Offices of the Dean of Student Life
Ethics and Decision Making Workshop Evaluation
2020-2021

Purpose of Assessment

The Student Conduct Office (SCO) within the Offices of the Dean of Student Life wanted to assess the learning and overall experiences of students attending the Ethics and Decision Making (EDM) Workshop. The survey intended to assess whether students could identify and list influences on their values and decisions, and understand strategies for making decisions. The survey also requested participants' feedback about the effectiveness of the facilitators. This is the third year Student Life Studies has assisted SCO in assessing this workshop

Key Findings with Recommendations

Student Life Studies identified several key findings and developed actionable recommendations that Student Conduct Office (SCO) may take based on the results. However, SCO staff may identify other findings using their knowledge and understanding of the workshop and its participants. Staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students' experiences.

- Nearly three-quarters of workshop participants indicated growth in their 'awareness of their values' and 'understanding of what influences their values' after taking the workshop. About 80% also indicated they grew in their 'understanding of the steps used for decision-making,' as well as in their 'ability to identify strategies used for their own decision-making.'   However, slightly more than half (51%) rated their understanding of the steps for decision making as 'Very Good' after completing the workshops, and when excluding those who rated themselves 'Very Good' prior to reading the workbook and attending the workshop, 87% of the remaining workshop participants reported improving at least one level in their understanding of this process.

- Workshop participants rated their likelihood to seek advice or help from others when decision- making the lowest compared to the other components of decision-making before completing the workbook as well as after completing the workshop. When asked to list factors that contribute to how they make decisions, very few indicated seeking help or advice from others, although they consider the opinions of others and the impact of their decision on others. Facilitators may want to emphasize this step of decision-making by showing video demonstrations or modeling it within the scenarios to encourage participants to reach out and seek help when making decisions.

- More than 90% of the participants found the facilitators well prepared, indicated the facilitators effectively answered the questions on the subjects presented and made the content engaging within the learning environment. As the learning environment last year was exclusively virtual, participants noted that moving back to an in-person workshop would be preferred. More than half thought the workshop needed no improvements. Some participants suggested that making the discussions more interactive, including more scenarios and examples, as well as expanding the ethical perspectives portion of the workshop would improve the experience for participants. Workshop organizers may want to consider these suggestions to improve future workshops.

Method and Sample

The survey was developed using Qualtrics ®, a software program for creating web-based surveys. The survey consisted of 17 questions: 15 quantitative, and two qualitative questions. The quantitative data were analyzed using SPSS®, a statistical software package and qualitative data were analyzed using Microsoft Excel®. The survey was distributed to students preregistered to attend each workshop within the last half hour of the workshop. As distribution was based on students' registration prior to each workshop and not actual attendance at any one specific workshop, some students received multiple surveys due to missing the first workshop they registered for and thus registering again to attend a subsequent workshop. Beginning August 31, 2020, 183 surveys were distributed to students attending 18 workshops held between August 31, 2020 and April 28, 2021; of the 154 unique students receiving the survey, 153 completed at least one question on the survey resulting in 99% of the students attending.

Results

Results include frequency percentages, means, and standard deviations (sd) for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Summary themes for the qualitative response questions are contained within this report, while the full qualitative responses can be found in a separate document. Demographics, based on University Identification Number (UIN) for each student, were retrieved through the university student database.

Participants were asked to rate their level of development in listed areas before beginning the *workbook* (in preparation for participating in the workshop), and then after completing the *workshop*. On the next page in Table 1, in descending "after" mean order, participants noted the most growth in their understanding of the steps in making decisions after completing the Ethics and Decision Making workshop. The "before and "after" means for all statements are lower than the previous year.

