CAL MARITIME

IW
AC

Annual Learning Results
Institution Wide SLO (I): Ethical Awareness
2013

Prepared by The Institution-Wide Assessment Committee
Point Person: Graham Benton

Section 1: Annual Report
Section 2: Appendices
Survey to Faculty on Ethical Awareness Outcome and Results of Survey
Description of Rubric and Scoring Analysis
Disaggregated Data Charts and Figures

1. Executive Summary:

In the Academic Year 2012-2013 IWAC conducted an assessment of the institution-wide student learning objective , Ethical Awareness and Ethical Reasoning [See Appendix 2]. In the first year of the assessment calendar, a survey was submitted to all faculty asking for their input on the importance of teaching ethics. This survey also sought to determine which courses had an element of ethical reasoning. It was ultimately decided to assess two courses: HUM 310: Engineering Ethics, and HUM 400: Ethics [See Figure 1].. Both of these courses have an obvious commitment to instruction in ethical reasoning, and all majors on campus are required to take one or the other of these courses. Thus, IWAC was able to capture nearly all potential graduates by targeting these courses. A 2-question rubric was drafted by IWAC and approved by the instructors of the ethics course [See Appendix 1]. IWAC members scored the rubrics using term papers from HUM 310 and midterm examinations from HUM 400. IWAC used an approximately 50% data sample, which meant 33 artifacts for HUM 400 and 30 for HUM 310. The data generated the following findings:

Results:

1. The aggregated data for both measures of Ethics (Awareness and Reasoning) indicates that CMA did not meet the benchmark of 70% of student work scoring 4 or higher on the rubric [Figures 1-6].
2. Disaggregated by major, no department met the benchmark that 70% of student work score 4 or higher [Figures 8-14].
3. Those in HUM 310 (Engineering Ethics) fared better than those in HUM 400 [Figures 2,3,26].
4. When analyzed by gender [Figure 25], and expected graduation year [Figures 17-23] no exceptional statistics were noticed compared to the general population.

Interpretation of the Results:

1. The IWAC believes that the low scores are not a true indication that our students are not performing at acceptable levels. Rather, IWAC believes that the rubric used (which was revised from the American Association of Colleges and Universities' VALUE rubrics in use across the country) did not lend itself well to the artifacts collected. There was some incompatibility between the standardized rubric and the material collected to be assessed.

Recommendations:

1. IWAC recommends that in the future, a closer relationship be established between IWAC members responsible for generating the rubric and those instructors whose courses are being assessed. IWAC believes stronger results will be achieved through a closer connection between rubric and artifact.

2. IWAC also recommends a campus conversation on the relationship between professional ethics courses and "generic" ethics courses. To what extent do these (or should these) courses share learning outcomes? What is being taught differently in these courses, and what should be shared?

1. Closing the Loop: Status of Proposed Action Items

	Next Step #1
a) "Next Steps"	Examine results of Report on Ethical Awareness and address deficiencies. Design/implement institution-wide assessment of IW-SLO: Ethical Awareness
b) Status of Next Steps	To be completed 7/14

2. What do We Want Students to Learn?

	Evidence #1	Evidence #2
a) IW-SLO	Ethical Self-Awareness	Applications of Ethical Perspectives/Concepts
b) Learning Criteria: (specific qualities desired in student work)	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider complex implications of the application.
c) Standards for Success	Desired standard: 70% of students score 4.0 or above on a 6-point rubric. This desired standard should be maintained even when disaggregated by course level and type.	Desired standard: 70% of students score 4.0 or above on a 6-point rubric. This desired standard should be maintained even when disaggregated by course level and type.

3. What Evidence do We Use to Assess Their Learning?

	Evidence #1	Evidence #2
a) Evidence: Describe summative evidence you analyze & the size of the sample	All Ethics courses offered by Cal Maritime in Spring 2013 (2 sections HUM 310; two sections HUM 400) Sample size: 63 of 149 population.	All Ethics courses offered by Cal Maritime in Spring 2013 (2 sections HUM 310; two sections HUM 400) Sample size: 63 of 149 population.
b) Assessment Tool/Method	Essay examinations and term papers scored using rubric.	Essay examinations and term papers scored using rubric.
c) Assessment Process	1. IWAC devised rubric, gained approval by all faculty, and gave to ethics instructors. 2. Ethics instructors chose an assignment for assessment. 3. IWAC assessed a sample of each assignment utilizing rubric. 4. Data entered into a database and analyzed.	1. IWAC devised rubric, gained approval by all faculty, and gave to ethics instructors. 2. Ethics instructors chose an assignment for assessment. 3. IWAC assessed a sample of each assignment utilizing rubric. 4. Data entered into a database and analyzed.

4. How Well Are They Learning?

a) How are results of student learning presented?	1.Aggregated by course and major 2. Aggregated by Ethical Awareness and Ethical Perspectives	
b) Achieving Standards: Did your program achieve its standards for success?	Ethical Awareness No	Ethical Perspectives No
c) Discussion of Results	Ethical Awareness 1. All majors performed below benchmarks. 2. Engineering Ethics course outperformed general Ethics course. 3. Evidence submitted did not conform to parameters of rubric which resulted in lower scores	Ethical Perspectives 1. All majors performed below benchmarks. 2. Engineering Ethics course outperformed general Ethics course. 3. Evidence submitted did not conform to parameters of rubric which resulted in lower scores
d) Participants in Discussing/Reviewing Results	IWAC Committee.	
e) Communication of Results	This report will be housed in the IWAC database and made available through Cal Maritime's Portal Assessment page	

6. Plan for Improvement

	Proposed Change #1	Proposed Change #2
a) Proposed Changes	Pay closer attention to alignment of rubric and artifact prior to scoring by conferencing with instructors.	Discuss course content of both HUM 310 and HUM 400 in relation to nationally-recognized standards.
b) Rationale for Proposed Changes	Should yield more accurate assessment.	Rubric is based on nationally-accepted standards (AAC&U Value Rubrics).
c) Proposed Completion Date	Fall 2013	Academic Year 2013-14
d) Stakeholders Involved	Ethics instructors and sponsoring departments.	Ethics instructors and sponsoring departments
e) Vetting to Stakeholders	Graham Benton	Graham Benton
f) Shepherding Changes	Graham Benton	Graham Benton
g) Budget Integration	n/a	n/a
h) Anticipated results of implementing change	Improvement in ethical awareness, both overall and disaggregated.	Cal Maritime's Ethics courses will be more closely aligned with nationally-accepted standards.
i) Target Goals	To attain benchmark on next assessment cycle.	To attain benchmark on next assessment cycle.
j) Evidence of effectiveness	Meet 70% benchmark of score of 4 or above on next assessment cycle.	Meet 70% benchmark of score of 4 or above on next assessment cycle.

7. Reflection on Assessment Process

	Reflection #1	Reflection #2
a) Strengths	Multiple evaluators of evidence.	Representative sample work from all majors.
b) Modifications	See Proposed Change #1.	

APPENDIX 1

Questionaire for Faculty **September 1, 2011**

As part of the plan for the assessment of the Institutional Wide Student Learning Outcome on "Ethical Reasoning," IWAC is requesting your initial feedback.

1. Do you feel the institution has an obligation to teach ethical reasoning? Y N

2. If so, how important is our role in providing ethical reasoning skills and promoting social and personal responsibility in our students?

Not important somewhat important very important

3. Is there a specific ethical component in any of the classes you teach?

If so, please identify the course(s) _____

Do you have program and/or course outcome that specifically pertain to ethics, to morals, or to social and personal responsibility?

If so, how have you assessed ethical reasoning in the past? What measurement tools do you use?

4. Given a "choice" between a course geared towards the foundations of ethical thinking or a course more narrowly devote to professional ethics, what would be your preference?

Any other comments or suggestions?

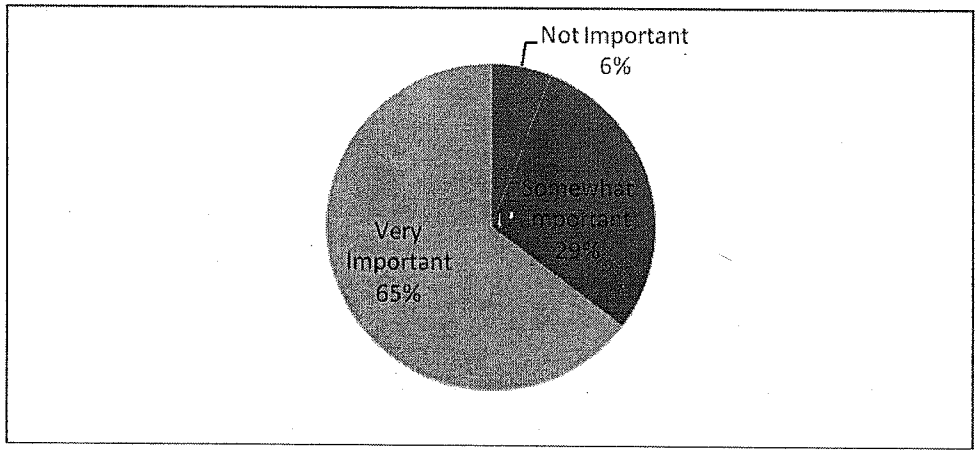
If you would like to be contacted to talk about the role that ethical reasoning could and should play in the curricular and co-curricular development at Cal Maritime, please sign your name and I will contact you this semester

Faculty Survey Results: Ethical Reasoning Questionnaire

1. Do you feel the institution has an obligation to teach ethical reasoning?

   Yes = 88.2%
   No = 11.7%

2. How important is our role in providing ethical reasoning skills and promoting social and personal responsibility in our students?



