

**DIRECT ASSESSMENT RESULTS**

**Goal 4: ETHICAL BEHAVIOR**

**Goal 6: CULTURE/DIVERSITY/GLOBALIZATION**

Prepared by the McCoy College Assurance of Learning Committee:

Dr. Melissa Baucus, Department of Management

Prof. Ken Murdock, Department of Marketing

Prof. Elizabeth Ponder, Department of Accounting

Dr. Vivek Shah, Department of CIS/QM

Dr. Vance Lesseig, Committee Chair, Department of Finance & Economics

Dr. David Wierschem, Associate Dean, Ex-officio

*Document Submitted: Fall 2017*

***Embedded Assessment Results for BBA Program Goals 4 and 6***

***BBA Program Level Goals 4 and 6:***

**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.

**Comprehend the importance of pluralism and cross-cultural diversity.**

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.

***Methodology:***

The BBA Course Alignment Grid identifies core courses that both cover and assess critical thinking skills and informational technology skills. Faculty in each of these core course-teaching groups participated in this assessment. Faculty were asked to assess students’ performance on college learning goals using course specific criteria and report results in the format of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations. Working with faculty teaching core course sections, each core course coordinator chose their course’s common method of direct, course-embedded assessment, which included multiple methodologies ranging from common test questions and assignments to written assessment rubrics. Methods, by course, are discussed below and are indicated on the composite table after course numbers.

***Methods for BBA Program Goal 4 – Ethics***

***MGT 4335***

Course Objective Related to Goal 4:

To help students recognize an ethical dilemma and resolve it using an evaluative framework.

Sample Assignment for Goal 4:

1. Exam questions asking them to apply basic ethical concepts to business situations

2. Students are asked to identify an ethical dilemma facing a real company, explain what makes it an ethical dilemma, analyze the dilemma using an ethical decision making framework, and recommend a course of action

***Results for Goal –Ethics***

*San Marcos*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| **Course and Evaluation Method** | **Students Evaluated** | **% Failing to Meet** | **% Meeting** | **% Exceeding** | **% Meeting or Exceeding** | **2013-14** |
|  |  |  |  |  |  |  |
| **MGT 4335** - Exam Questions and Ethics Assignment | 489 | 15.13% | 58.69% | 26.18% | 84.87% | 94.80% |
|  |  |  |  |  |  |  |

*Round Rock*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| **Course and Evaluation Method** | **Students Evaluated** | **% Failing to Meet** | **% Meeting** | **% Exceeding** | **% Meeting or Exceeding** | **2013-14** |
|  |  |  |  |  |  |  |
| **MGT 4335** - Exam Questions and Ethics Assignment | 50 | 6.00% | 54.00% | 40.00% | 94.00% | 88.24% |

***Methods for BBA Program Goal 6 – Pluralism and Diversity***

***ECO 2315***

During the Fall Semester 2016 and Spring Semester 2017, students in 12 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 867 (600 of which were Business Majors) students were assessed.

***MGT 3453***

To assess student learning of Program Goal 6, three forms of direct method assessment were used:

1. **Analytical writing assignment (executive summary)** that presents research findings and conclusions on culture/international business communication, graded with a common rubric
2. **Team presentation** on culture/international business communication, graded with a common rubric
3. Combination **multiple choice & true/false exam** of 10 standardized questions that covered communicating across cultures

For assessment purposes, 11 sections of MGT 3353/3453 were included in a representative sample of students enrolled at the main campus. This includes three large lectures (with 24 associated labs of ~25 students each) and eight combined lecture/lab sections, totaling 827 students enrolled in Fall 2016 and Spring 2017. The following criteria were used to determine if students exceeded, met, or failed to meet expectations:

* Exceeded expectations = students who earned 90 percent or better
* Met expectations = students who earned between 80 and 89 percent
* Below expectations = students who earned below 80 percent

***MGT 3303***

To assess student learning of the program goal, two forms of the direct method 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. Students answered a total of 20 questions that were asked as part of an in-class exercise. The criterion used to determine if a student exceeded expectations was a score of 90.0% or better, for a student to meet expectations a score had to fall between 70.0 and 89.0%, and for a student to fail to meet expectations a score had to be less than 70.0%.

***MKT 3343***

The assessment of student learning consisted of ten embedded questions in the final exam that required students to take information given in the question, use deductive reasoning, consider multiple alternatives, and compare possible solutions given the constraints listed in the information available to them. These ten questions were embedded in a 100 question exam. The criteria used to determine if a student exceeded expectations was a score of 90% or better. A student who met expectations had to have a percentage of correct answers between 70% and 89%. Those who failed to meet expectations had scores below 70%.

***Results for Program Goal 6—Pluralism and Diversity***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| San Marcos |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Course and Evaluation Method** | **Students Evaluated** | **% Failing to Meet** | **% Meeting** | **% Exceeding** | **% Meeting or Exceeding** | **2013-14** |
|  |  |  |  |  |  |  |
| **ECO 2315** - Embedded Exam Questions | 600 | 27.3% | 22.3% | 50.3% | 72.7% | 86.1% |
| **MGT 3453** - Multiple Measures | 827 | 14.6% | 23.3% | 62.0% | 85.4% | 97.1% |
| **MGT 3303** - Embedded Exam Questions | 261 | 19.9% | 45.6% | 34.5% | 80.1% | 86.8% |
| **MKT 3343** - Exam and Homework Questions | 1432 | 26.7% | 41.1% | 32.2% | 73.3% | 87.0% |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Round Rock |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Course and Evaluation Method** | **Students Evaluated** | **% Failing to Meet** | **% Meeting** | **% Exceeding** | **% Meeting or Exceeding** | **2013-14** |
|  |  |  |  |  |  |  |
| **MGT 3453** - Multiple Measures | 62 | 19.4% | 41.9% | 40.3% | 82.3% |  |
| **MGT 3303** - Embedded Exam Questions | 45 | 11.1% | 44.4% | 44.4% | 88.9% | 77.0% |
|  |  |  |  |  |  |  |

***Comments and Observations.***

1. Most notable are the declines in the percentage of students meeting or exceeding expectations across multiple courses for Goal 6 and in San Marcos for Goal 4. Three of the four courses for Goal 6 showed declines of more than 10 percentage points in the students meeting or exceeding expectations compared to 2013-14. Only Round Rock results show any improvement over the previous cycle. The committee would like to see a plan from the respective departments detailing proposed going forward in response to these results.
2. Regarding Goal 4, Ethical Behavior, the College has begun requiring an Ethics-based Philosophy course of Business majors to fulfill the University General Education requirement. It is hoped the inclusion of this course early in the students education will give them a better understanding of issues related to ethical dilemmas and subsequent behavior. In addition, a new business course BA 2310 will begin to assess Ethical Behavior, providing an additional measure of the students understanding earlier in the Business Program.