UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019
PHIL 2320 – Ethics and Society

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

The student will:

- Develop an appreciation of various ethical theories.
- Demonstrate critical inquiry into contemporary societal issues that pertain to ethics.
- Demonstrate a familiarity with the crucial concepts relevant to a philosophical analysis of morality and values.
- Develop and write a well written essay, using secondary sources, that illustrates the critical evaluation of a particular argument.
- Analyze various ethical theories and compare these perspectives with their own.

2. Which CLOs were addressed for this academic year? (2018-2019)

All CLOs were addressed this year. Formally, data was collected and analyzed for all CLOs.

3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

Next year all CLOs will be formally assessed.

4. Explain the assessment cycle.

We have continued to add formal assessment of CLOs. From Fall 2016 to Spring 2018 only CLOs 1, 2, and 3 were formally assessed. Now all CLOs are formally assessed and data is analyzed for each one.

5. What are the assessment methods? Are they direct or indirect?

All assessment methods are direct in the form of standardized written essay.

A standardized rubric was used in all Ethics and Society classes to evaluate student's ability to write a well written essay.

Students were assigned a case study and were required to write an essay in which they identified the dilemma in the case, detailed specifics relevant to the dilemma, explained at least two ethical theories, and applied those two ethical theories to the case in order to argue their point of view.

6. What are the assessment goal(s)?

Our assessment goal is that each student completes the essay and that 75% of our students receive a proficient score on each section of the standardized rubric.

7. What were the findings for this academic year? (2018-2019)
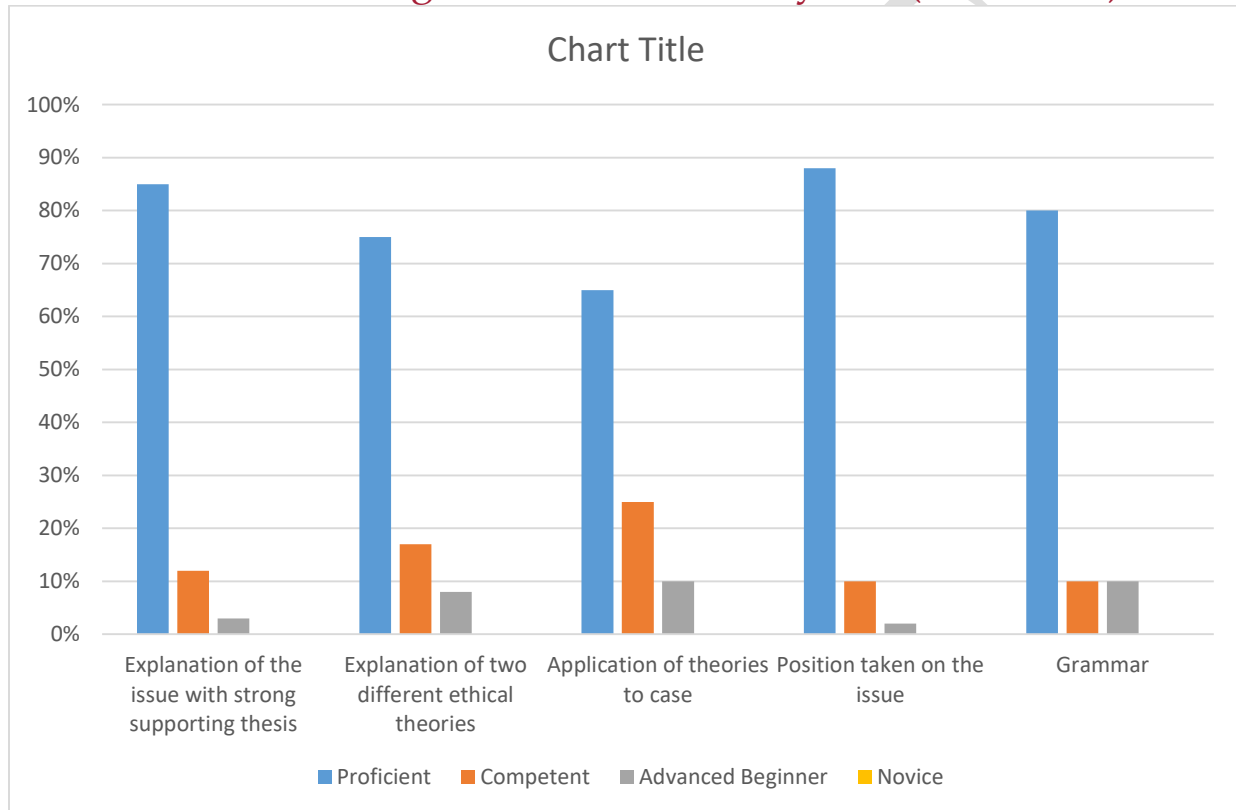
Out of the five areas analyzed on the standardized rubric 85% of students scored proficient in explanation of the case with supporting thesis, 75% of students scored proficient in explanation of two different ethical theories, 65% of students scored proficient in application of theories, 88% scored proficient on position taken on the issues, and 80% scored proficient in grammar. While analysis was done comparing traditional classroom settings with online modalities so significant difference was determined.

8. What is your analysis of the findings?

Students were evaluated based on the explanation of the case, explanation of two ethical theories, application of the ethical theories to the case, their position taken on the issue and grammar.

Students performed the best in their position taken on the issue. 88% of the time students were found to be proficient in this area, only scoring less than proficient 12% of the time.

Students also performed well at explanation of the case with a strong supporting thesis. 85% of the time students scored proficient in this area.

When students explained two ethical theories their results were lowered. Students were proficient in this area only 75% percent of the time. While it is important that more students perform well in this area, this area has seen improvements since academic years 2016-2017. Scores are equitable for 2017-2018.

Students also scored lower in their application of the theories to the case. They scored proficient in this area only 65% of the time.

Overall, when comparing assessment results for this academic year (2018-2019) with the previous year (2017-2018) it is clear that strides have been made in the application of theories. Since application is higher on Bloom's Taxonomy, we understand that this is an area of difficulty for our students.

9. What is the action plan for the next academic year? (2019-2020) Explain.

Instructors need to work on techniques that will improve understanding of ethical theory with special focus on application. More material needs to be given to students to illustrate mastery of ethical theory prior to completing the case study assessment. In addition, students should be given assignments earlier in the course which assess application rather than simple identification of ethical theories.

We are adding an assignment in which students work in groups to apply ethical theories. While there had already been a group case study, students were not asked to directly apply an ethical theory to it. This will now be added to the group work so

students will have an additional assignment that focuses on analyzing and applying ethical theory to real world situations.