Assessment Date: Fall 2014

Faculty Name(s): Terri Manning

1. Course Name and Number:

Ethics 1 – INT 127

2. All Course SLOs from the Course Outline of Record:

1. Discuss the challenge of right vs. right
2. Give examples of approaches to ethical fitness
3. Identify personal core values
4. Compare and contrast personal values to that of American majority culture

3. Specific Course SLO(s) assessed as part of this project:

3. Identify personal core values

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.).):

Students were assigned a 5-6 page paper on ethical fitness as it relates to personal core values and to shared American culture values. Students were given assignment instructions and a rubric (both attached). The rubric was the tool used for assessment.

**NOTE:** This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):

The rubric also requires students to identify and explain personal core values and how the values developed and became strong, which apply to SLO#3.

6. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document.):

Student papers covered all required aspects of the assignment as directly linked to SLO #3.
7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

No faculty dialogue.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

Because the students were able to follow the rubric and know what was expected of them, the assigned paper and rubric will be included in future assessments.

9. Results of implemented changes, if available at this time:

None at this time.

Please save your finished document in the following format:

yyyysemester-sloa-courseid.doc

example: 2012fall-sloa-engl101c.doc