

Contemporary Ethical Issues (E) Assessment Planning

Response to the 9/15/2007 SLO, rubric, and plan

- Language needs to be precise; use “and/or” statements so rubric can be adapted to a variety of E courses
- Having only one student learning outcome and rubric seems too broad. Too many items in each category on the rubric.
 - Several specific rubrics would provide richer information to the faculty; would increase likelihood that faculty could use results because it would identify particular areas of strength and weakness.
- Add references to the academic discipline because an E goal is to help prepare students for the ethical issues related to their professional field
- Use portfolios to collect evidence of students’ ethical knowledge and skills (this could be a long-term goal)
- Students should give permission before their coursework is collected.
 - Dr. Mary Allen and Bill Dendle (IRB) have stated that when faculty use coursework for internal assessment, keep students anonymous, and report only aggregate results, the university does not need student permission. E.g., grades and graduation rates are reported without student permission. However, if a faculty member or staff person uses assessment results for additional research purposes and publishes results (for example, in a journal), the person needs IRB approval and student permission.

E Student Learning Outcomes

Students will be able to . . .

1. identify ethical issues in a contemporary situation/professional setting.
2. deliberate responsibly on ethical issues using tools/processes/frameworks.
3. form sound ethical judgments.

Rubric

	Not Meeting-1	Approaching-2	Meeting-3	Exceeding-4
Identifies ethical issue(s)	<ul style="list-style-type: none"> - Does not identify the ethical issue(s) or realizes something is not “right” but does not clearly identify the professional and/or contemporary ethical issues at play - Sees issues mostly in “black and white” terms 	<ul style="list-style-type: none"> - Identifies some of the professional and/or contemporary ethical issues or identifies what is legal/illegal or acceptable/unacceptable - Recognizes relevant ethical ambiguities/ dilemmas but does not clearly describe them 	<ul style="list-style-type: none"> - Identifies/names the inherent ethical choices and implications involved in the professional and/or contemporary situation - Clearly describes relevant ethical ambiguities/ dilemmas 	<ul style="list-style-type: none"> - Clearly identifies the inherent ethical choices and implications involved in a professional and/or contemporary situation - Understands the effects of perspective, context, personal views, codes and laws (if applicable) - Specifies the decision-makers and stakeholders - Integrates clear descriptions of relevant ethical ambiguities/ dilemmas into the overall analysis
Deliberates responsibly using ethical tools, processes, and/or frameworks	<ul style="list-style-type: none"> - Unclear about the frameworks, principles, and/or code of ethics to be applied - Fails to acknowledge multiple viewpoints or embraces contradictory viewpoints - May discuss ethical issues but unclear on own position and/or the effects of different perspectives 	<ul style="list-style-type: none"> - Describes the frameworks, principles, and/or code of ethics that can be applied - Comfortable discussing ethical issues from own point of view, but may have difficulty seeing different points of view 	<ul style="list-style-type: none"> - Draws upon frameworks, principles, and/or code of ethics to develop pertinent arguments and/or positions - Debates and/or discusses ethical issues with sensitivity to others’ points of view and different perspectives 	<ul style="list-style-type: none"> - Draws upon frameworks, principles, and/or code of ethics to develop pertinent arguments and/or positions - Develops and presents alternate arguments/positions - Discusses and/or debates ethical issues with sensitivity to others’ perspectives and the context while also defending own position with logic and fact
Forms sound ethical judgments	<ul style="list-style-type: none"> - Does not specify a resolution or judgment or decision 	<ul style="list-style-type: none"> - Makes a judgment/decision but may not take into account multiple perspectives - Partial or flawed use of a systematic decision-making process 	<ul style="list-style-type: none"> - Makes a judgment that considers and is sensitive to multiple perspectives - Evidence of a logical, systematic decision-making process 	<ul style="list-style-type: none"> - Makes a reasoned judgment that takes into account an array of arguments and perspectives - Evidence of a logical, systematic decision-making process.
Uses professional code of ethics (if applicable)	<ul style="list-style-type: none"> - Does not correctly reference sections of the professional code of ethics 	<ul style="list-style-type: none"> - Cites applicable sections, but may not correctly use in decision-making process 	<ul style="list-style-type: none"> - Correctly cites applicable sections of the professional code and explains how they guide forming a judgment 	<ul style="list-style-type: none"> - Correctly cites applicable sections of the professional code and explains their meaning and/or implications on forming a judgment

Goal: Acceptable Performance Level

80% of students perform at MEETING or EXCEEDING levels of performance

Evidence to be Collected

Student coursework in E courses will be collected: student papers, presentations, powerpoint slide show, exams, outline of presentations, discussion or debate. The collected work should already be part of the faculty member's course.

Assessment Plan (Tentative)

Activities for end of Fall 2007

(A) Survey fall 2007 instructors of E courses (approximately 48 instructors offering 72 sections):

- Can rubric be applied to existing student work?
- Is the rubric useful to them?
- Are there pieces of evidence (e.g. student papers) that could be collected at the end of the term?

Survey Monkey <www.surveymonkey.com> could be used and Gen Ed Office can assist.

(B) Cross section 10% of the fall 2007 E instructors and ask them to submit 5 student samples. Attempt to score them using the rubric.

Assessing the assessment: Do faculty members actually have the data? Can they provide the evidence to be able to assess these SLOs? Does the rubric need clarification?

(C) Survey faculty members who are applying for a spring 2008 E course: could they incorporate the rubric in their course? Gen Ed office/Monica would do this.

Activities for Spring 2008

(A) Review the results of the pilot project. Refine and repeat.

(B) Prepare to conduct a full scale assessment at the end of Fall 2008. Sample=50 pieces of student work from a representative sample of E courses.

(C) Consider if professional development is necessary (e.g. ethics across the curriculum, presenting the results of the pilot, engaging in dialogue about rubrics, scoring, hallmarks).