3. Given a "choice" between a course geared towards the foundations of ethics or a course geared more narrowly to professional ethics, what would be your preference?

   Foundational Course = 58.8%
   Professional Course = 41.1%

4. What courses on campuses have an ethical component?

HUM 400	Ethics
HUM 310	Engineering Ethics
BUS 405	Business Leadership
BUS 120	Environment of Modern Business
MGT 105	Organizational Behavior

ET 110	Intro to Engineering Technology
ET 490	Sustainable Energy
ET 370	Electronics
EPO 230	Steam Plant Systems Op
CRU 150	Marine Engineering Systems
EGL 220	Critical Thinking
EGL 100	English Composition
EGL 330	Literature and Psychology

Comments:

While several faculty claim an ethics component or dimension in their courses, very few acknowledge assessment practices for this. Ethics components themselves varied, from a simple statement of academic integrity in the syllabus to significant sections on personal and social responsibility. The challenging task for us is to *measure* the ethical awareness of our students.

The Next Steps:

1. **If you have not completed the questionnaire, and would like to do so, please let me know and I will send you a copy.**
2. **If there are courses you teach that have an ethical component that are NOT listed above under item 4, please send those along to me.**
3. **Attached please find a draft rubric to measure ethical awareness and reasoning.**
   - **3A. Do you think this rubric could be applied to an assignment in a course you teach next year (F12 or S13)?**
   - **3B. What revisions would you suggest to this rubric?**
   - **3C. If this rubric appears incompatible to your ethics component, your input is appreciated.**

Please remember, the actual assessment will be done by IWAC, not by the instructor of record, and the labor on your part is very minimal. All you have to do is submit copies of the material based on the assignment that has the ethical component, and we will do the rest.

Thanks again for your help in this matter!

Graham,
IWAC member

APPENDIX 2

Ethical Awareness and Ethical Reasoning

Current IWAC Point Person: Graham Benton EMail: gbenton@csum.edu

Through participation in curricular and co-curricular learning opportunities, our graduates will be able to apply standards of proper conduct and responsibility towards society in one's professional or personal life.

Outcome	Application of Ethical Perspectives /Concepts
Initial (1 - 2)	Student inaccurately or poorly applies ethical perspectives/concepts to an ethical question.
Emerging (3 - 4)	Student can accurately and simplistically apply ethical perspectives/concepts to an ethical question.
Exemplary (5 - 6)	Student can apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider complex implications of the application.

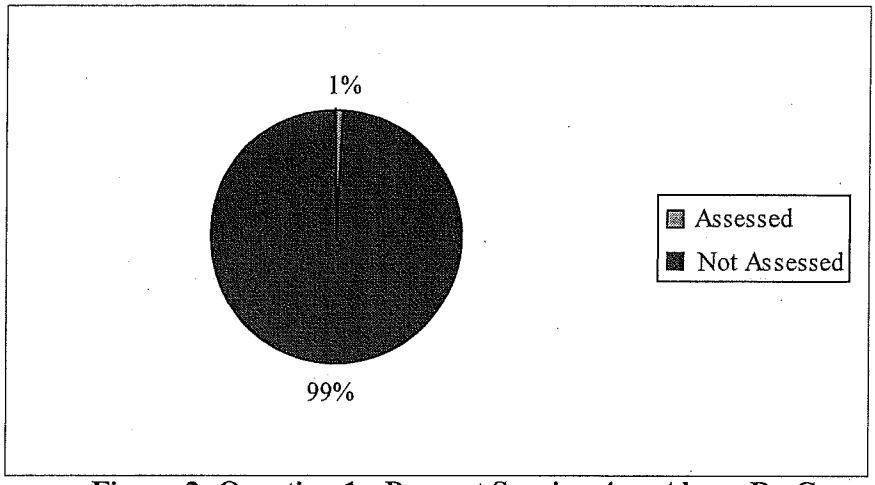
Sample 66	Percent Scoring 4 or Above
TOTAL	12.12%

Outcome	Ethical Self-Awareness
Initial (1 - 2)	Student can recognize basic and obvious issues but fails to grasp complexity or interrelationships.
Emerging (3 - 4)	Student can recognize basic and obvious ethical issues and grasp the complexities or interrelationships among the issues.
Exemplary (5 - 6)	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can grasp cross-relationships among the issues.

Sample 66	Percent Scoring 4 or Above
TOTAL	25.76%

ETHICAL AWARENESS AND ETHICAL REASONING

Figure 1: Percent of Total CSUM Courses Assessed



Note: While only two courses were assessed for IW-SLO(I), these courses (HUM 310 and HUM 400 are the required Ethics courses for all majors on campus, and thus data collected has captured and represents the entire student body.