Statement	Very Good (5)	Good (4)	Neither Good nor Poor (3)	Poor (2)	Very Poor (1)	2020-2021 Mean (sd) [n]	2019-2020 Mean (sd) [n]	2018-2019 Mean (sd) [n]
My awareness of what my values are before beginning Ethics and Decision Making. (before)	11%	50%	30%	7%	2%	3.60 (.86) [148]	3.87 (0.82) [102]	3.77 (0.86) [97]
My awareness of what my values are after completing Ethics and Decision Making. (after)	71%	27%	2%	--	--	4.69 (.51) [148]	4.83 (.38) [101]	4.72 (.48) [96]
My understanding of what influences my values before beginning Ethics and Decision Making. (before)	8%	41%	35%	14%	2%	3.40 (.89) [148]	3.68 (.83) [102]	3.55 (.95) [97]
My understanding of what influences my values after completing Ethics and Decision Making. (after)	55%	42%	3%	--	--	4.51 (.57) [148]	4.56 (.58) [99]	4.52 (.60) [96]
My understanding of the steps for decision making before beginning Ethics and Decision Making. (before)	5%	25%	35%	25%	10%	2.89 (1.04) [148]	3.39 (1.02) [100]	3.37 (1.01) [97]
My understanding of the steps for decision making after completing Ethics and Decision Making. (after)	51%	45%	4%	--	--	4.47 (.58) [148]	4.66 (.52) [101]	4.48 (.68) [96]
My ability to identify the strategies I use when making decisions before beginning Ethics and Decision Making. (before)	6%	26%	35%	27%	6%	2.99 (1.01) [148]	3.22 (.92) [100]	3.55 (.95) [97]
My ability to identify the strategies I use when making decisions after completing Ethics and Decision Making. (after)	42%	54%	4%	--	--	4.38 (.56) [148]	4.48 (.54) [100]	4.52 (.60) [96]
My likelihood of seeking advice or help from others when making decisions was... (before)	7%	22%	30%	28%	14%	2.82 (1.14) [148]	*	*
My likelihood of seeking advice or help from others when making decisions was... (after)	34%	47%	16%	3%	1%	4.09 (.83) [148]	*	*

Table 1: Learning Before and After

*Not asked

Chart 1, on the next page, presents the step levels of growth the participants indicated through their self-rating before and after the workshops. At least three-quarters (75%) indicated one level or more of growth in response to all statements between their beginning the workbook (in preparation of the workshop) and after taking the workshop rating. There are two 'no growth' representations in Chart 1 showing percentage of participants who rated themselves the same before and after, or lower in the after condition and those who rated themselves the

highest rating 'Very Good' before beginning the workbook, as well as after taking the workshop. If one excludes those who rated their understanding of the steps for decision-making as 'Very Good' prior to reviewing the workbook and exhibited no change after the workshop, 87% of the attendees reported at least one level of growth after attending the workshop.

