



DIRECT ASSESSMENT RESULTS

ETHICAL BEHAVIOR

CULTURE/DIVERSITY/GLOBALIZATION

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BBA Program Level Goal 4:

Recognize and apply general concepts of ethical behavior in dealing with various stakeholders.

Graduates should develop or enhance their ethical framework and understand the ethical foundations of diverse populations. They should be able to recognize when they face an ethical dilemma and to apply one of several evaluative frameworks to form a personal standard for dealing with the dilemma.

Course Methods:

Business Law 2361: For the academic year 2010-2011 the core course Business Law 2361 assessed student learning of goal 4, “recognize and apply general concepts of ethical behavior in dealing with various stakeholders.” The method of assessment was eight embedded exam questions, common across all course sections, developed by instructing faculty. The questions included both theory recall and theory interpretation. Evaluation of the results was based upon benchmarks of 70% or greater correctly answering the question as exceeding expectations, at least 60% but less than 70% correctly responding as meeting expectations, and less than 60% as not meeting expectations.

Management 3303: During the 2010-11 academic year, data were collected to assess student learning in multiple sections of the course. Two forms of direct methods were used. The first form consisted of multiple choice questions focused primarily on definitions of key terms in the assigned course readings. The second approach also consisted of multiple choice questions, but these questions were of an application orientation and required interpretation of business situations. The questions were answered by students during class time as either an in-class exercise or extra credit activity. The criteria used to determine if a student exceeds expectations were a score of 90.0% or better, for a student to meet expectations a score had to fall between 70.0 and 89.99%, and for a student to fail to meet expectations a score must have been less than 70.0%.

Marketing 3343: To assess student learning of program goal 4, the direct method was used. A total of 10 multiple-choice questions addressing the goal were answered by students on the final exam with a population size of 1,132. Correctly answering 9 of the 10 questions (90%) was considered to be performance “above expectations,” correctly answering 7 of the 10 questions (70%) was considered “at expectations,” and correctly answering 6 or fewer of the 10 questions (less than or equal to 60%) was considered “below expectations.”

Management 4335: To assess student learning of goal 4, students in multiple sections of the course, all students completed a standardized 10-question quiz or common embedded exam questions asking them to apply basic ethical concepts to business situations. In these questions, students were asked to identify an ethical dilemma facing a company, explain what makes it an ethical dilemma, analyze the dilemma using an ethical decision making framework, and recommend a course of action. Correctly answering 9 of the 10 questions was

considered to be “above expectations,” correctly answering 7 of the 10 questions was considered “at expectations,” and correctly answering 6 or fewer of the 10 questions was considered “below expectations.”

Results:

Results for the direct assessment of the ethics goal at the BBA Program level were as follows:

Course/Assignment	Percent that:			
	Exceeds:	Meets:	Below:	n=
Blaw 2361 - Common Exam Questions	50.7	21.3	28	328
Mgt 3303 - Definition/Application q's	25.5	53.7	20.8	432
Mkt 3343 - Common Exam Questions	52.1	30.1	17.8	1132
Mgt 4335 - Explain/Analyze q's	20	60	20	275

Results for the direct assessment of the ethics goal at the department level were as follows:

Accounting Majors:	n=	M+E=%
BLAW 2361 - set of common questions	94	71%
MGT 3303 - set of common questions	98	82%
MKT 3343 - set of common questions	246	82%
MGT 4335 - set of common questions	36	83%

CIS Majors:	n=	M+E=%
BLAW 2361 - set of common questions	17	65%
MGT 3303 - set of common questions	21	81%
MKT 3343 - set of common questions	70	69%
MGT 4335 - set of common questions	17	82%

Economics Majors:	n=	M+E=%
BLAW 2361 - set of common questions	13	69%
MGT 3303 - set of common questions	15	87%
MKT 3343 - set of common questions*	186	83%
MGT 4335 - set of common questions	9	67%

* Economics and Finance majors combined for this course

Finance Majors:	n=	M+E=%
BLAW 2361 - set of common questions	47	72%
MGT 3303 - set of common questions	83	80%
MKT 3343 - set of common questions*	186	83%
MGT 4335 - set of common questions	51	69%

* Finance and Economics majors combined for this course

Management Majors:	n=	M+E=%
BLAW 2361 - set of common questions	82	76%
MGT 3303 - set of common questions	130	76%
MKT 3343 - set of common questions	389	82%
MGT 4335 - set of common questions	85	85%

Marketing Majors:	n=	M+E=%
BLAW 2361 - set of common questions	75	71%
MGT 3303 - set of common questions	85	79%
MKT 3343 - set of common questions	241	86%
MGT 4335 - set of common questions	77	83%

BBA Program Level Goal 6:

Understand the importance of culture and diversity to organizations.

