



ASSESSMENT RESULTS:

ETHICAL BEHAVIOR

Prepared by the McCoy College Assurance of Learning Committee:

Course Coordinator

Core Course

Ms. Jennifer Krou	CIS 1323	Introduction to Microcomputer Applications
Dr. Dean Showalter	ECO 2314	Principles of Microeconomics
Dr. Quazi Fidia Farah	ECO 2315	Principles of Macroeconomics
Dr. Francis Mendez	QMST 2333	Business Statistics
Dr. Lindsay Ayers	BLAW 2361	Legal Environment of Business
Dr. Chris Proschko	ACC 2361	Introduction to Financial Accounting
Ms. Alex Hampshire	ACC 2362	Introduction to Managerial Accounting
Dr. Seth Frei	MGT 3303	Management of Organizations
Dr. Vance Lesseig	FIN 3312	Business Finance
Mr. Ken Murdock	MKT 3343	Principles of Marketing
Dr. Peiqin Zhang	CIS 3380	Enterprise Inf. Tech. and Bus. Intelligence
Mr. Mark Evans	MGT 3453	Bus. Comm. and Professional Development
Dr. Corey Fox	MGT 4335	Strategic Management and Business Policy

Dr. Taewon Suh, Assurance of Learning Committee, Chair Ex-officio

Dr. David Wierschem, Associate Dean for Undergraduate Programs Ex-officio

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The McCoy College of Business assesses all six undergraduate competency goals every three years. This report discloses the assessment results of Competency Goal 4 for the 2022-2023 academic year.

BBA Program Level Competency Goal 4:

Competency Goal 4 states:

“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.”

One course assessed this goal for the 2022-2023 academic year:

Legal Environment of Business (BLAW 2361)

The results from each course, along with an analysis of the results by the instructors and plans for the coming year, appear below. Following that will be the recommendations of the joint meeting of the Undergraduate Curriculum Committee and the Course Coordinators from each course.

BLAW 2361: Legal Environment of Business

To assess student learning of Program Goal 4 Ethical Behavior (Understanding ethical behavior in personal and business interactions and ethical concepts, recognizing ethical dilemmas, and employing reasoning in assessing how those dilemmas should be resolved), one form of direct method assessment was used:

1. For 2022-2023, students were taught agency law principles, including the fiduciary and other duties that principals and agents owe to each other in an agency relationship; the torts of fraud and duress and their ethical implications in business; and how fraud and duress negate the existence of valid and enforceable contracts due to issues of consent. Following this instruction, students were given a ten-question true/false assessment. Each question involved “real world” business ethical dilemmas related to the course topics. Students had to recognize the ethical dilemmas and choose the correct, ethical courses of action using the legal ethical concepts learned in the course and employing reasoning in assessing how those dilemmas should be resolved to arrive at the correct answer.

For assessment purposes, 30 sections of BLAW 2361 were included in our survey. This includes 22 large lecture sections at the main campus and 8 online sections totaling 1,582 students enrolled in Fall 2022 and Spring 2023.

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 70 and 89 percent
- Below expectations = students who earned below 70 percent

Results

San Marcos Campus

2022-2023 by Modality	F-T-F		Hybrid		Online	
	N	%	N	%	N	%
Exceeded (90%+)	632	60%	N/A	N/A	129	25%
Met (70%+)	309	29%	N/A	N/A	246	47%
Met or Exceeded	941	89%	N/A	N/A	375	72%
Below (<70%)	121	11%	N/A	N/A	145	28%

2022-2023 by Method	A		B		C	
	N	%	N	%	N	%
Exceeded (90%+)	761	48%	N/A	N/A	N/A	N/A
Met (70%+)	555	35%	N/A	N/A	N/A	N/A
Met or Exceeded	1316	83%	N/A	N/A	N/A	N/A
Below (<70%)	266	17%	N/A	N/A	N/A	N/A

Round Rock Campus (if applicable)

N/A

Instructor Observations

For 2022-23, the BLAW faculty decided to assess ethical behavior by having true/false questions based on “real world” ethical business dilemmas, which students needed to analyze using the law taught in the lectures. Each question contained unique facts requiring the students to read the facts analytically, determine which ethics law to apply to the facts, and choose the correct and ethical answer. By using ten different common ethical dilemmas faced in business, the BLAW faculty predicted that the students would be assessed on ethical problems that they may likely face as graduates and wherein they may be required to use the law that they learned in class to solve the problem.

This is the first year that BLAW has assessed ethical behavior, so there are no past results for comparison. Comparing the results between face-to-face (F2F) and online courses, the results indicate that students received higher scores in F2F. Eighty-nine percent of the students met or exceeded expectations in the F2F sections, whereas seventy-two percent of online students met or exceeded expectations. Nevertheless, the results exceeded our goal of having 70 percent of students meet or exceed expectations. These good results are likely a result of having questions with real-world scenarios that give the students context for thinking about and applying the law to solve ethical dilemmas.

One factor that may have contributed to lower scores in some sections is that not all instructors had the assessment count for part of the class grade, such as awarding only extra credit. That may have led some students not to take the assessment, or if they did, not to approach it as rigorously as they would a test.

Instructor Recommendations for Next Academic Year

BLAW 2361 will transition to BLAW 3301 in fall 2023. The faculty will continue to use true/false questions based on “real world” fact patterns involving ethical dilemmas in business as this approach leads to results that meet our goals. By using “real world” fact patterns involving ethical dilemmas in business, we are requiring students to learn and employ ethical reasoning skills required to determine the correct solution to resolve the dilemma ethically and legally. The students are also learning ethical concepts and must clearly understand them to arrive at the correct ethical resolution.

- One assessment change will be that all faculty will be required to count the assessment for at least part of the course grade.
- Another change will be that the fall and spring assessments will be based on different topics and have different questions than in 2022-23. The reason for this change is to ensure that students do not have access to previous assessments and to ensure that we are covering ethics throughout the course.
- Last year, we assessed the ethical and legal concepts of fraud and duress and the ethical duties that agents and principals owe to each other. Both assessments used true/false questions based on “real world” fact patterns involving ethical dilemmas in business. This year, we will be assessing the legal liability of principals and agents for contracts and torts. This change will reinforce that these topics require both legal and ethical considerations.

A curricular change is for faculty to emphasize the ethics concepts and not just the law for those course subjects that touch on ethical decision-making and action.

Faculty Responsible for Reporting on Progress: Dr. Lindsay Ayers

Overall recommendations for the following reports of all the courses:

- We recommend that “Action Items (recommendations)” be specific to the competency goal and associated with curriculum changes.
- It would be great to get the percentages by modality.
- It would be good to see the previous two years of data (e.g., 20-21 Fall and Spring & 21-22 Fall and Spring).
- We would like to get a couple of identical questions for both assessment classes to compare the lower-level to the upper-level course.

Faculty Responsible for Reporting on Progress: Dr. Taewon Suh