraduate Student Business Works to Provide Evidence of Knowledge of Institutional Learning Objectives

	Semantic Categories Representing Institutional Learning Objectives			
<i>Statistics</i>	<i>Knowledge of the Human Experience</i>	<i>Knowledge of Ethical and Moral Issues</i>	<i>Demonstrate Familiarity with Dimensions of Catholic Social Teaching</i>	<i>Use Their Gifts for the Service of Others and Benefit Society</i>
Number of Student Works with Concepts	6	2	8	5
Percent of Student Works	30%	10%	40%	5%
Assessment	Does Not Meet Expectations	Does Not Meet Expectations	Does Not Meet Expectations	Does Not Meet Expectations

Table 5: Assessment of Learning Objective Coverage Found in Undergraduate Student Work

Products

	Number of Institutional Learning Objectives Demonstrated in Student Works				
	4	3	2	1	0
Percent of Learning Objectives	100%	75%	50%	25%	0%
Number of Student Works	0	1	6	6	7
Percentage of Students	0%	5%	30%	30%	35%
Assessment	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Does not Meet Expectations	