

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Philosophy (inactive)	205	PHL 205 05/28/2019- Ethics
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities (inactive)	Charles Johnson
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes
The last assessment was Fall 2012.

2. Briefly describe the results of previous assessment report(s).

The standard of success for the two learning outcomes assessed was achieved.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

As the standard of success was achieved, only minor changes were proposed (spending more time on the ethical theory of Kant). Since the last assessment, the learning outcomes for the course were changed so that their format would be the same as the other courses in the PHL discipline. The intent is that this will make it easier for the course to be assessed regularly within the three year cycle.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify central ethical concepts.

- Assessment Plan
 - Assessment Tool: Matching or multiple choice quiz
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All
 - Number students to be assessed: All

- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of students will score 70% or higher
- Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
38	28

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number represents those present the day the instrument was administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only two sections were offered. Both were on campus day sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students were given a matching quiz containing central concepts.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
 The standard of success was that 70% of the students would score 70% or higher. 85.7% scored 70% or higher, so the standard was achieved.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students did an excellent job identifying central concepts.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The concepts spanned many different types of ethical theories. No plans for changes are being made in this area. The students seem to have a strong grasp of concepts across the breadth of philosophical ethics.

Outcome 2: Explain the central principles and/or features of the ethical theories examined in the class.

- Assessment Plan
 - Assessment Tool: Essay question
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
38	32

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number of students assessed represents those present at the time that the instrument was administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only two sections of the course were offered. No evening, extension, DL, or MM sections were offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students were given an essay question in which they were asked to apply two different ethical theories to a problematic situation. They were asked to explain the central principle of each theory. They were then asked to apply the theory and explain what judgment would be reached through this application.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The standard of success was that 70% of the students would score 70% or higher in explaining the central principles of each theory. Only 65.6% scored 70% or higher, so the standard was not achieved.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

One section did a much better job explaining the central principles of the two ethical theories that the students were asked to apply. Nonetheless, the standard of success was not achieved overall.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The instructors need to emphasize to the students how the principles work within the theories and require that the students demonstrate this understanding when they apply the theories. The students rush to apply and draw conclusions without first demonstrating knowledge of the principles themselves. The need for this will be emphasized in discussions with the faculty teaching the course.

Outcome 3: Apply the ethical theories to morally problematic situations.

- Assessment Plan
 - Assessment Tool: Essay question
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
38	31

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number represents those present at the time the assessment instrument was administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only two sections were offered. Both were day on campus sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students were asked to apply two ethical theories to a problematic situation. They were first asked to explain the central principle of each theory, and then asked to apply each theory and explain what conclusion the theory would reach regarding the situation.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success was that 70% of the students would score 70% or higher in application. For this portion of the assessment, 71.8% scored 70% or higher, so the standard was achieved.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Even though the students did not do an adequate job of explaining the central principles of the ethical theories that they used, they did nonetheless draw correct conclusions about how the theories would judge the situation they were given.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

It is encouraging that the students achieved the standard of success in terms of application, or drawing the correct conclusions about the problematic situation. It is important, though, that the students fully understand why these conclusions are correct. This involves their demonstrating greater competency in terms of the second learning outcome. Again, this will be emphasized in discussions with faculty teaching the course.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The previous report is not fully applicable as the learning outcomes have been revised since then.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The course is doing a good job of meeting the needs of students. Again, I was encouraged that students had a firm grasp of central concepts and could correctly draw conclusions through application of the different ethical theories. It is important, though, that the students demonstrate greater understanding of how the central principles within the different theories work.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results will be shared with faculty at the next full departmental meeting.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Greater emphasis will be placed in class on students explaining how the central principles within the different theories work. They will be asked to not only draw conclusions, but also explain how the principles lead to the conclusions reached.	This change is based on the assessment results for the second learning outcome.	2019

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Assessment Results](#)

Faculty/Preparer: Charles Johnson **Date:** 07/08/2019

Department Chair: Allison Fournier **Date:** 07/09/2019

Dean: Kimberly Jones **Date:** 07/09/2019

Assessment Committee Chair: Shawn Deron **Date:** 08/19/2019

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed: Ethics
 Course Discipline Code and Number: PHL 205
 Course Title: Ethics
 Division/Department Codes: HSS/HUM