Graduates should comprehend the nature and significance of differences in individuals and groups based on their culture, ethnicity, religion, and other background factors. They should understand the impact of globalism and multiculturalism on business organizations.

Course Methods:

Economics 2315: During the 2010-2011 academic year, students in six sections of Economics 2315 were evaluated using a set of common questions embedded in examinations to assess the goal of culture, diversity and globalization. Six correct questions was deemed to “exceed expectations,” four or five correct questions “met expectations,” and three or fewer questions “did not meet expectations.”

Management 3353: During the 2010-2011 academic year, data were collected to assess student learning on Program Goal 6 in multiple sections of MGT 3353 Business Communication, a core course of the McCoy College of Business Administration. To assess student learning of this program goal, one form of the direct method was used. This form consisted of ten (10) common multiple choice questions focused primarily on knowledge of key concepts in the relevant course chapters. These multiple choice questions were application orientation and required interpretation of business situations. A total of 10 questions were answered by students during class time either as an in-class exercise or as a section of the final exam. The criteria used to determine if a student ‘exceeds expectations’ was a score of 90.0% or better; for a student to ‘meets expectations’, a score had to fall between 70.0 and 89.99%; and for a student to ‘fails to meet’ expectations, a score must have been less than 70.0%.

Management 3303: During the 2010-11 academic year, data were collected to assess student learning in multiple sections of the course. Two forms of direct methods were used. The first form consisted of multiple choice questions focused primarily on definitions of key terms in the assigned course readings. The second approach also consisted of multiple choice questions, but these questions were of an application orientation and required interpretation of business situations. The questions were answered by students during class time as either an in-class exercise or extra credit activity. The criteria used to determine if a student exceeds expectations were a score of 90.0% or better, for a student to meet expectations a score had to fall between 70.0 and 89.99%, and for a student to fail to meet expectations a score must have been less than 70.0%.

Marketing 3343: To assess student learning of program goal 6, the direct method was used. A total of 10 multiple-choice questions addressing the goal were answered by students on the final exam with a population size of 1,132. Correctly answering 9 of the 10 questions (90%) was considered to be performance “above expectations,” correctly answering 7 of the 10 questions (70%) was considered “at expectations,” and correctly answering 6 or fewer of the 10 questions (less than or equal to 60%) was considered “below expectations.”

Results:

Results for the direct assessment of the culture/diversity/globalization goal at the BBA Program level were as follows:

Course/Assignment	Percent that:			n=
	Exceeds:	Meets:	Below:	
Econ 2315 - Common Question Set	18.2	52.6	29.2	363
Mgt 3353 - Common Question Set	50.4	36.4	11.2	331
Mgt 3303 - Definition/Application q's	58.8	34.4	6.7	369
Mkt 3343 - Common Question Set	53.8	36.7	9.5	1132

Results for the direct assessment of the culture/diversity/globalization goal at the department level were as follows:

Accounting Majors:	n=	M+E=%
ECO 2315 - set of common exam questions	74	66%
MGT 3303 - set of common exam questions	98	93%
MGT 3353 - set of common exam questions	91	95%
MKT 3343 - set of common exam questions	246	90%

CIS Majors:	n=	M+E=%
ECO 2315 - set of common exam questions	18	100%
MGT 3303 - set of common exam questions	20	95%
MGT 3353 - set of common exam questions	10	90%
MKT 3343 - set of common exam questions	70	83%

Economics Majors:	n=	M+E=%
ECO 2315 - set of common exam questions	12	59%
MGT 3303 - set of common exam questions	15	93%
MGT 3353 - set of common exam questions	13	92%
MKT 3343 - set of common exam questions*	186	90%

