

# JA Business Ethics<sup>®</sup>

## Evaluation Results

### Overview

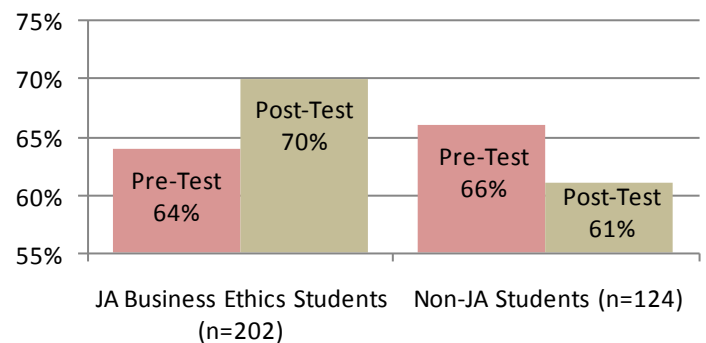
- Through a series of seven sessions, the *JA Business Ethics* program provides hands-on classroom activities and real-life application designed to foster ethical decision-making as students prepare to enter the workforce and global marketplace.
- The purpose of the evaluation was to assess program quality and effectiveness. Data collection consisted of a student pre- and post-test for JA students and a sample of comparison students, post-surveys for teachers and volunteers, and telephone interviews.
- Time frame: January 2008 – May 2008.
- The evaluation was conducted by the Evaluation and Training Institute (ETI), a third-party consulting firm based in Los Angeles, with 33 years of experience directing studies covering educational, organizational, and social policy issues, and targeting the local, state, and national levels.

### 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. A sample of comparison students also took the pre/post-test to measure if students acquire the information being tested outside of *JA Business Ethics*.
- As evidenced by the table to the right, JA students significantly outperformed comparison students on the post-test. This knowledge gain demonstrates the significant impact *JA Business Ethics* has on students' knowledge of ethical concepts. From pre- to post-test, JA 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

- More than 9 out of 10 students who participated in *JA Business Ethics* agreed that the program made them feel more prepared to make ethical business decisions.
- *JA Business Ethics* had a positive impact on students' attitudes toward school, career, their sense of self-efficacy, and ethical values. JA students were more likely to report that they knew how to succeed in school and were willing to work hard at it.
- JA students were also more likely to report that working for an ethical company was an important consideration for them.

#### Teacher and Volunteer Impact

- 8 out of 10 teachers and volunteer who participated in *JA Business Ethics* agreed that students' ethical skills improved as a result of the program.
- 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.

JA Worldwide® (Junior Achievement) gratefully acknowledges Deloitte and the John Templeton Foundation for its dedication to the development and implementation of *JA Business Ethics*.