Before & After Change

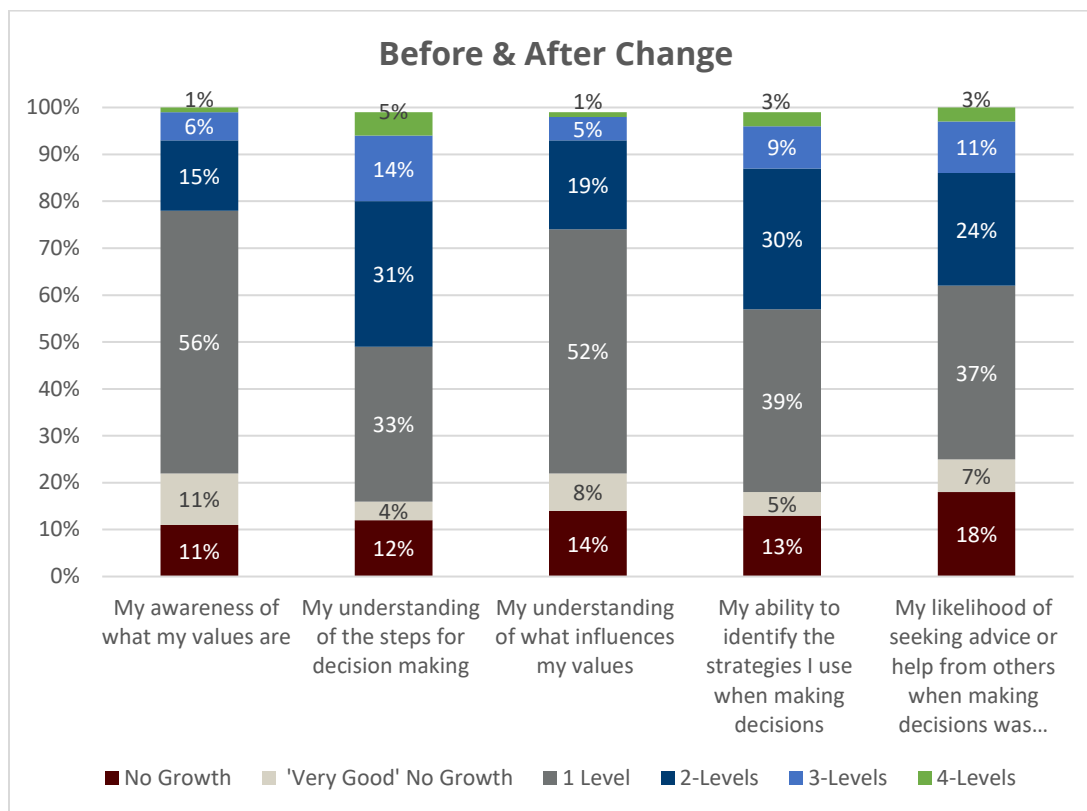| Statement	No Growth	'Very Good' No Growth	1 Level	2-Levels	3-Levels	4-Levels
My awareness of what my values are	11%	11%	56%	15%	6%	1%
My understanding of the steps for decision making	12%	4%	33%	31%	14%	5%
My understanding of what influences my values	14%	8%	52%	19%	5%	1%
My ability to identify the strategies I use when making decisions	13%	5%	39%	30%	9%	3%
My likelihood of seeking advice or help from others when making decisions was…	18%	7%	37%	24%	11%	3%

Chart 1: Learning Levels Before and After (n=148)

The next question asked attendees to list the factors that contribute to how they make decisions. Nearly half of the 139 respondents included their interests ("how will the decision affect me") in that list, as well as their goals, emotions, happiness, personal experiences and motivations as factors that contribute to how they make decisions. About one-quarter indicated they consider their values and whether decisions were congruent with those values. About the same number of students consider others as contributing to how they make decisions, including family, friends and influences from others within their circle. Impact, outcome or consequence of the decision also was listed as contributing to their decision-making, as well as the subsequent action's impact on others. Fewer than 10% of respondents mentioned considering laws and rules in place, and their image and reputation as factors into their decisions. Less than 10% also indicated they seek advice from others and listed the decision making steps presented in the workshop as factors that contribute to how they make decisions.

Participants were asked to indicate the name of their facilitator of the Ethics and Decision Making Workshop they attended; of the 148 responses, 42% selected Hailey, 37% selected Jessica and 22% selected Audrey. Next, feedback was requested regarding the facilitators through a series of statements in which participants rated their level of agreement or disagreement. As shown in Table 2 on the next page, the majority of participants agreed or strongly agreed that the facilitators were well prepared and effectively answered questions for the participants, although slightly less than in 2019-2020. Workshops provided in 2020-2021 were all virtual, compared to the previous two years in which workshops represented were presented in-person.

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	2020-2021 Mean (sd) [n]	2019-2020 Mean (sd) [n]	2018-2019 Mean (sd) [n]
The facilitators were well prepared.	85%	12%	1%	2%	--	4.78 (.66) [147]	4.82 (.41) [101]	4.53 (1.03) [96]
The facilitators made the content engaging within the learning environment.	79%	18%	2%	--	1%	4.73 (.64) [147]	*	*
The facilitators effectively answered questions about the subjects presented.	79%	16%	3%	1%	2%	4.69 (.75) [147]	4.71 (.59) [102]	4.41 (1.06) [95]

Table 2: Facilitator Evaluation
*Question not asked

Participants were asked in a select-all-that-apply question, why they attended this program. As shown in Table 3, the most frequently selected response was "referred by Student Conduct Office." Those who selected "other" could write a response, and two comments included "required by the Student Conduct Office" and "vandalism."