Figure 2: Question 1 - Percent Scoring 4 or Above By Course

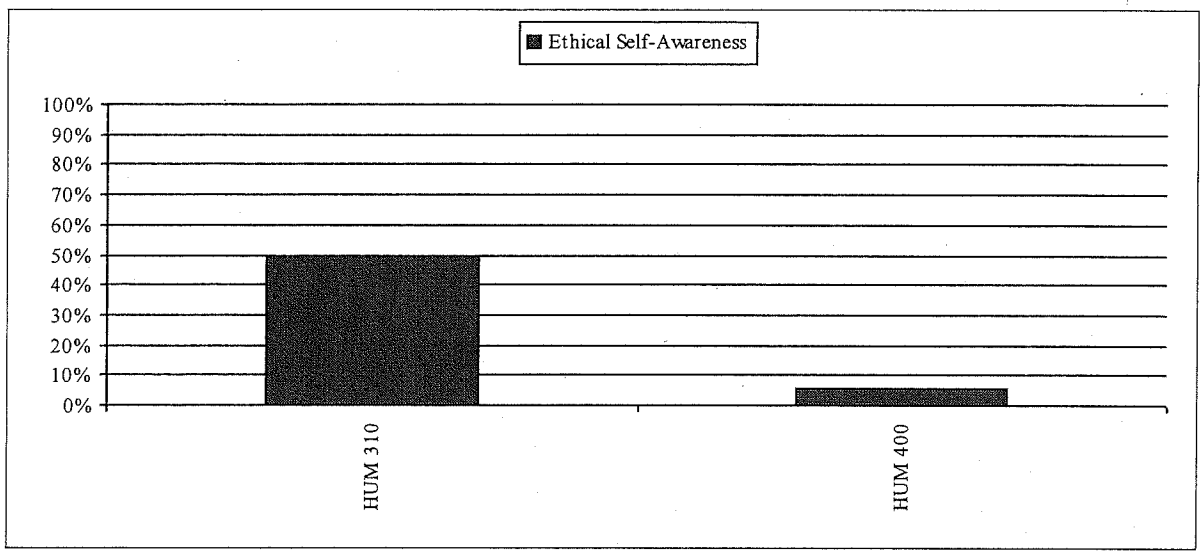


Figure 3: Question 2 - Percent Scoring 4 or Above By Course

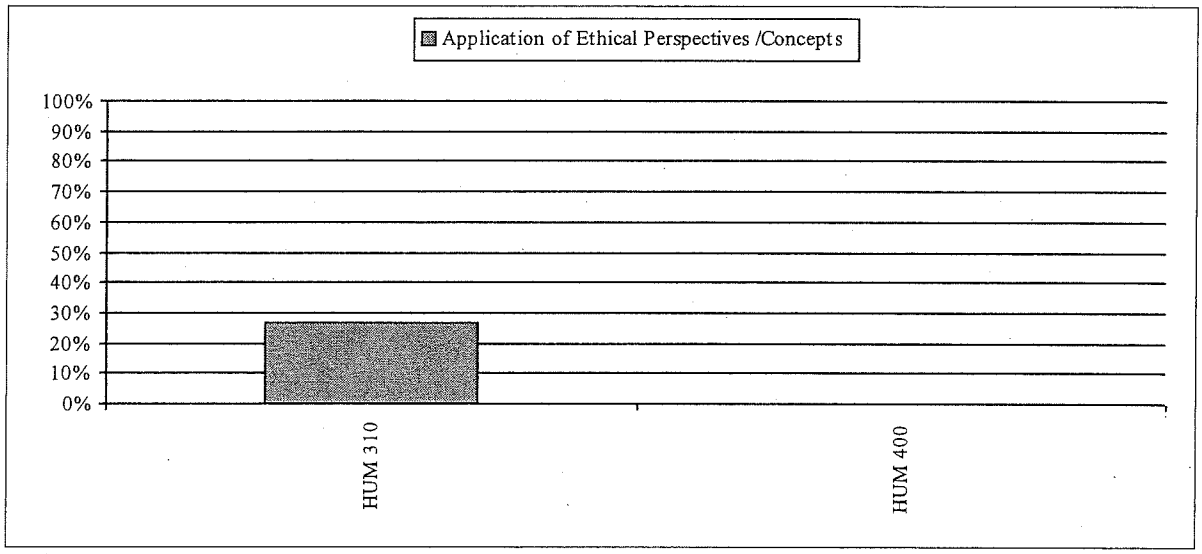


Figure 4: Totals by Rating From All Courses

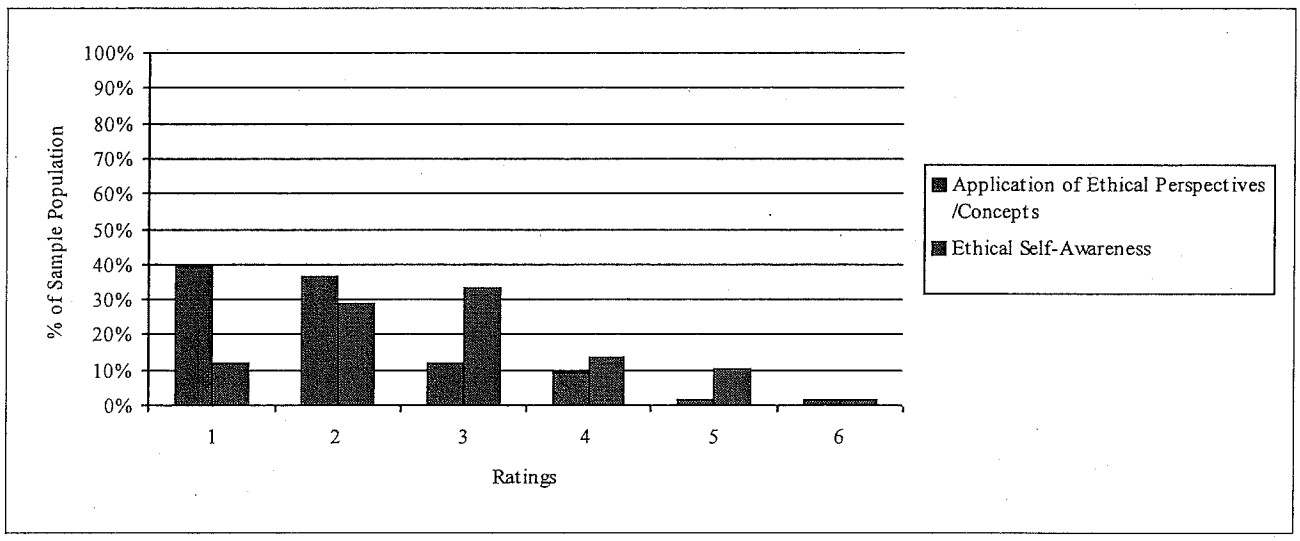


Figure 5: Question 1 - Totals by Rating From All Courses

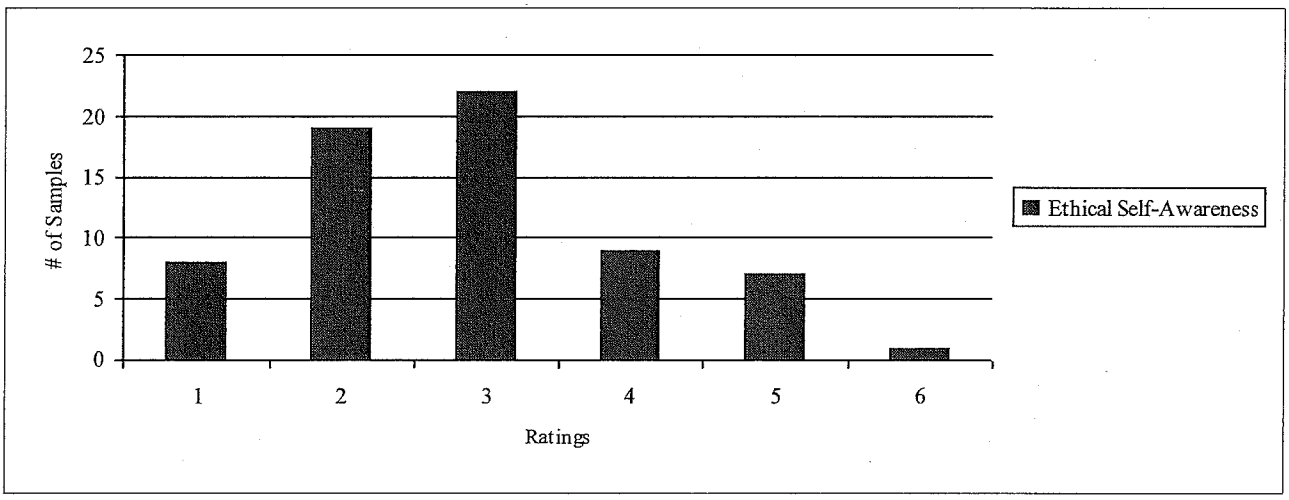
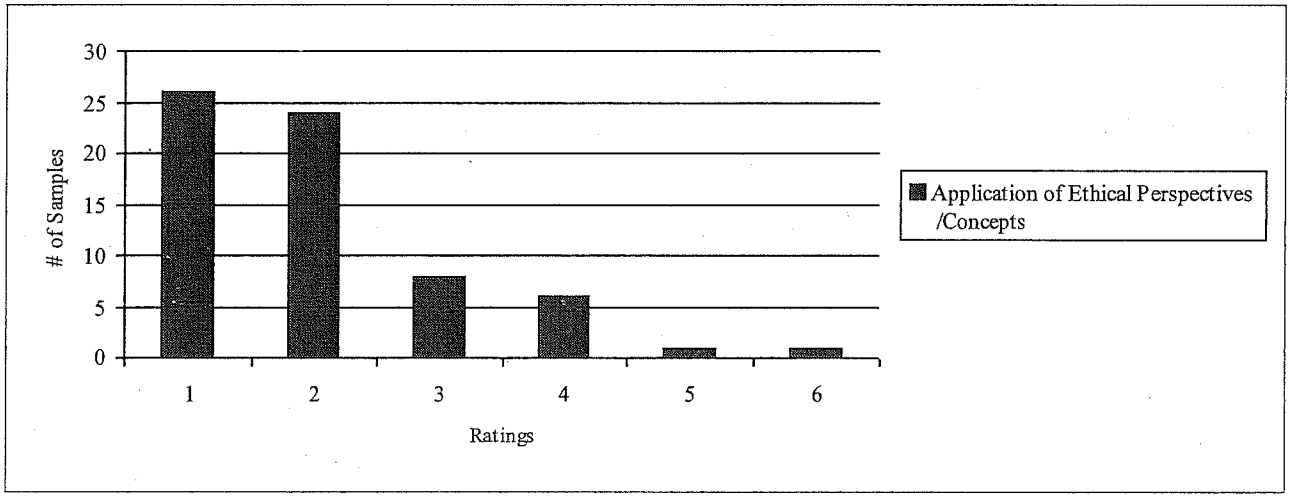


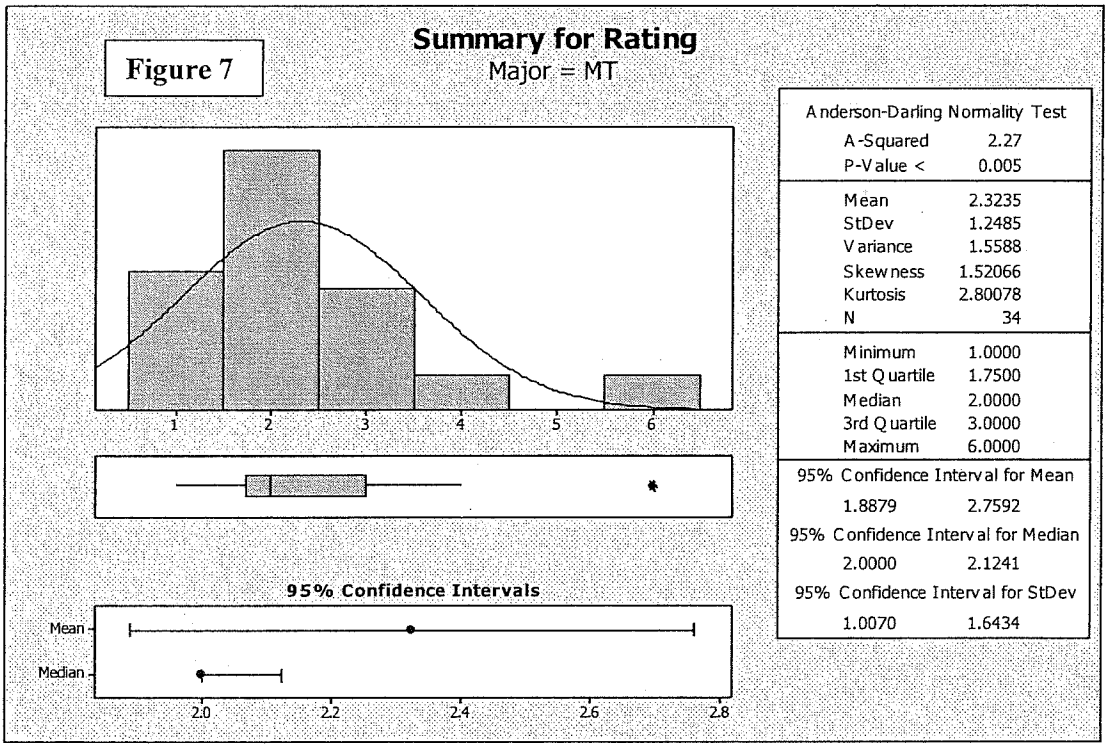
Figure 6: Question 2 - Totals by Rating From All Courses