* Economics and Finance majors were combined in this course

Finance Majors:	n=	M+E=%
ECO 2315 - set of common exam questions	61	74%
MGT 3303 - set of common exam questions	84	99%
MGT 3353 - set of common exam questions	65	94%
MKT 3343 - set of common exam questions*	186	90%

* Economics and Finance majors were combined in this course

Management Majors:	n=	M+E=%
ECO 2315 - set of common exam questions	115	72%
MGT 3303 - set of common exam questions	130	93%
MGT 3353 - set of common exam questions	115	88%
MKT 3343 - set of common exam questions	389	91%

Marketing Majors:	n=	M+E=%
ECO 2315 - set of common exam questions	83	65%
MGT 3303 - set of common exam questions	85	93%
MGT 3353 - set of common exam questions	95	82%
MKT 3343 - set of common exam questions	241	93%

Indirect Assessment Results:

**Alumni Survey Results 2004-2010
Program-Level Goal Perceptions**

Program Skills/Topics:	2004 (%)	2006 (%)	2007 (%)	2009 (%)	2010 (%)
1. Critical and Logical Thinking (Program Goal 2)	H 55 M 39 T 94	V 58 S 39 T 97	V 53 S 39 T 92	V 63 S 36 T 99	V 59 S 38 T 97
2. Effective Writing (Program Goal 1)	H 39 M 44 T 83	V 41 S 48 T 89	V 38 S 52 T 90	V 45 S 48 T 93	V 59 S 32 T 91
3. Effective Speaking (Program Goal 1)	H 57 M 35 T 92	V 64 S 28 T 92	V 57 S 36 T 93	V 67 S 28 T 95	V 66 S 28 T 94
4. Math/Quantitative Skills (Program Goal 2)	H 47 M 44 T 91	V 43 S 47 T 90	V 40 S 54 T 94	V 45 S 50 T 95	V 41 S 50 T 91
5. Computer Skills/Information Technology (Program Goal 3)	H 41 M 42 T 83	V 64 S 29 T 93	V 55 S 38 T 93	V 53 S 41 T 94	V 51 S 44 T 95
6. Teamwork Skills (Program Goal 5)	H 71 M 26 T 97	V 73 S 23 T 96	V 64 S 31 T 95	V 74 S 25 T 99	V 68 S 28 T 96
7. Ethics/Values (Program Goal 4)	H 41 M 49 T 90	V 50 S 39 T 89	V 41 S 43 T 84	V 51 S 42 T 93	V 51 S 40 T 91
8. Global Perspectives/Diversity/Cultural Issues (Program Goal 6)	H 29 M 42 T 71	V 42 S 38 T 80	V 25 S 53 T 78	V 31 S 50 T 81	V 44 S 40 T 84
9. Organizational Skills/Learning (Program Goal 5)	H 47 M 43 T 90	V 74 S 25 T 99	V 67 S 26 T 93	V 72 S 26 T 98	V 64 S 35 T 99
10. Leadership Skills (No Specific Program Goal - Baseline Data)	H 47 M 42 T 89	V 48 S 42 T 90	V 43 S 38 T 81	V 48 S 48 T 96	V 51 S 40 T 91

Note: The 2008 Alumni survey information was not included - sample size was deemed too small by the Assurance of Learning Committee

McCoy College of Business Administration
Graduating Senior Survey (BBA) - Composite
Comparative Results Goals/Themes/Skills 2005/6-2010/11

Program Level Coverage of:	Student "Satisfaction Index" by Year (1):					
	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
1. Written Communication	93	93	94	95	95	94.5
2. Oral Communication	96	95	98	96	96	96.5
3. Ethical Issues/Understanding	92	93	95	97	98	95.5
4. Global Issues	72	79	85	78	85	89.1
5. Analytical Skills/Problem Solving	90	88	94	96	96	94.0
6. Leadership Skills	86	91	94	94	92	96.5
7. Teamwork/Interpersonal Skills	97	94	93	93	94	95.5
8. Diversity Issues	84	87	88	84	85	94.1
9. Information Technology	76	79	88	85	91	81.0
10. Critical Thinking Skills (2)		91	93	94	96	94.0
n=	171	140	239	200	173	204

(1) Satisfaction Index = Very Satisfied + Satisfied

(2) Critical Thinking was included as Analytical/Problem Solving skills from 2001 to 2005/6