

Contemporary Ethical Issues: Survey on the Draft Rubric Spring 2008/Fall 2008

The General Education Office sent an email survey in spring 2008 to all 95 faculty members who taught an E course in Fall 2007 or Spring 2008. Survey and rubric included below. **42 faculty members responded for a 44% return rate.**

Summary of Responses

Question 1. Could the attached rubric be applied to the student work in your E course?

	Number of responses	Percent of respondents
Yes	32	78%
No	0	0%
Unsure	7	17%
Not Applicable	2	5%
Total	41	100%

Summary of comments in response to question 1 (# of respondents)

- Rubric could be applied to course/coursework (19respondents)
- Some areas of rubric are applicable to course/coursework (2)
- Difficult to apply every section of the rubric to every assignment (3)
- Difficult to apply to oral discussions (2)
- Difficult to apply because course has only multiple choice and true/false (1)
- Will be unable to apply the professional ethics section (5)
- An informed ethical discussion requires demonstrated content knowledge (1)
- Knowledge of the course goals, methods, and theory needed to be able to apply rubric (1)
- Inappropriate to focus on applying a professional code of ethics; students should be drafting or critiquing codes (1)
- Students should know and apply professional ethics on a daily basis (1)
- Professional issues typically more clear cut than general ethical issues (1)
- The ethics part of a written assignment is only part of the assignment (1)
- Ethics is only part of the course (2)
- Teaching-to-the-rubric might prevent students from "coming to grips" with ethical issues (1)
- Rubric too formal & formulaic (1)

Question 2. How would you rate the usefulness of the rubric to evaluate students' knowledge of and competency in ethical deliberation?

	Number of responses	Percent of respondents
Very Useful	11	27%
Somewhat Useful	27	66%
Not Useful	0	0%
Unsure	3	7%
Total	41	100%

Question 3. Are there pieces of your students' work that could be collected during or near the end of the semester for general education assessment purposes?

	Number of responses	Percent of respondents
Yes	23	58%
No	4	10%
Unsure	13	33%
Total	40	100%

Types of student work mentioned (# or respondents). Note: respondents volunteered this information; it was not requested by the survey

- Formal written work (19)
 - Examples: critical paper, comparative report, paper, essay, final project, policy analysis, strategic plan, evaluation, report, action-research project
- Statement of professional ethics (2)
- Informal written work (7)
 - Examples: "what I learned" paper, reading response, reaction paper, e-postings
- Exams (6)
 - Examples: essay, short answer, true/false, multiple choice
- Oral (11)
 - Examples: class discussion, debate, presentations
- Portfolio (1)
- MISSING RESPONSE: NURSING

Discussion

Overall, professors who have taught E courses found the rubric useful and applicable to student work in their E courses.

When asked if there were pieces of student work that could be collected, some responded with "no" because they had already returned work to the student. However, in future courses, these professors would likely have student work that could be collected at some point during the semester.

Issues Raised By Respondents

- A. E is a small part of student work or course. The E designation is a "focus" designation so the majority of the course can address a different subject matter. The E Hallmarks require that 8 or more hours of the typical 45 hours of class meeting time (3-credit course) be devoted to contemporary ethical issues.

Some respondents commented that the ethics portion of the student work is minimal or is only a small percentage of a particular assignment. Others noted that one aspect of the rubric can be found in one assignment; another aspect of the rubric in a different assignment. Future assessment results based on the rubric may be skewed if these issues are not taken into consideration.

- B. Oral evidence. 27% mentioned oral discussions, debates, or presentations as the evidence they could provide. Capturing such evidence requires more than collecting written work.

- C. Closed-ended exams. A couple professors use true/false or multiple-choice exam questions so the rubric may be difficult to apply. In these cases, evaluation could be based on percentage of students who correctly answered the exam questions related to ethical issues (instead of applying the rubric).

Next Steps

Because the general response to the rubric was positive, a pilot test can take place in fall 2008/spring 2009.

Goals:

- 1) Distribute rubric to introduce faculty teaching E courses to the rubric. Encourage its use (and modification to meet needs of faculty member).
- 2) Test rubric reliability and feasibility: gather 10-12 samples of student work and hold a 3-hour scoring session during which faculty scorers apply rubric
- 3) Benchmark quality of student work in E courses (i.e., set a minimum standard of performance)

Use of pilot test results:

- 1) Revise rubric and/or scoring methods
- 2) Review and modify as needed: E Hallmarks and E faculty development workshops

SURVEY SENT VIA EMAIL

Dear Professor <INSERT LAST NAME>,

Over the next several semesters the Contemporary Ethical Issues (E) Focus Board will be conducting a general assessment of the "E" Focus requirement. We are assessing the efficacy of the E Focus program, not the performance of individual faculty members or students. The assessment data will include samples of course materials and student work, but the identities of instructors and students will be kept confidential.

We are now developing a set of criteria and a protocol for this program-level assessment.

The Board would like input from faculty members who are now teaching or who have recently taught E Focus courses. **Please review the attached rubric, complete the survey (below), and return it via email to the General Education Office <gened@hawaii.edu> by April 18, 2008. We will use your responses to revise the assessment rubric.**

Your feedback is essential; we want to ensure that this assessment of our E Focus offerings is accurate and inclusive as possible.

Thank you.

The E Focus Board

Roger Babcock (chair), Dian Dooley, Zoe Hammatt, Jonathan Okamura, John Zuern

Please reply with your responses. (If you prefer a paper format, please call 956-6660 to request hard copy.)

1. Could the attached rubric be applied to the student work in your E course? [Student work includes papers, answers to exam questions, homework, projects, etc.]

Type "X" in front of your response:

Yes

No

Unsure

Not applicable

1a. Please briefly explain your answer:

2. How would you rate the usefulness of the rubric to evaluate students' knowledge of and competency in ethical deliberation?

Type "X" in front of your response:

Very useful

Somewhat useful

Not useful

Unsure

3. Are there pieces of your students' work that could be collected during or near the end of the semester for general education assessment purposes? [Student and instructor names would remain confidential.]

Type "X" in front of your response:

Yes

No
Unsure

3a. Please briefly explain your answer:

THANK YOU VERY MUCH FOR YOUR TIME!

CONTEMPORARY ETHICAL ISSUES RUBRIC (10/24/2008 draft)

	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