2. Semester assessment was conducted (check one):
 Fall 20
 Winter 20
 Spring/Summer 2012

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Exam
 Capstone experience (specify):
 Other (specify): Final Project: oral and written analysis

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

Yes, similar tools were used in the last assessment, which occurred in the Winter of 2008, but the master syllabus has been changed since then (Winter 2012), and as such, so, too, were the learning outcomes and objectives, though the change was not drastic, and, thus, the measurement tools themselves were not substantially changed.

5. Indicate the number of students assessed and the total number of students enrolled in the course.
24 out of 24 students in the course were assessed with the first two assessment tools; however, only 23 out of 24 were assessed with the third and fourth assessment tools – there were four tools used – since one student was given an Incomplete (she is completing her work for this course this semester: Fall 2012)

6. If all students were not assessed, describe how students were selected for the assessment. (Include your sampling method and rationale.)
See answer directly above

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
More time was spent lecturing on/explaining the main tenets of Deontological Ethics (i.e., Kant's Ethical Theory), and an additional In-Class Group Reflection Exercise was administered, which asked questions about Kant's theory and how to apply it to concrete ethical dilemmas.

In addition to this, as the lead faculty member for this course, I decided not to cover Virtue Ethics during this particular (Spring) course, and I replaced this by covering Liberal Pluralist Ethics/Justice as Fairness instead. However, this was not because of any problem with covering Virtue Ethics; rather, I did this simply to change things a bit by covering a different – though still classical – ethical theory than I usually do.

Accordingly, although the two learning outcomes that appear on the master syllabus were only very slightly changed for the assessment, one of the assessment tools was changed in order to match the new theory that I covered. As such, some formulations here may be stated slightly differently than they are on the master syllabus, though I intend to change the wording on the master syllabus so that it matches what is on this report (sometime this Fall 2012). The most important point to note in this context is that these changes are a result of my desire to incorporate more flexibility into the course regarding which classical ethical theories are covered; however, the minimum number of theories to be covered will not change.

logged 9/7/12 sjr

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- List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. (You can copy and paste these from CurricUNET's WR report.)

Learning Outcome #1: Identify and explain the basic tenets of the four (or more) classical Western ethical theories of ethics studied in the course.

Learning Outcome #1 that was assessed: Adequate identification and explanation of the basic tenets of the four (or more) classical Western ethical theories studied in the course.

Learning Outcome #2: Use one or more of the ethical theories studied in class to develop, from their own perspective, a reasonable philosophical response to the concrete moral issues studied in the class.

Learning Outcome #2 that was assessed: Adequate use of one or more of the ethical theories studied in class in order to develop, from the student's own perspective, a reasonable philosophical response to a concrete moral issue either raised in class or not previously raised in class but of the student's choosing.

- For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. (You can copy and paste these from CurricUNET's WR report.)

75% of the students in the assessed class(es) will score a 2.8/4.0 scale, i.e., a 70% or higher on each of the learning outcomes and their associated learning objectives. Please note that only one class was assessed, since there was only one section of this course running in the Spring 2012 session.

- Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. **In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.**

In order to gather a more accurate and comprehensive view of student success, there were four different assessment tools used, three of which are associated with learning outcome #1, and the fourth of which is associated with learning outcome #2. The first two assessment tools were in-class exams, which contained different sorts of questions, including true-false questions, fill-in-the-blank questions, and essay questions. The third assessment tool was a take-home exam, so it was not timed, but it also contained the same sort of questions as the first two assessment tools (in-class exams) did, though it was more lengthy than the first two exams. The fourth and final assessment tool, which again, is associated with learning outcome #2, was a final project, which included both an oral and a written component. The class average for each of the assessment tools is as follows:

Assessment Tool #1: 3.731

Assessment Tool #2: 3.755

Assessment Tool #3: 3.487

Assessment Tool #4: 3.699

These averages are calculated on a 4.0 scale, and since the standard of success is a 2.8, success for all of the learning outcomes was not only met, but substantially exceeded. Please see the attached Summary of the Data Collected for more specific calculations of these averages.

- Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. (This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)

Strengths: Since the first three learning outcome assessment results show that there were only 2 out of 24 students (though not always the same student) who did not meet the standard of success, and one who failed to meet the standard of success for the last learning assessment tool, this provides evidence that the majority of students in the course are learning what we want them to learn, namely, the learning outcomes, as they are stipulated both on the master syllabus and on this document. Moreover, since the students who did not meet the standard of success for the first three tools associated with learning outcome #1 either failed to study for the exam (this is what they told me) or failed to turn it in entirely (1 student earned a 0 on an exam), and the one student who failed to meet the standard of success for the tool associated with learning outcome #2 only did ¼ of the final project, I do not think that the results show any weakness in the course. So, put simply, the strength of the class is that, for the most part, the students are learning what they should be learning in this class.

Weaknesses: I do not believe that there were any weaknesses in the class, as the few students who did not meet the standard of success for the learning objectives simply did not do the work, as mentioned directly above.

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III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. (If students met all expectations, describe your plan for continuous improvement.)
Given the success of the course as it is currently organized and taught, there is no plan for improvement, with the exception of slightly changing the course description and learning outcome language to make it more flexible. (Please note that since this change is not based upon results of the assessment activity, there are no boxes checked in the next question). Most importantly, the plan is to maintain the level of success currently being achieved in the course. In order for this to happen, the course shall (should) be taught in future semesters in the same (or a very similar) fashion as it was taught during the Spring 2012 semester.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
 - a. Outcomes/Assessments on the Master Syllabus
Change/rationale:
 - b. Objectives/Evaluation on the Master Syllabus
Change/rationale:
 - c. Course pre-requisites on the Master Syllabus
Change/rationale:
 - d. 1st Day Handouts
Change/rationale:
 - e. Course assignments
Change/rationale:
 - f. Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:
 - g. Instructional methods
Change/rationale:
 - h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?
N/A


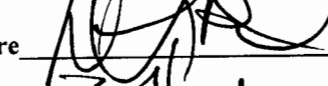
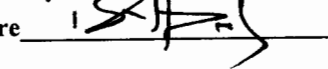
IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
The assessment tools used for measuring student success of achieving the learning outcomes for this course were embedded tools, and as such, they were assignments – specifically, two in-class exams, one take-home exam, and one final project, which contained an oral and a written component, as was earlier indicated – that would have been used in any event to measure (at least part of) what the students learned in class. Accordingly, they were effective tools for measuring student success and learning in the course.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
N/A

3. Which outcomes from the master syllabus have been addressed in this report?
 All X Selected _____
 If “All”, provide the report date for the next full review: Winter 2015.
 If “Selected”, provide the report date for remaining outcomes: N/A.

Submitted by:

Print: <u>Corinne Painter</u> Faculty/Preparer	Signature: 	Date: <u>09.09.2012</u>
Print: <u>Deva Blasi</u> Department Chair	Signature: 	Date: <u>9/4/12</u>
Print: <u>Bill Abernethy</u> Dean/Administrator	Signature: 	Date: <u>SEP 05 2012</u>

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: PHL205
 Course Title: ETHICS
 Division/Department Codes: HSS/HUM

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2008__
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify):

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 Approximately 50

6. Describe how students were selected for the assessment.
 All students in both sections of the course were assessed.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 No previous assessment; first assessment since Master Syllabus revision in Fall 2006.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.