Why did you attend this program? (select all that apply)	2020-2021 Percent [n=148]	2019-2020 Percent [n=103]	2018-2019 Percent [n=95]
Referred by Student Conduct Office	76%	75%	91%
Referred by Aggie Honor System Office	19%	14%	5%
Civil Rights and Equity Investigations	8%		
Other	1%	8%	3%
Personal Interest	1%	--	--
Student Organization	1%	2%	8%
Referred by faculty/staff	--	6%	2%

Table 3: Why Participants Attended

The last question in the survey asked respondents how the workshop could be improved. More than half of the 124 respondents indicated the workshop needed no improvement and that it was engaging and interesting. Some noted a preference for attending an in-person workshop. Suggestions made to improve the content or facilitation of the workshop included ensuring discussions are more interactive, providing more scenarios and examples, and spending more time discussing ethical perspectives. Others would like to see updated videos and more online-friendly workbooks. A few would like the workshop shorter, with more date and time options.

Table 4, on the next page, provides the demographics retrieved from the student database, using each student's university identification number (UIN) provided by Student Conduct Office. Please note that in 2019-2020 and 2018-2019 students provided their UIN with their completed surveys. Participants most frequently were seniors, males, white, not first-generation and in the College of Engineering.

Demographic Data	Frequency Percentage 2020-2021 [n= 147]	Frequency Percentage 2019-2020 [n=100]	Frequency Percentage 2018-2019 [n=89]
Classification			
Senior	38%	35%	34%
Sophomore	30%	26%	28%
Junior	18%	22%	20%
Freshman	10%	14%	17%
Masters	3%	1%	1%
Post-baccalaureate non-degree	1%	--	--
Sex			
Male	79%	76%	81%
Female	21%	24%	19%
Ethnicity			
White	53%	49%	66%
Hispanic or Latino of any race	22%	31%	20%
Asian	16%	8%	5%
Black or multi-racial with Black	9%	7%	3%
Multi-racial excluding Black	2%	2%	2%
International	1%	--	3%
Unknown or Not Reported	--	2%	--
First Generation Status			
Not First Generation	76%	70%	73%
First Generation	21%	28%	25%
Unknown	3%	2%	2%
College			
Engineering	37%	38%	29%
Business	12%	10%	19%
Liberal Arts	11%	11%	15%
Education	10%	5%	2%
Agriculture	7%	9%	12%
General Studies	7%	6%	10%
Architecture	6%	9%	7%
Veterinary Medicine	4%	1%	5%
Science	3%	9%	--
Geosciences	2%	3%	1%
Public Health	1%	1%	--

Table 4: Demographics

Background

Per its website https://studentlife.tamu.edu/sco/edmregistration/, the Student Conduct Office's Ethics & Decision Making (EDM) workshop was created to assist students in "recognizing the congruence in what they say they value and what their actions reflect as values." Currently, the workshop runs for one and one-half hours and is an interactive session. In the EDM, students participate in activities, and discussions with their peers, as well as they are expected to download and complete the Ethics & Decision Making Workbook prior to attending the workshop. This is the third time Student Life Studies has helped SCO assess the student experience with this newer version of the EDM.

Project Details

The Department of Student Life Studies provides quality assessment services, resources and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Life Studies are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Life Studies can be found at https://studentlifestudies.tamu.edu/results/. Additionally, division staff can follow Student Life Studies on Facebook.

To work with Student Life Studies for future assessment projects, please fill out the Assessment Questionnaire at https://slsform.dsaapps.tamu.edu/.