



**DIRECT ASSESSMENT RESULTS**

**ETHICAL BEHAVIOR**

**CULTURE/DIVERSITY/GLOBALIZATION**

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***BBA Program Level Goal 4:***

***Understand ethical behavior in personal and business interactions.***

*Graduates should understand ethical concepts, recognize ethical dilemmas, and employ ethical reasoning in assessing how those dilemmas should be resolved.*

Graduates should understand ethical concepts, recognize ethical dilemmas, and employ ethical reasoning in assessing how those dilemmas should be resolved. 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:***

*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 481. 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.”

*Management 4370:* During spring 2014, data were collected to assess student learning on Program Goal 4, an *Ethics Designated* course of the McCoy College of Business. To assess the program goal, after each chapter was completed, an assessment was given (a total of 11 exams) in which each exam contained from 24 to 31 selected questions. These questions focused on student’s understanding of ethical behavior in both personal and business interactions and to encourage personal reflection and critical evaluation regarding a range of current social and ethical issues confronting business organizations. Also included were analytical questions with extraneous data added as distracters. For this assessment, one section at the Round Rock Campus was included which consisted of a total of 25 students. Students were assessed in a computer laboratory at the Round Rock Campus. TRACS was the online assessment tool utilized to house and administer each assessment. All exam assessment questions and answer choices were scrambled.

The criteria used to determine if a student exceeded expectations as a score of 80.0% or greater, for a student to meet expectations the score had to fall between 60.0% and 79.99%, and for a student to fail to meet expectations the score had to fall below 60.0%.

**Results:**

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

Course/Assignment	Percent that:			n=
	Exceeds:	Meets:	Below:	
MKT 3343 - Common Question Set (SM)	70	25	5	481
MKT 3343 - Common Question Set (RR)	71	18	11	34
MGT 4335 - Analyze/Synthesis Quiz (SM)	32	56	12	372
MGT 4335 - Analyze/Synthesis Quiz (RR)	22	20	4	43
MGT 4335 - Analyze/Synthesis Quiz (OL)	27	11	5	43
MGT 4370 - 11 Ch Embedded Quest (RR)	60	24	16	25

(SM - San Marcos)(RR - Round Rock)(OL - Online)

**BBA Program Level Goal 6:**

*Understand the importance of culture and diversity to organizations.*

Graduates should appreciate the benefits of cultural, ethnic, religious, and other background differences that individuals and groups bring to an organization. They should understand the impact of globalization and pluralism in their personal and professional relationships.

**Course Methods:**

*Economics 2315:* During the Fall Semester 2013 and Spring Semester 2014, students in six sections of Economics 2315 - Principles of Macroeconomics, a McCoy College core course, were evaluated on the goal of understanding the importance of culture and diversity. The assessment method for evaluating the students was objective questions embedded in an in-class examination. A total of 308 BBA students were assessed.

*Management 3303:* During the 2013-14 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 481. These questions focused on students' understanding of ethical standards in the practice of marketing and the importance of diversity in the marketing process in identifying target markets, developing new products and services, and the promotional process. The questions were rated in difficulty as either medium or hard. The same questions were used during the fall semester and during the spring semester. 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:	
ECO 2315 - Embedded Common Q's	67	19	14	308
MGT 3303 - Two Question Sets	64	18	16	196
MKT 3343 - Common Question Set (SM)	78	19	13	481
MKT 3343 - Common Question Set (RR)	88	6	6	34
(SM - San Marcos)(RR - Round Rock)				

**Indirect Assessment Results:**

**Graduating Senior Survey (BBA) - Composite  
Comparative Results Learning Outcomes/Goals/Themes 2008/09-2013/14**

<i>Program Level Coverage of:</i>	Student "Satisfaction Index" by Year (1):					
	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14
3. Ethical Issues/Understanding	97	98	95.5	99.2	98.5	95.9
4. Global Issues	78	85	89.1	92.0	93.2	87.0
8. Diversity Issues	84	85	94.1	95.6	95.5	91.8
n=	200	173	204	113	132	146

(1) Satisfaction Index = Very Satisfied + Satisfied

***Observations:***

1. The Assurance of Learning Committee believes that the results for the ethics goal should be viewed as baseline data only. As of this academic year, the change is the General Education requirement from Philosophy 2310 (General) to 2315 (Business Ethics) is being implemented for entering students only. The McCoy College Curriculum Committee is currently specifying “ethic designated” courses to be added to core courses for direct assessment of ethics, and, in conjunction with Core Course Coordinators, is integrating ethical concepts and themes that will be reinforced and measured as a student progresses through the core curriculum. In order for these common concepts and themes to be accurately measured, at least two years of student matriculation through the BBA core courses will be needed.
2. Although the goal of globalization and diversity outcomes seems to be acceptable, it is still one of the lower performing goals of McCoy students and could be improved. One initial improvement would be acceptance of a common rubric for what global/diversity aspects should be taught and reinforced in the curriculum. A second would be better integration of global concepts across courses and fields. The possibility of a lower-level common globalization course should be continued to be explored by the curriculum committee and the faculty of the college.