Ethical Awareness

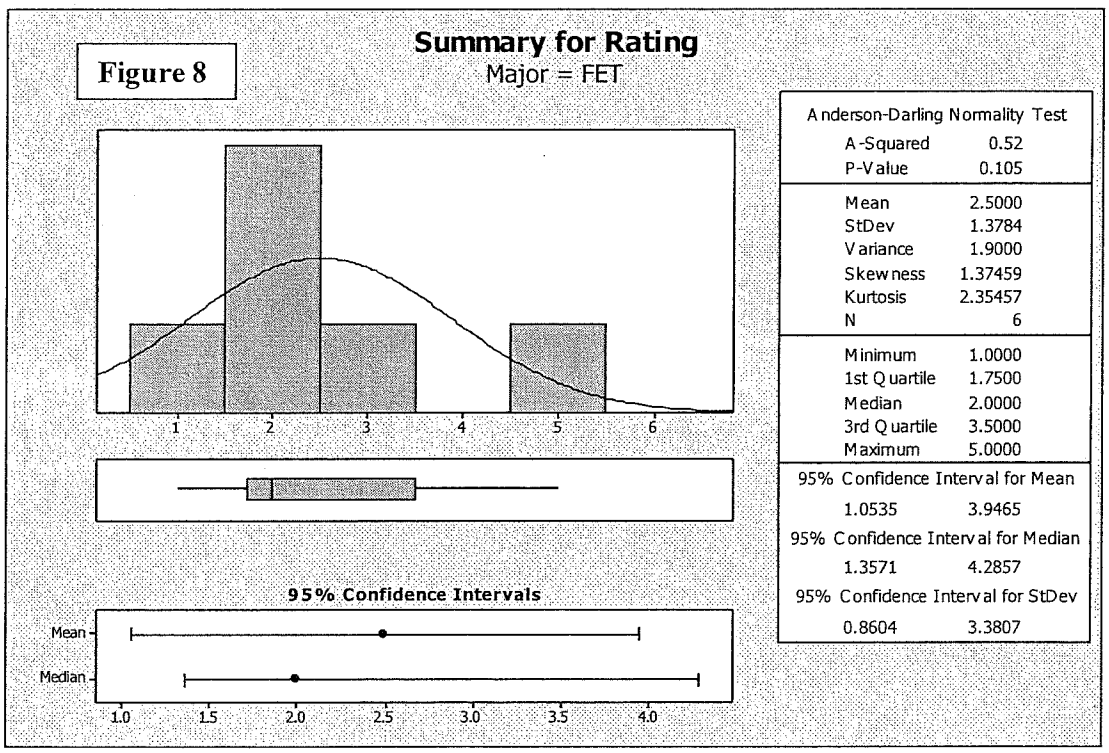
Rating Statistics By Major

Figure 7



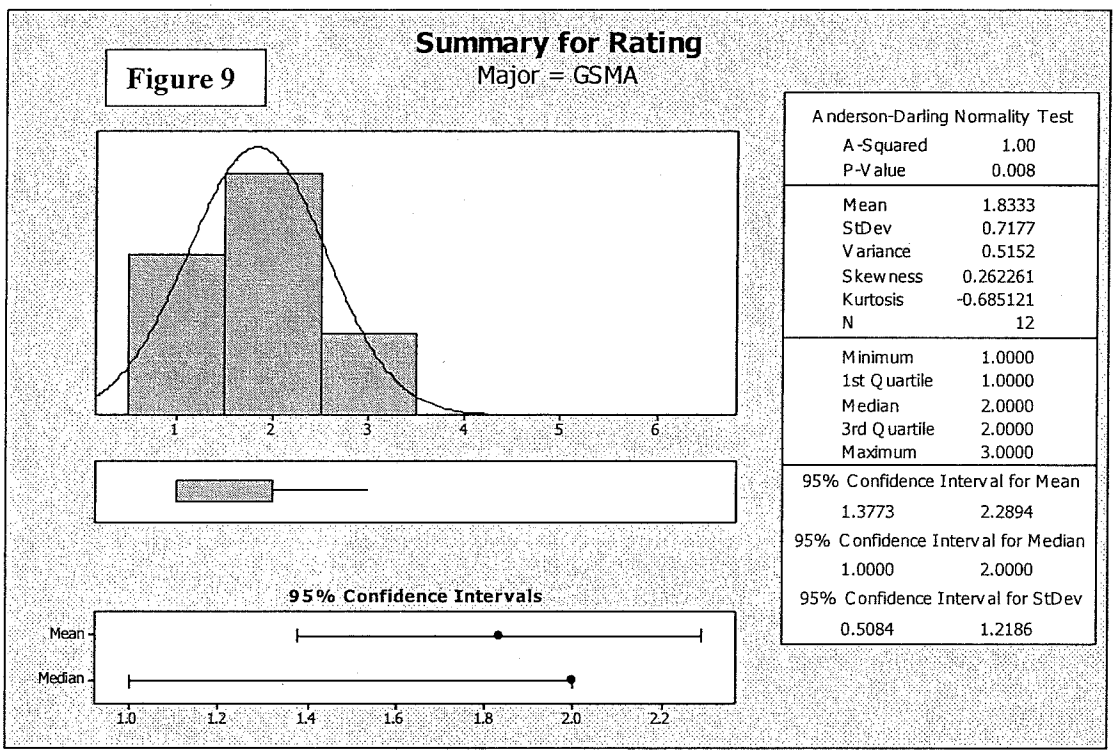
Anderson-Darling Normality Test	
A-Squared	2.27
P-Value <	0.005
Mean	2.3235
StDev	1.2485
Variance	1.5588
Skewness	1.52066
Kurtosis	2.80078
N	34
Minimum	1.0000
1st Quartile	1.7500
Median	2.0000
3rd Quartile	3.0000
Maximum	6.0000
95% Confidence Interval for Mean	
1.8879	2.7592
95% Confidence Interval for Median	
2.0000	2.1241
95% Confidence Interval for StDev	
1.0070	1.6434

Figure 8



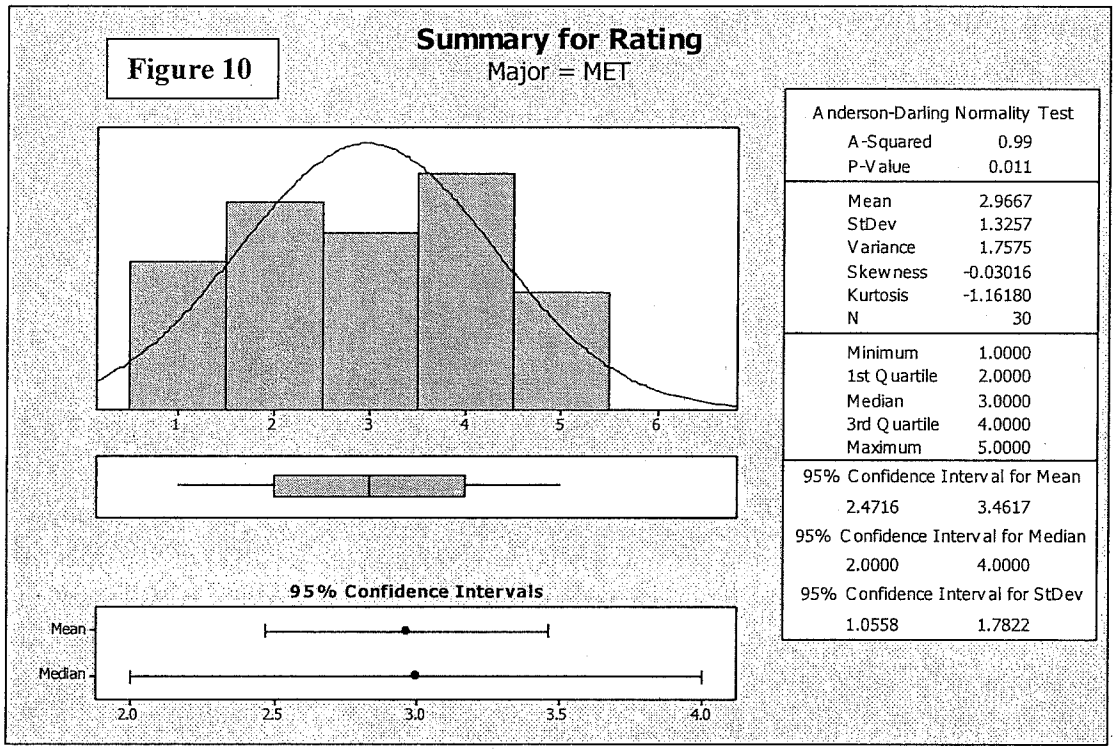
Anderson-Darling Normality Test	
A-Squared	0.52
P-Value	0.105
Mean	2.5000
StDev	1.3784
Variance	1.9000
Skewness	1.37459
Kurtosis	2.35457
N	6
Minimum	1.0000
1st Quartile	1.7500
Median	2.0000
3rd Quartile	3.5000
Maximum	5.0000
95% Confidence Interval for Mean	
1.0535	3.9465
95% Confidence Interval for Median	
1.3571	4.2857
95% Confidence Interval for StDev	
0.8604	3.3807