Outcome #1: The student will adequately identify and explain the basic tenets of the four classical Western theories of ethics studied in the course

Outcome #2: The student will adequately identify and explain the basic tenets of the two classical Western theories of justice studied in the course

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*

For Outcome #1, there were 4 objectives (=tasks 1-4) assessed, and for Outcome #2, there were 2 objectives (=tasks 5 & 6) assessed (see attached Assessment Document). The results of the assessment process demonstrated that 3/4 of the objectives/tasks associated with Outcome #1 were met in both sections of the course, exceeding the bare minimum of

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70% that is required to indicate success, in many cases by very wide margins. In like fashion, the results of the assessment process also demonstrated that both of the objectives/tasks associated with Outcome #2 were met in both sections of the course by wide margins, where the standard of success was also 70% for the class as a whole. Summary of the Data is attached.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

As indicated in the answer to question 3 just above, the standard of success for each of the objectives/tasks associated with each of the Outcomes is 70% for the class as a whole. This was measured on a scale of 0-4, where 4 was the highest score achievable. In more detail, the scoring rubric used was as follows:

- 0 – answers 0 questions out of 4 adequately
- 1 – answers 1 out of 4 questions, of various kinds, adequately, where at least one question involves writing an essay
- 2 – answers 2 out of 4 questions, of various kinds, adequately, where at least one question involves writing an essay
- 3 – answers 3 out of 4 questions, of various kinds, adequately, where at least one question involves writing an essay
- 4 – answers 4 out of 4 questions, of various kinds, adequately, where at least one question involves writing an essay

Each of the objectives/tasks was measured by an instrument containing various kinds of questions that the students were asked to answer (e.g., true-false, short-answer, and short essay questions) about central concepts and claims of the theories studied (see attached Assessment Document). The questions were given either on an assignment or on an exam. The specific results for each class as a whole were as follows:

	<u>Section 01</u>	<u>Section 02</u>
• Outcome #1, Objective/Task #1:	96.7%	87.5%
• Outcome #1, Objective/Task #2:	93.3%	88.2%
• Outcome #1, Objective/Task #3:	62.5%	63%
• Outcome #1, Objective/Task #4:	77.3%	88%
• Outcome #2, Objective #1/Task #5:	92.12%	82.3%
• Outcome #2, Objective #2/Task #6:	90.8%	91.7%

Additionally, the following things should be noted about the assessment results:

- Outcome 1, objectives/tasks 1 & 2 were measured with the same instrument
- Outcome 1, objectives/tasks 3 & 4 were measured with the same instrument
- Outcome 2, objective 1/task 5 & objective 2/task 6 were measured with the same instrument
- All individual assessment scores were estimated (rather than perfectly calculated) based on consideration of the measurement instruments (i.e., the assignment or relevant part of an exam), in accordance with the scoring rubric elucidated above and in the Assessment Document
- Summary and average assessment scores, which are listed directly above, were calculated in a standard manner, in accordance with the scoring rubric elucidated both above and in the Assessment Document

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5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Ability to explain the main tenets of the following theories: Ethical Relativism, Aristotle's Virtue Ethics, Mill's Utilitarianism, Mill's Social Utility Theory, and Rawls' Theory of Justice

Weakness: Inability to explain the main tenets of Kant's Deontological Ethics

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

More time spent lecturing on and discussing Kant's moral theory.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. Outcomes/Assessments on the Master Syllabus
Change/rationale:

b. Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. Course pre-requisites on the Master Syllabus
Change/rationale:

d. 1st Day Handouts
Change/rationale:

e. Course assignments
Change/rationale:

f. Course materials (check all that apply)
 Textbook
 Handouts
 Other:

g. Instructional methods
Change/rationale: More lecture and discussion of Kant's moral theory

h. Individual lessons & activities
Change/rationale: Another group reflection exercise discussing Kant's moral theory

3. What is the timeline for implementing these actions?
Immediately: Fall 2008

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

Since I not only developed the Master Syllabus and the Assessment Measurement Tool, as well as its associated Scoring Rubric, but also taught the classes being assessed, the tools were quite effective in measuring student achievement of learning outcomes in the course.

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2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

No changes necessary at this time.

3. Which outcomes from the master syllabus have been addressed in this report?


All X Selected _____

If "All", provide the report date for the next full review: WNTR 2011

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Name: Corinne Painter  Date: 08.26.2008
Print/Signature

Department Chair: Paulette Gratton  Date: 9.3.08
Print/Signature

Dean:  Date: SEP 05 2008
Print/Signature

logged 9/10/08 sj