

# JA Business Ethics™

## Evaluation Results

### Overview

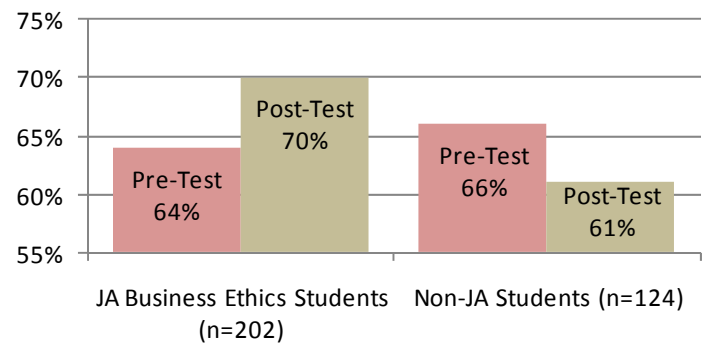
- Through a series of seven sessions, the *JA Business Ethics* program provides hands-on classroom activities and real-life application designed to foster ethical decision-making as students prepare to enter the workforce and global marketplace.
- In 2008, JA contracted with the Evaluation and Training Institute (ETI) to conduct an independent evaluation of the program.
- The purpose of the evaluation was to assess program quality and effectiveness. Data collection consisted of a student pre- and post-test for participating and comparison students, post-surveys for teachers and volunteers, and telephone interviews.
- Time frame: January 2008 – May 2008.

### Sample

- A total of 513 students (participating and comparison) and 32 teachers, volunteers, and JA staff participated in the evaluation.

### Student Knowledge Gain

- To assess changes in students' content knowledge that occurred over the course of the program, a pre/post-test was administered.
- As evidenced by the table to the right, students participating in the program demonstrated a significant increase overall in content knowledge. This knowledge gain demonstrates the significant impact *JA Business Ethics* has on students' knowledge of ethical concepts. From pre- to post-test, participating students increased their score by 7% while the comparison students decreased their score. ( $p < .000$ , effect size = .79)
- Students with previous JA experience outperformed those without previous experience on both the pre- and post-test, demonstrating the advantage of having multiple JA experiences.
- To measure the magnitude of program impact, the effect size was calculated for the program student's pre- and post-test scores producing an estimate of .79. This effect size estimate is meaningful and indicative of an influential experimental treatment.



## Student Attitudes

- *JA Business Ethics* had a positive impact on students' attitudes toward school, career, their sense of self-efficacy, and ethical values.
- Students reported feeling more prepared to make ethical decisions after participating in the program (6% increase).

## Teacher and Volunteer Impact

- The majority of volunteers and teachers agreed that the curriculum was relevant to real-world situations, engaged students in self-reflection, and equipped students with critical thinking and decision-making skills.

*I've heard the word 'ethical' used more in my classroom now. We're seeing differences in how they approach and evaluate their decisions . . . The lessons are informing their lives outside of the JA course. – Teacher*

Cited to:  
Evaluation and Training Institute (ETI),  
*JA Business Ethics* Summative Evaluation, 2008.

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