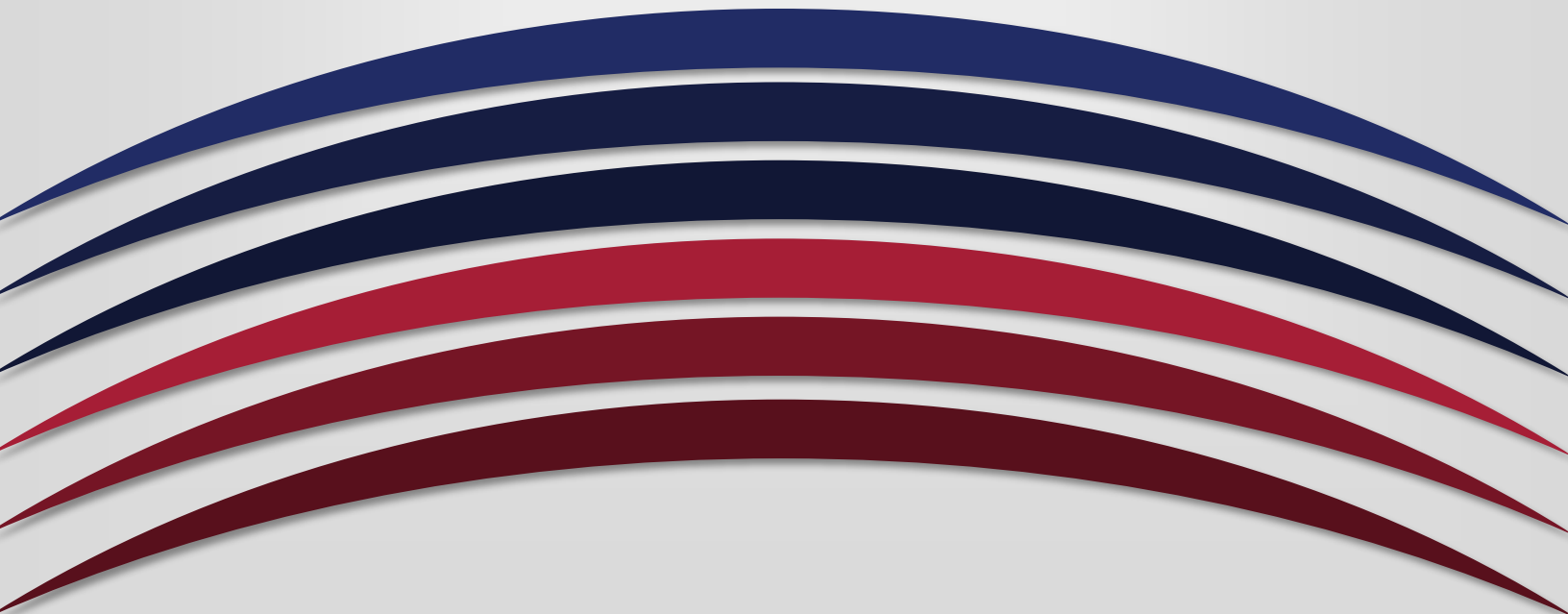




UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2019-2020:**  
**(PHIL 2320 – Ethics and Society)**



1. Name of individual compiling report: Nicolette Smith

2. Date of submission: September 8, 2020

3. Is the assessment plan (*Check or highlight one*)

☐ an initial plan for the  
program

☐ a revision of an old plan

☒ unaltered from  
previous year

## 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? (2019-2020)

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? (2020-2021)

Next year all CLOs will be formally assessed.

### 4. Explain the assessment cycle.

All CLOs are formally assessed each year. Changes to classroom assignments, instruction and rubrics are based on assessment of all CLOs.