Figure 9



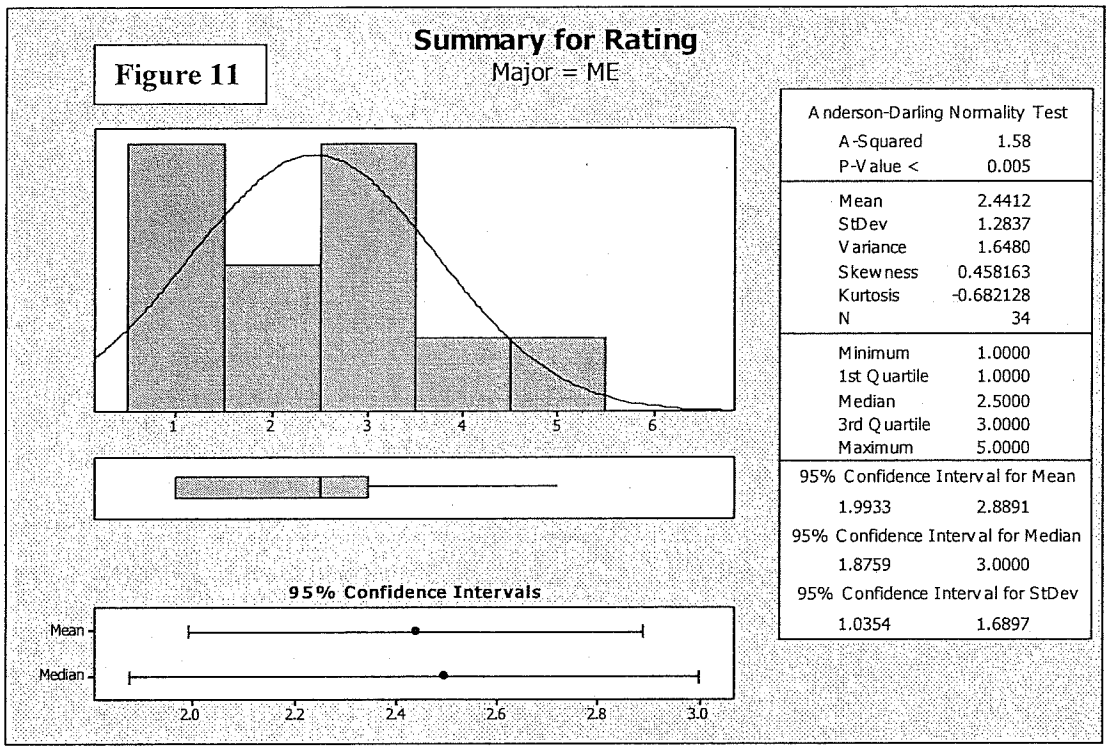
Anderson-Darling Normality Test	
A-Squared	1.00
P-Value	0.008
Mean	1.8333
StDev	0.7177
Variance	0.5152
Skewness	0.262261
Kurtosis	-0.685121
N	12
Minimum	1.0000
1st Quartile	1.0000
Median	2.0000
3rd Quartile	2.0000
Maximum	3.0000
95% Confidence Interval for Mean	
1.3773	2.2894
95% Confidence Interval for Median	
1.0000	2.0000
95% Confidence Interval for StDev	
0.5084	1.2186

Figure 10



Anderson-Darling Normality Test	
A-Squared	0.99
P-Value	0.011
Mean	2.9667
StDev	1.3257
Variance	1.7575
Skewness	-0.03016
Kurtosis	-1.16180
N	30
Minimum	1.0000
1st Quartile	2.0000
Median	3.0000
3rd Quartile	4.0000
Maximum	5.0000
95% Confidence Interval for Mean	
2.4716	3.4617
95% Confidence Interval for Median	
2.0000	4.0000
95% Confidence Interval for StDev	
1.0558	1.7822

Figure 11



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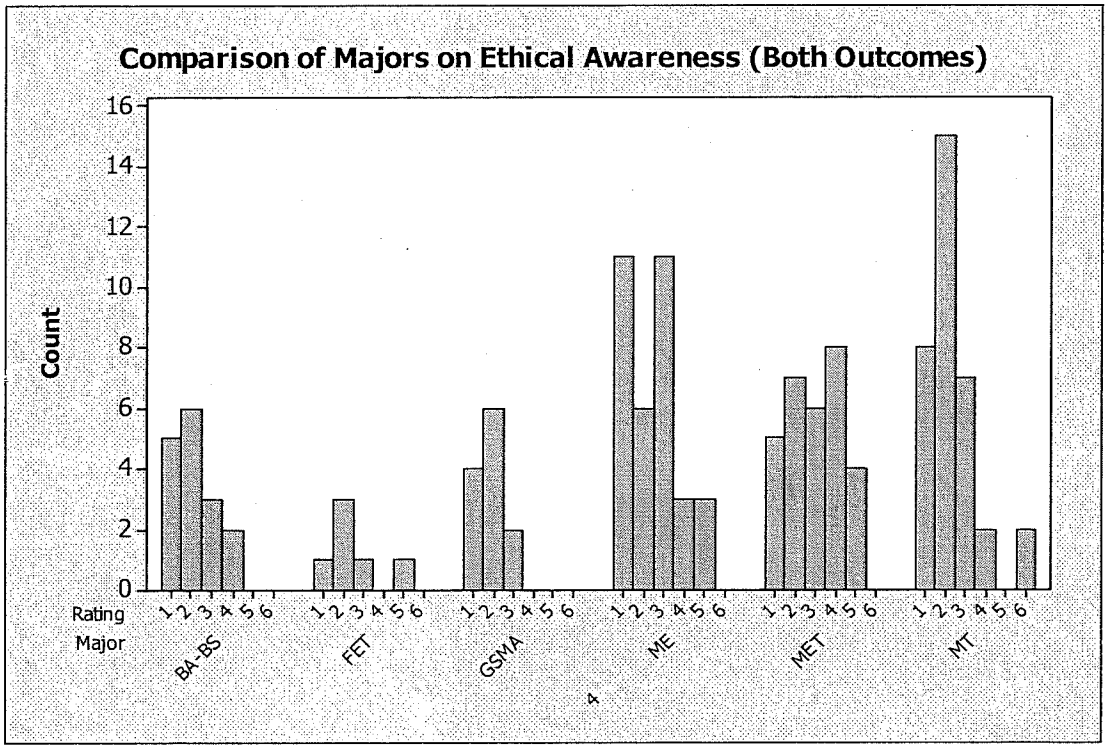

