Assessment Data is from what semester? Spring 2014 (2 sections)

Faculty Name(s): Wayne Yuen

1. Course Name and Number:

Phil 106 ethics

2. List all Course SLOs from the Course Outline of Record:

1. Identify ethical principles and concepts.
2. Apply disciplinary knowledge from the social or behavioral sciences to contemporary ethical or social dilemmas.
3. Apply critical thinking skills and ethical theories in assessing real world issues, and the various perspectives on them.
4. Understand some of the diverse assumptions and values that shape our experience and/or attitude of the world.

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

All.

4. Is this course on GE Plan A?  x  Yes    ____  No  (See Catalog pages 49-51 & page 55)

If Yes, identify what area. (All GE course assessments count as GE assessments.)

___ Area I Natural Sciences
___ Area II Social and Behavioral Sciences
x  Area III Fine Arts/Humanities
___ Area IV Language and Rationality
___ Area V Physical Education/Wellness
___ Area VI Intercultural/International Studies
___ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

SLO #1 is assessed through exam questions. The first exam of the semester is on two subjects, ethical theory, and one applied ethics topic, typically euthanasia. The majority of the exam asks students to identify and explain basic ethical principles and concepts such as Utilitarianism, Kantianism, Virtue theory, Relativism, and Ethics of Care.

SLO #2 is assessed through several applied ethics topics in the course, perhaps most notably Affirmative Action. In the second exam, students are asked about the psychological and social/cultural underpinnings of discrimination. Exam questions like “What is implicit Racism?” and “How does Milgram experiment support the idea of unconscious racism” explicitly asks students for cross disciplinary knowledge applied to the social issue of discrimination.

SLO #3 is assessed through the course’s argumentative paper. The assignment requires students to choose an applied ethics topic and argue for a thesis (of the student’s choosing). The
Argumentative essay is assessed on the quality of argumentation and implementation of moral concepts/theories. Grades on the argumentative essay are overwhelmingly determined by the student’s usage of moral reasoning, based on the moral standards that we have examined in class.

SLO #4 can be assessed through case study group discussion and reports produced in group. Students, in class, are given a variety of case studies that represent a wide range of ethical dilemmas. For example, in one case study students are given a scenario where two women murder a child of the tribe that they are a part of, so that they can make a ritualistic potion that will ensure a plentiful harvest during a time of drought. They are brought to the British colonial authority for trial. Is this something that should be tolerated as a case of difference of culture, or have they committed some moral wrong? Another case study features a deaf couple, who are attempting to purposely conceive a deaf child by soliciting for sperm donors who are deaf. The case study raises questions about the nature of disability and parental obligations.

6. Results and analysis of the data. (Attach any related documents at end of form.)

SLO #1  Reviewing the first exam, and discounting non-relevant questions, 28 students received marks that indicated that they understood most basic ethical principles and concepts (100%-70%). 10 students received marks that indicated lacked a thorough grasp of basic ethical principles and concepts (69%-50%), and 3 students received marks that indicated deep confusion about basic ethical principles and concepts (49% or less). Most students are understanding these concepts. Students seem to have a particularly difficult time applying Kantian moral theory, but have little trouble identifying Kantian moral theory. 68% of students are demonstrating success on this SLO.

SLO #2  Reviewing the pertinent questions in the second exam, and discounting students who did not take the exam, 26 students received marks that indicated that they understood how to apply cross-disciplinary concepts to moral scenarios that were given (100-70%). 6 students received marks that indicated that they either did not understand how to apply the cross-disciplinary knowledge, or did not have a good understanding of the psychological/sociological principles they were ask to apply (69%-50%) 9 students received marks that indicated that they did not understand and could not apply the cross-disciplinary knowledge asked of them. 63% of students are demonstrating success on this SLO.

SLO # 3  Reviewing scores for the argumentative paper assignment, and discounting students who did not turn in a paper, 33 students received a score indicating an excellent to good critical thinking ability on their chosen issues (100%-70%) 5 students received scores that indicated that their critical thinking ability could use improvement (69%-50%). No students received failing marks on this assignment between the two sections used for data. 86% of students are demonstrating success on this SLO.

SLO#4 Using the two case studies mentioned above, students were scored out of 10 points each for a combined 20 points. The scores reflect their ability to use good moral reasoning in the cases, not specifically for understanding the diversity of values and assumptions. But in order to make good moral arguments about the case, they couldn’t ignore the values that were raised by these two cases. So I believe the overall score is reflective of how well students are understanding the values involved in these particular cases.

Of the two classes, a total of 41 students completed both case studies
11 students scored perfect scores,
11 students scored 19/20
6 students scored 18/20
13 students scored 17/20

All students that completed both assignments scored an 85% or higher.
Students are scoring lower than I would like to see on SLO 1 and 2. SLO 1 is particularly alarming, since the SLO is built around foundational theories that the class is built around. I plan on increasing the references and appearance of the moral theories in lecture, to help students understand the theories better.

SLO 2 requires students to understand cross-disciplinary information. This is a difficult task for some students, since they may not have a strong grasp of, in this example, psychology, or the specific psychological ideas that are being presented in the class. Spending more class time explaining these concepts will hopefully help students understand the concepts involved.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

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yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc
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