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

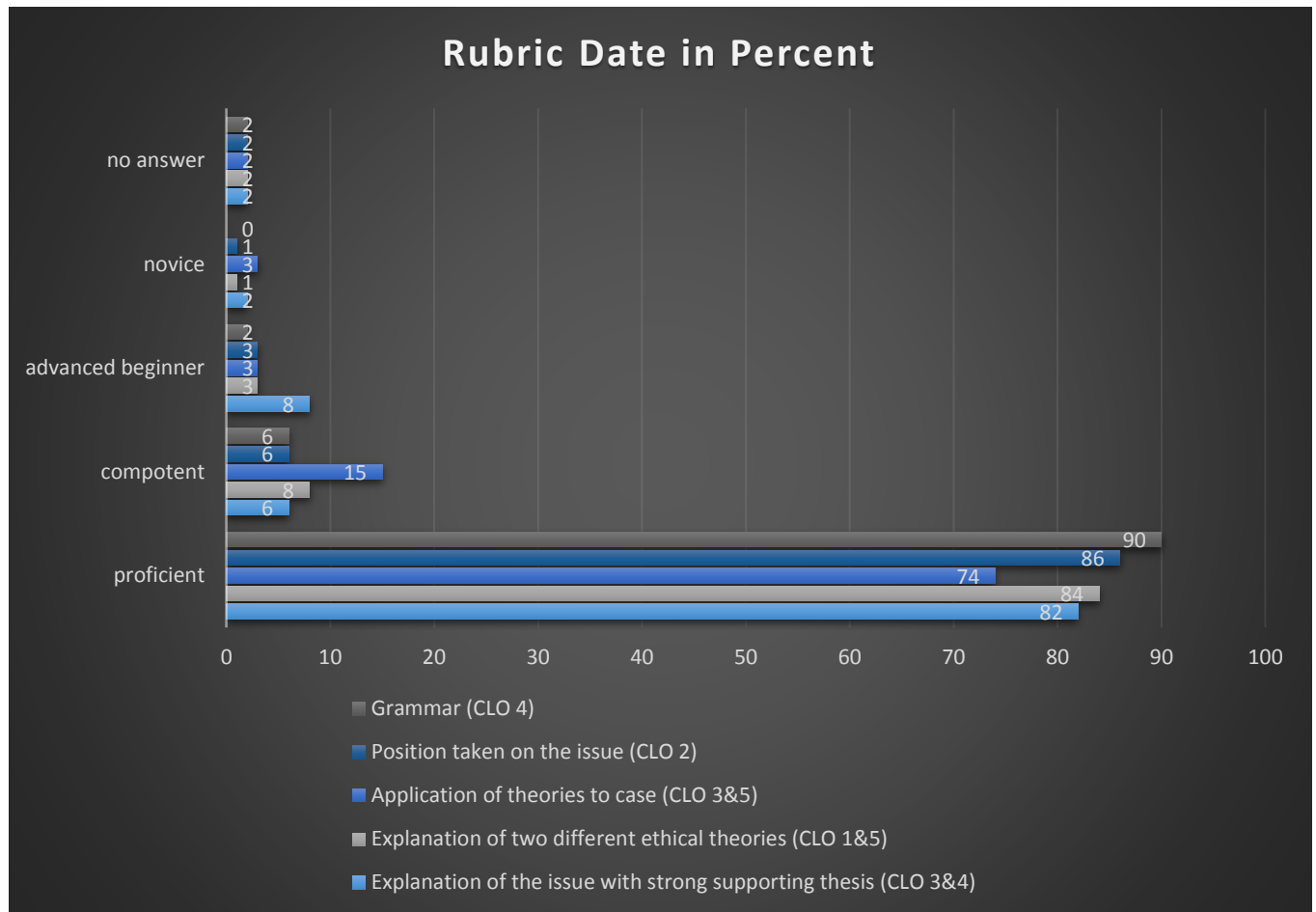
Ethics and society focuses on understanding of complex ideas and analysis through demonstrated progress. The first 8 weeks of class are spent on development and analysis of ethical theory so students have a better understanding of the application of ethical theory. The second 8 weeks of class are spent applying ethical theory to particular contemporary cases and dilemmas. Students analyze conflicting points of view related to abortion, the death penalty, animal rights, sexual ethics, drugs and race. The class requires students to read texts critically and to practice debating various points of view. Students are required to construct one argument essay in which they choose a case study, take a stance on the study, and apply two ethical theories to it to come up with a solution. The case study essay is evaluated using a standard rubric. Students are also required to complete various discussion, blogs and quizzes and to complete a midterm and final exam that reinforce various CLOs. While these assessments are all direct measures of student learning, these assessments are not formally reviewed collectively by all faculty.

## 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? (2019-2020)

Our assessment goals were primarily met. 110 students were assessed using the standardized rubric for the case study. We did find that application of ethical theories was our lowest area. This area consistently holds the lowest score. However, there was a nine percent increase in this area overall. Out of the five areas analyzed on the standardized rubric 82% of students scored proficient in explanation of the case with supporting thesis, 84% of students scored proficient in explanation of two different ethical theories, 74% of students scored proficient in application of theories, 86% scored proficient on position taken on the issues, and 90% scored proficient in grammar. While analysis was done comparing traditional classroom settings with online modalities no significant difference was determined. While student retention was lower for the online sections of Ethics and Society, the students that completed the final case study assessment did not score significantly higher or lower.



## 8. What is your analysis of the findings?

The largest strides have been made in the area of application of ethical theories. This shows significant student performance in CLO 3 & 5. These CLOs focus on analysis and are traditionally some of the more difficult areas to master. This shows that techniques which include more in depth analysis through written responses have been more effective. There has been more teacher focus on detailed responses to students writing. Students were also consistently given the rubric for the essay weeks before the essay was completed so they had more time to determine how they would respond to the case study. Students also chose their case study earlier in the semester so student were given more time to develop an argument and analyze that argument with an additional informal assessment. Overall, when comparing assessment results for this academic year (2019-2020) with the previous year (2018-2019) 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.

However, the amount of growth is huge and more details into classroom instruction will be discussed with instructors.

9. What is the action plan for the next academic year? (2020-2021) Explain.

Instructors will continue 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 will also continue to provide the case study rubric early in the semester so students are better prepared. 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.