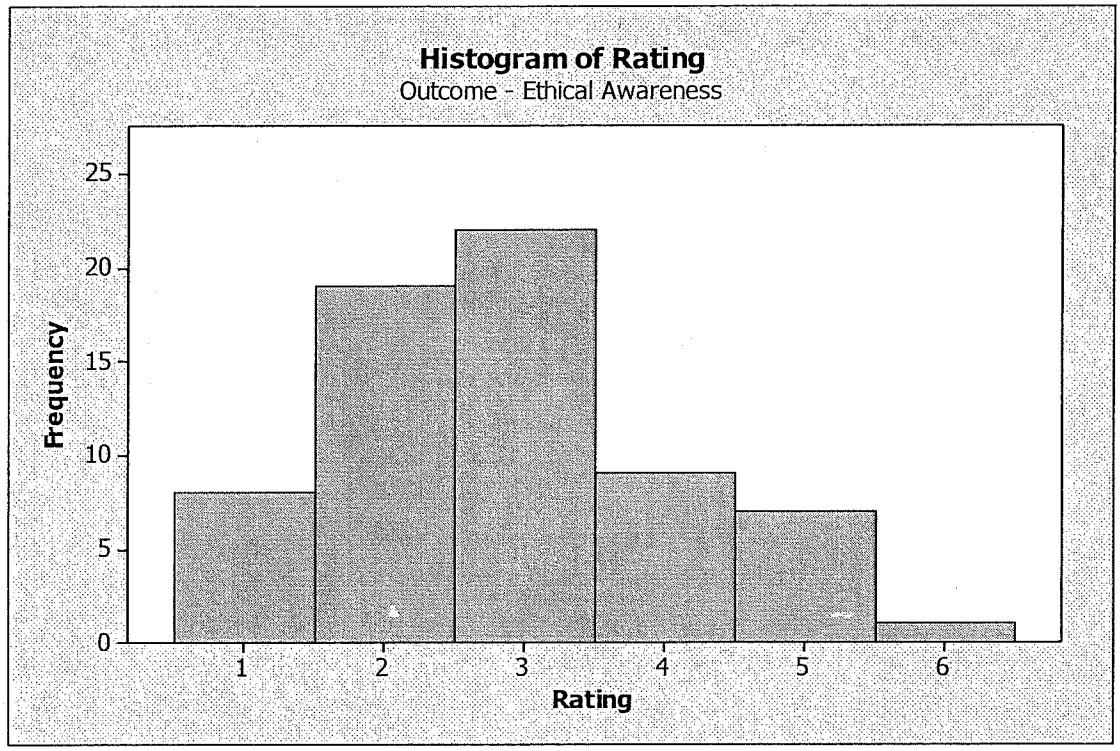

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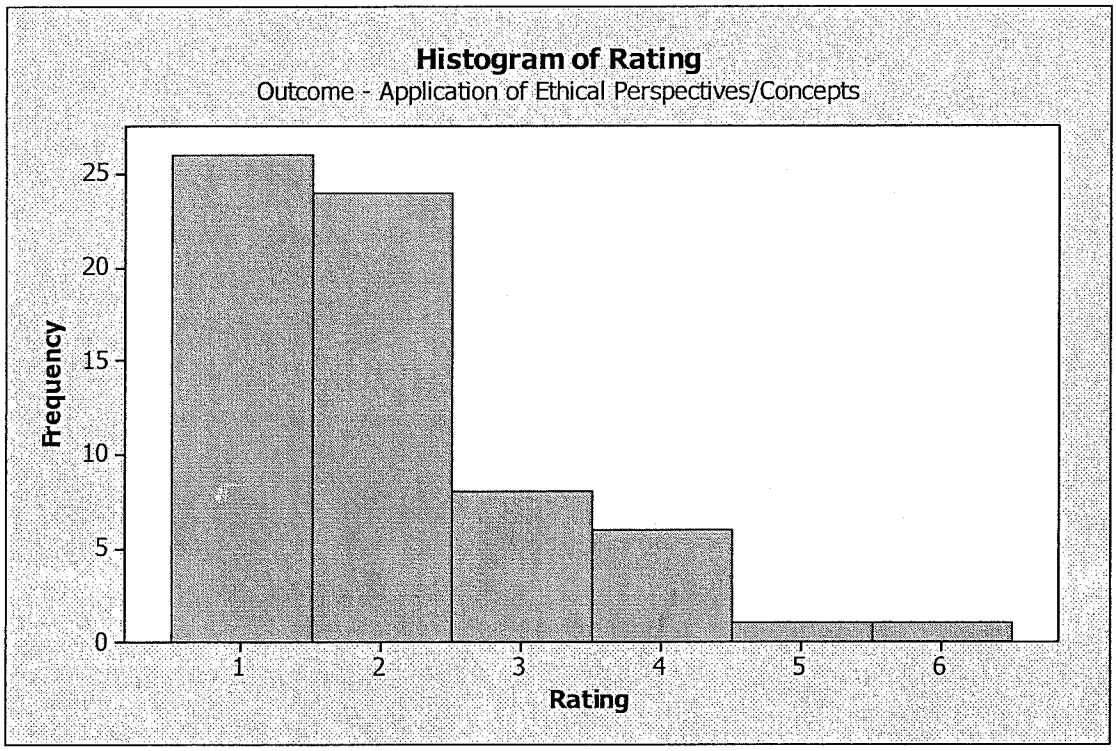
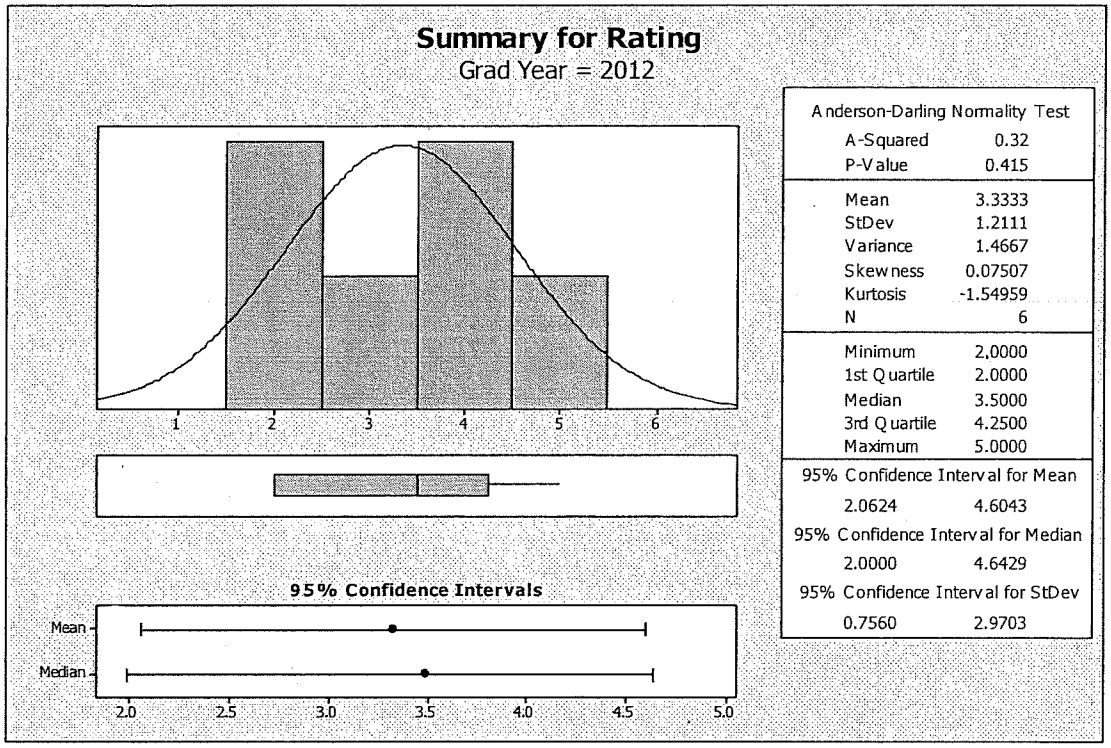


Figure 14



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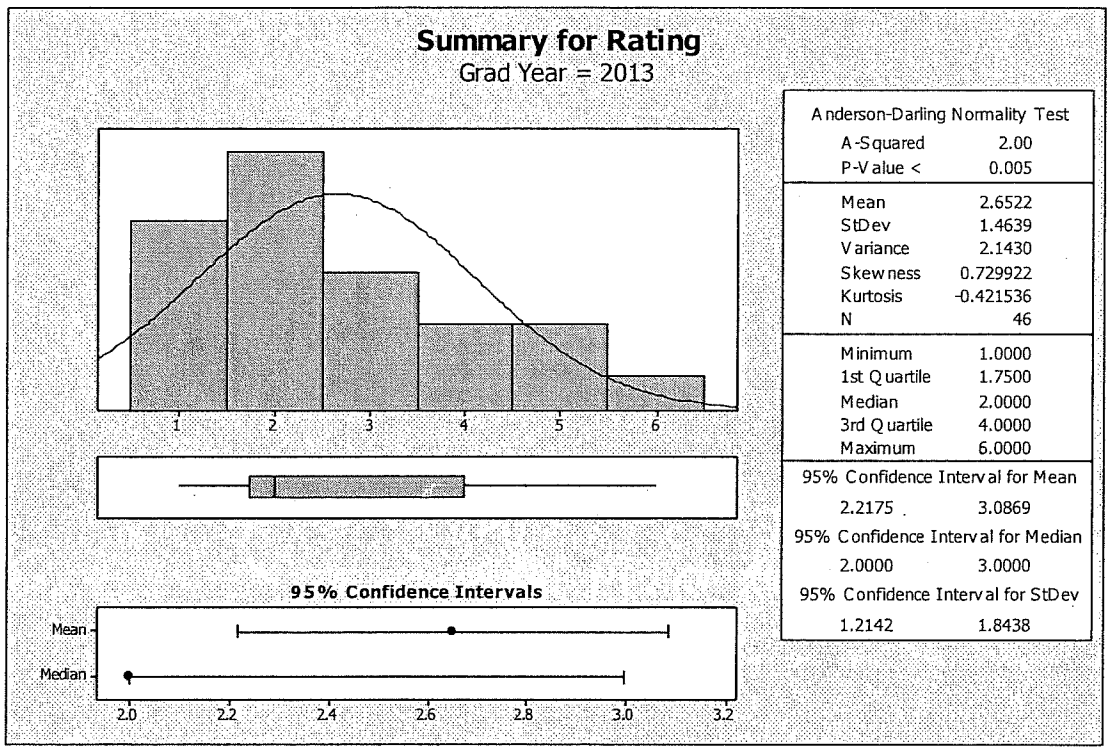
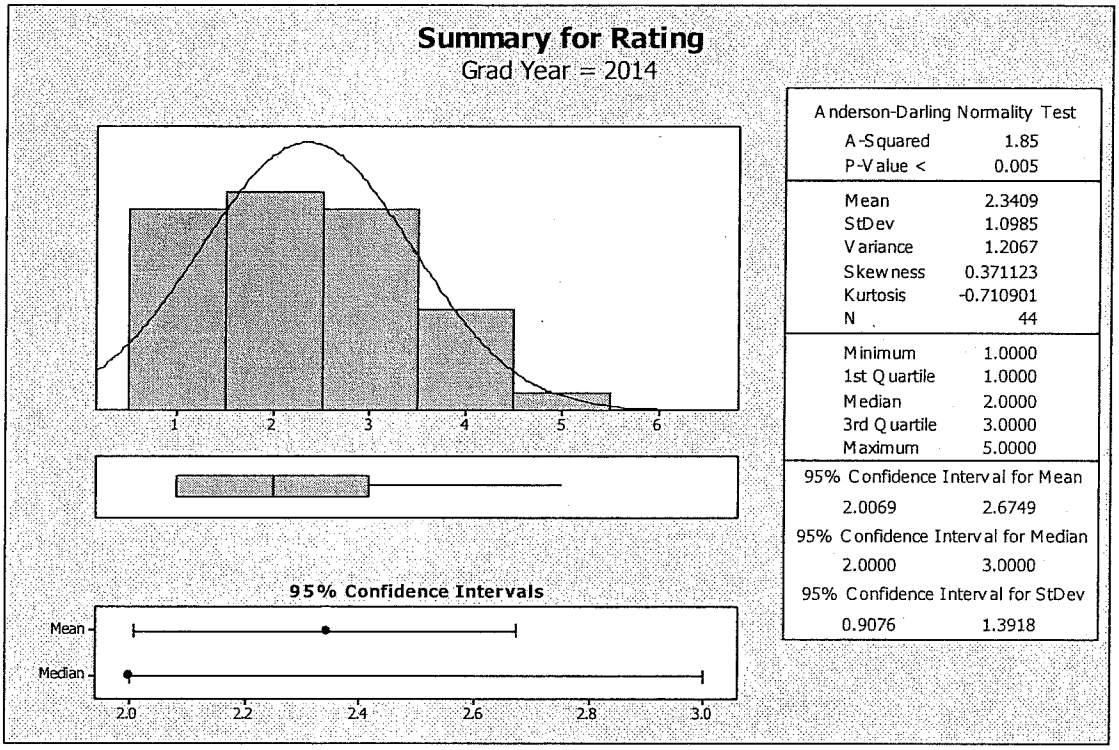


Figure 16



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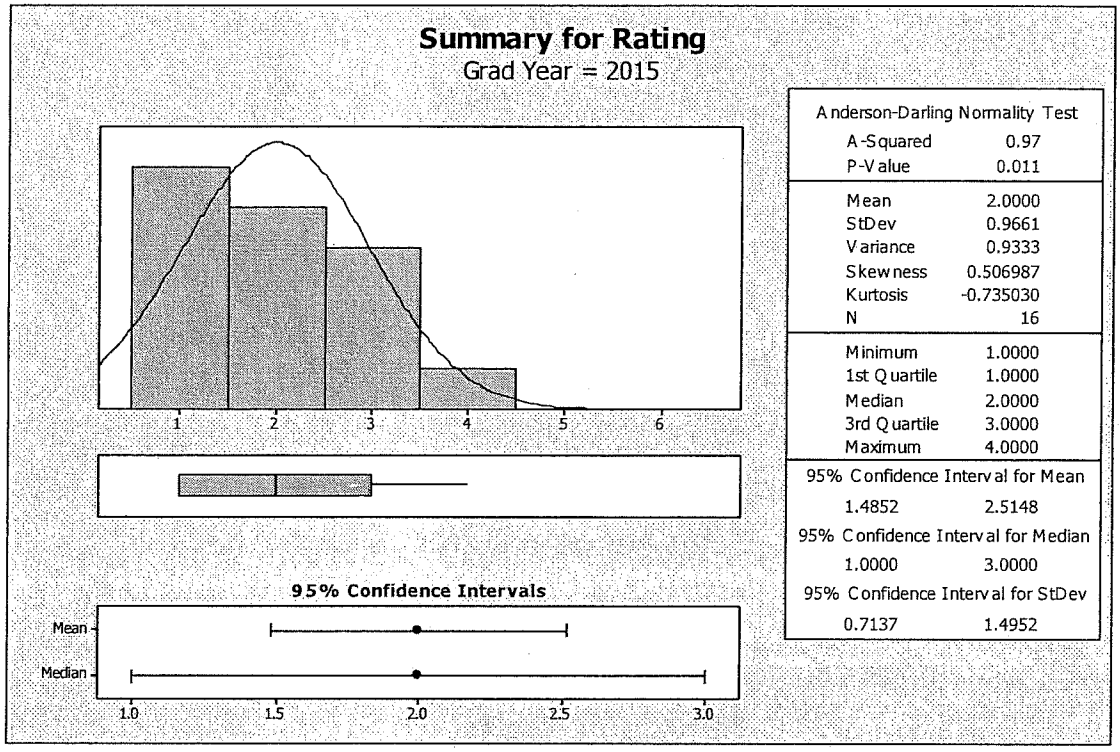

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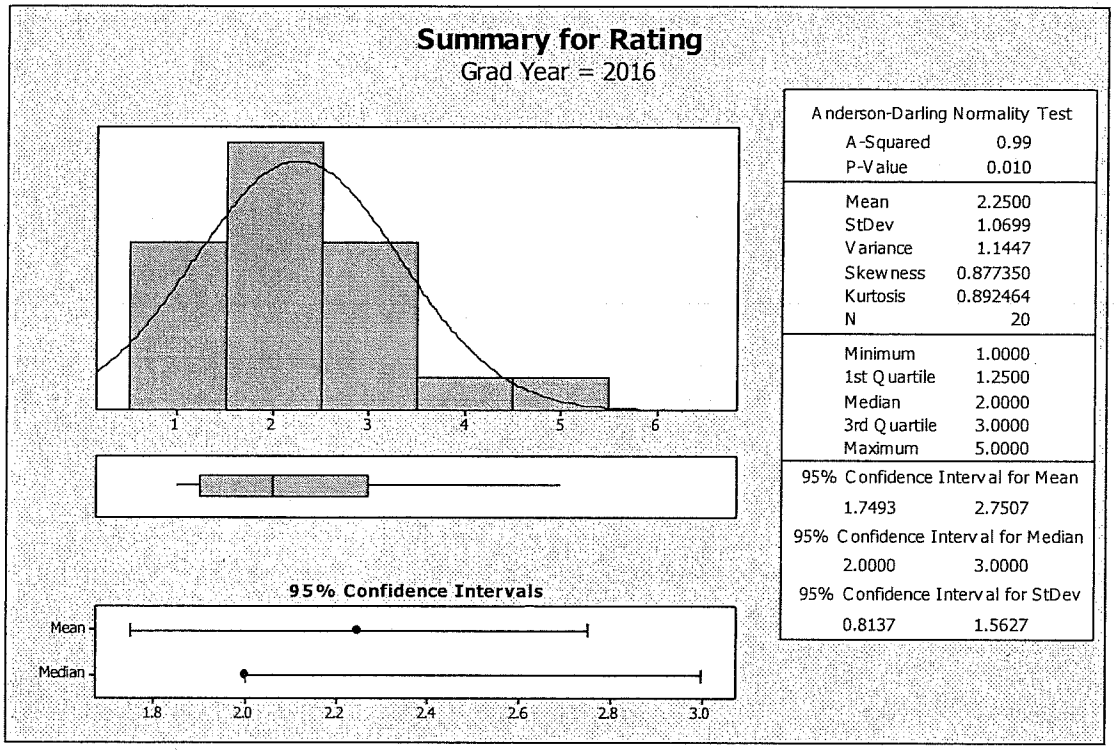

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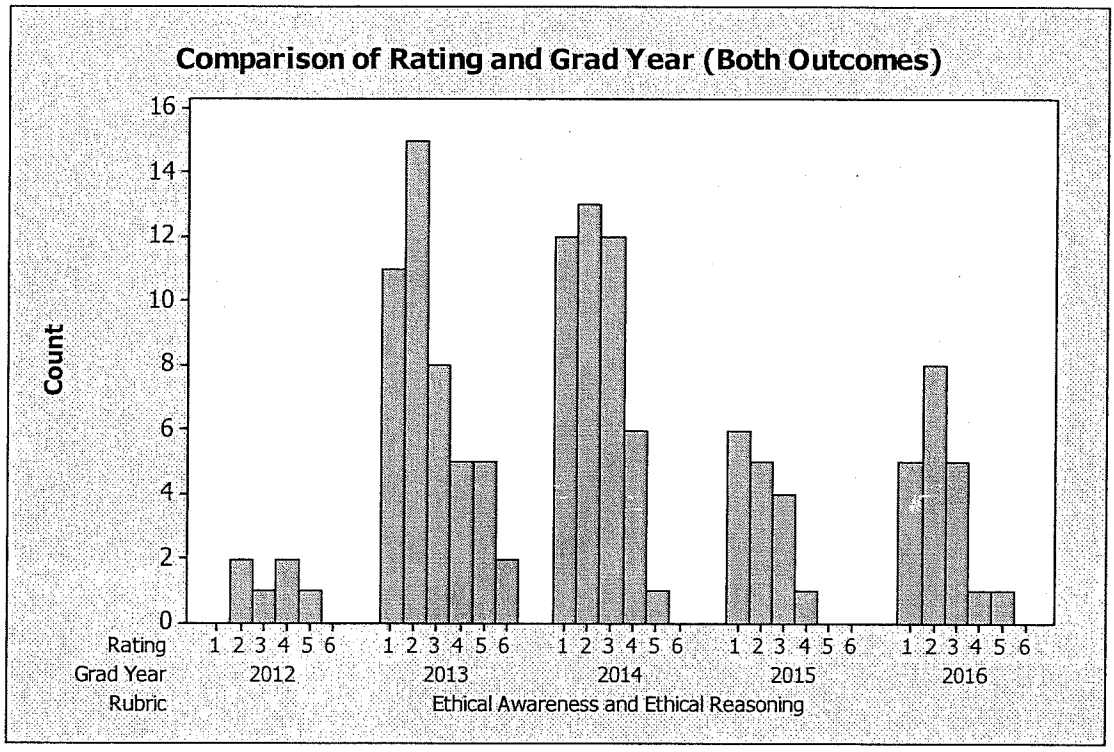

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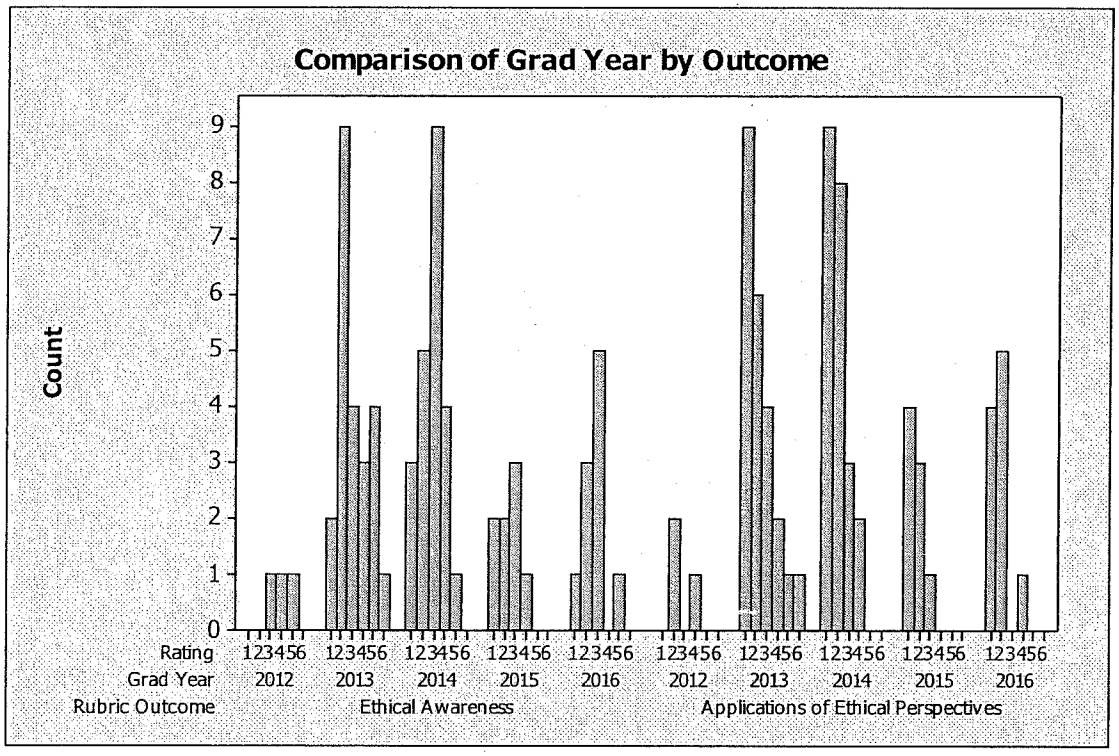

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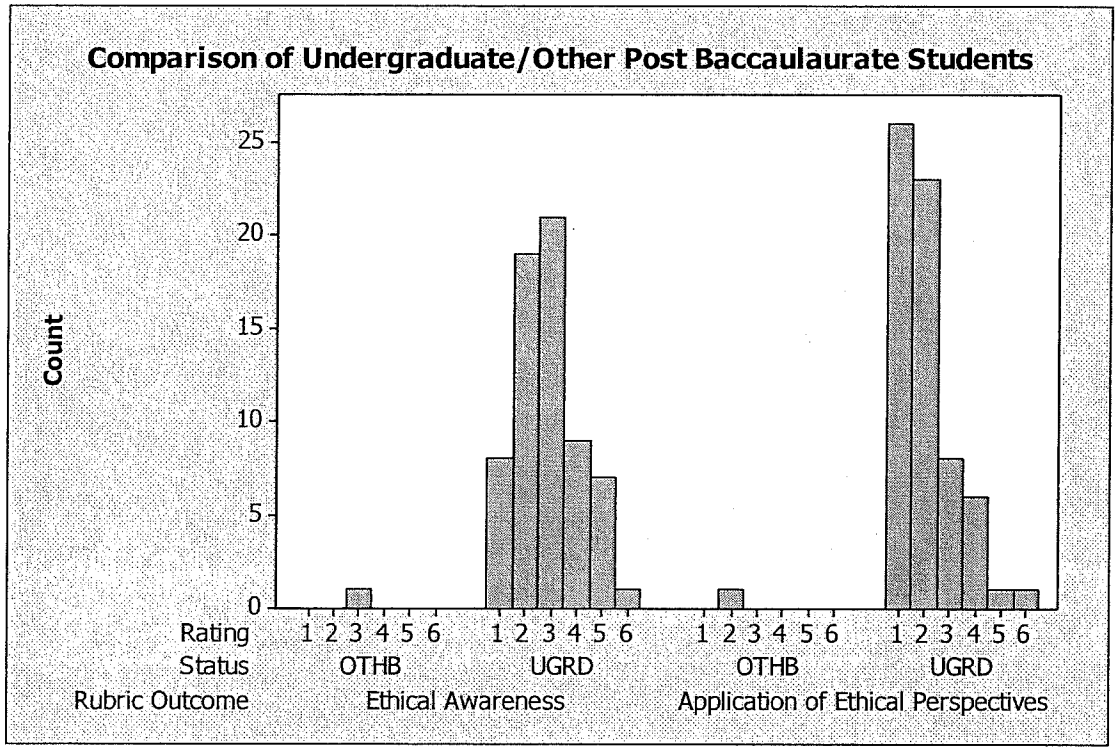

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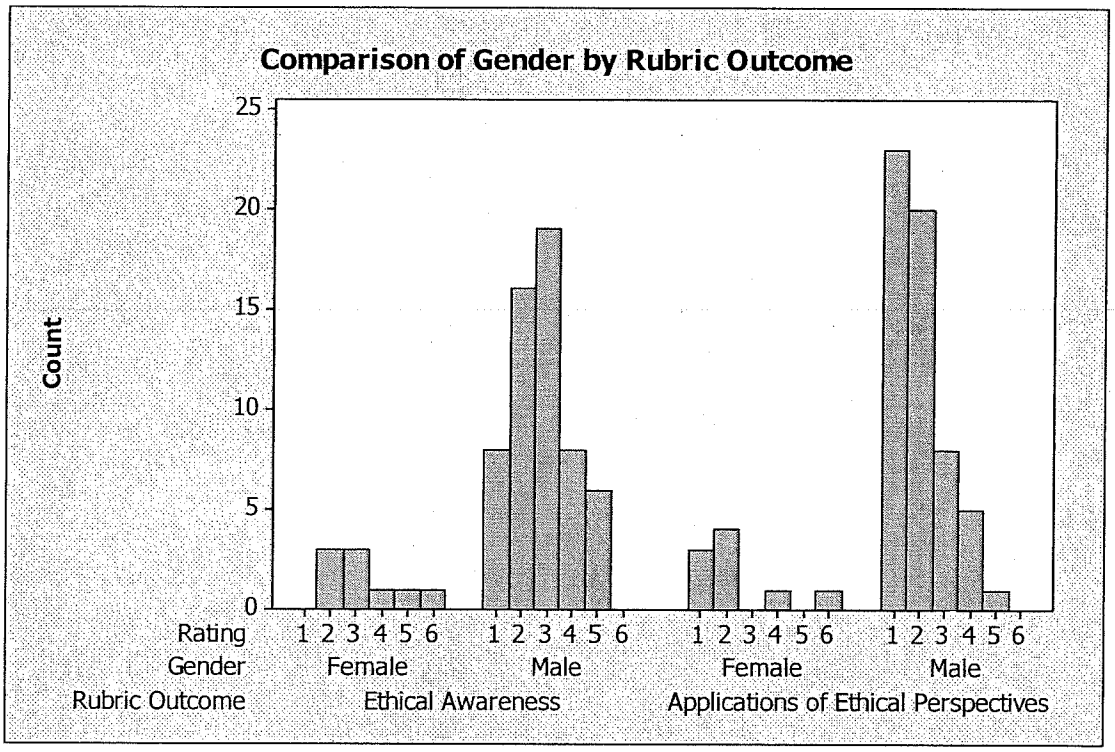

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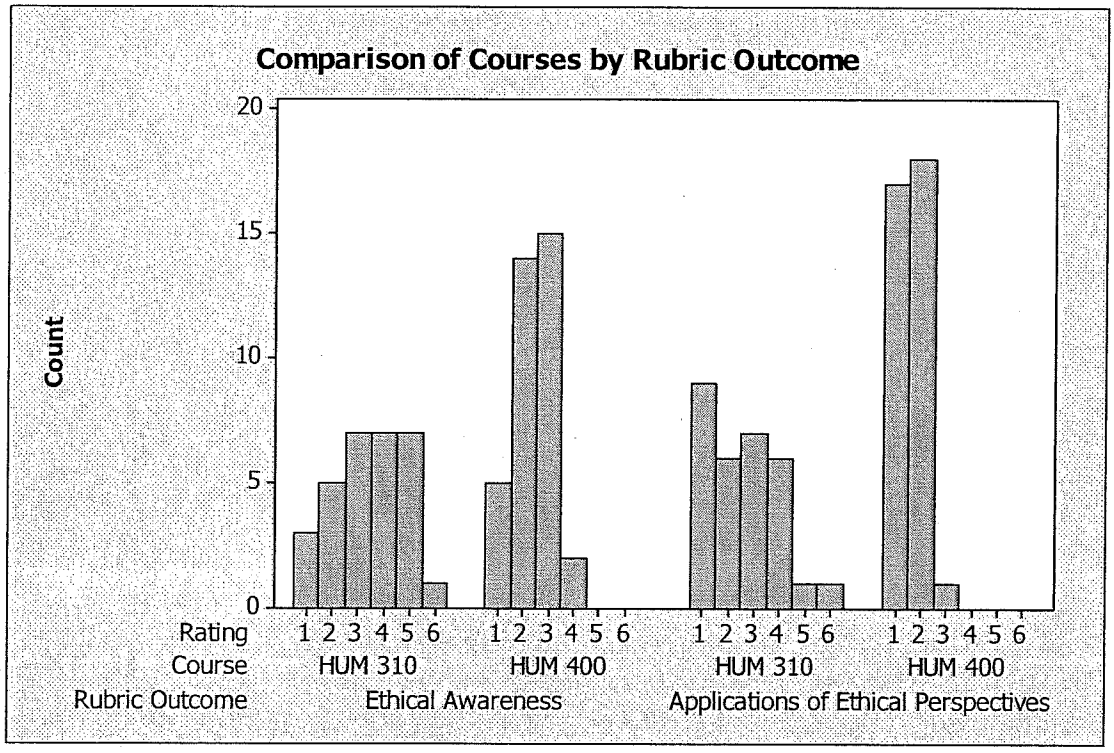

Figure 24