CSU Maritime Academy – Institution-Wide Assessment Council (IWAC)

AY 2016-17

Annual Learning Results Institution Wide SLO (J): Ethical Awareness

Report on IWSLO H: Ethical Awareness
"Use ethical reasoning in personal, professional, and social decision-making."

OBJECTIVES

Measure the extent to which Cal Maritime students demonstrate the use of ethical reasoning in personal, professional and social decision-making ."

Give recommendations for improving assessment efforts.

Give recommendations (where applicable) for improving program effectiveness.

METHODOLOGY

The Ethical Reasoning IWSLO was assessed using two dimensions of the LEAP rubric for Ethical Reasoning: Ethical Issue Recognition and Application of Ethical Perspectives and Concepts. 124 artifacts were gathered in Spring 2017 from HUM 310 and HUM 400.

The outcome was assessed with a rubric on a four-point scale from 1 (unacceptable) to 4 (Exemplary).

RESULTS

The benchmark was set for 70% of students to score 3 or above on a 4 point scale for each dimension of the rubric and for the outcome as a whole. Our students exceed the benchmarks for each dimension with over 90% of the students receiving a score of 3 or above for this outcome. See figures below.

In all cases --broken down by major, class standing, gender, and ethnicity -- benchmark was met as defined; however, some of our findings may not be statistically significant due to low number of artifacts collected in certain majors.

Figure 1. Breakdown of Aggregate Scores

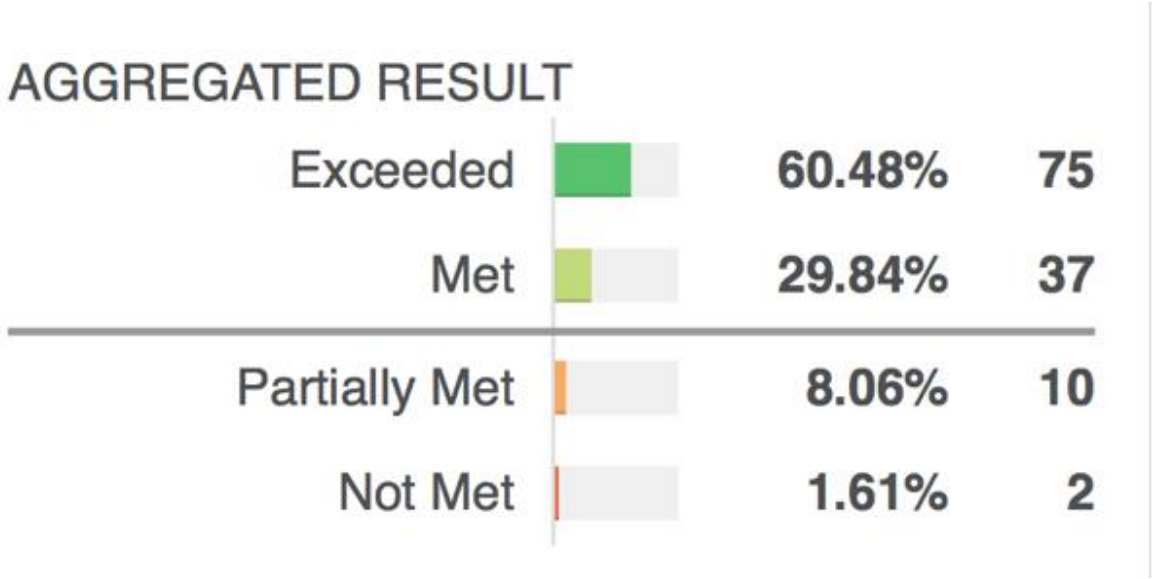
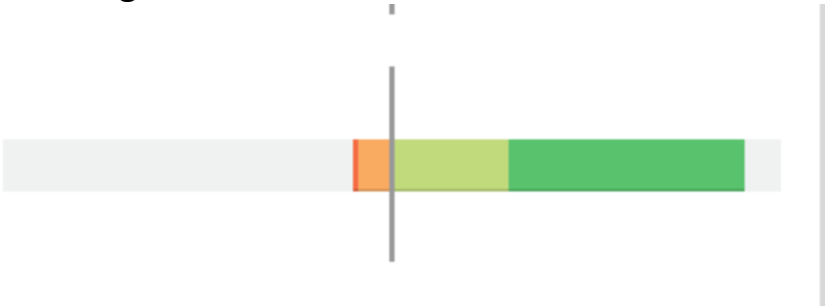


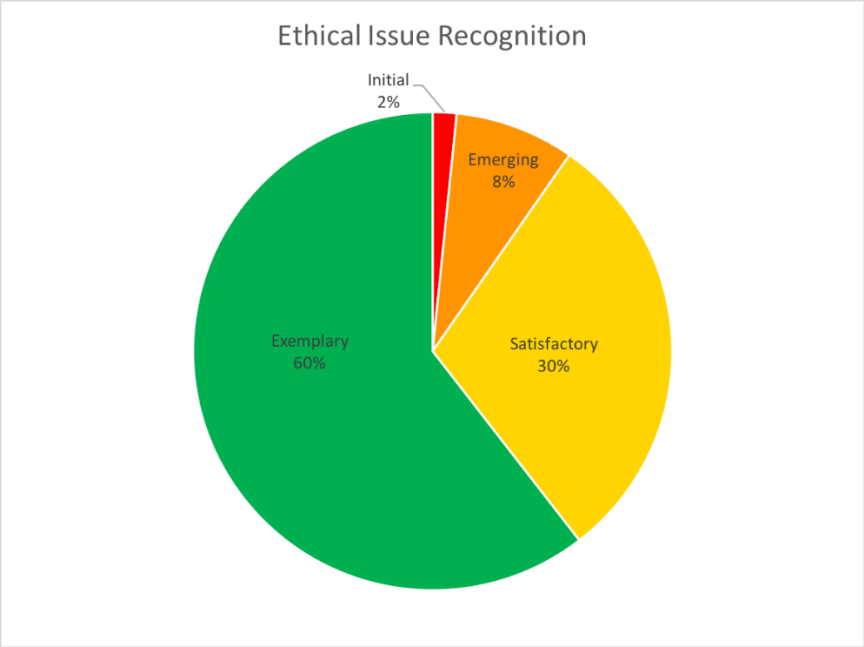
Figure 2. Distribution of Scores

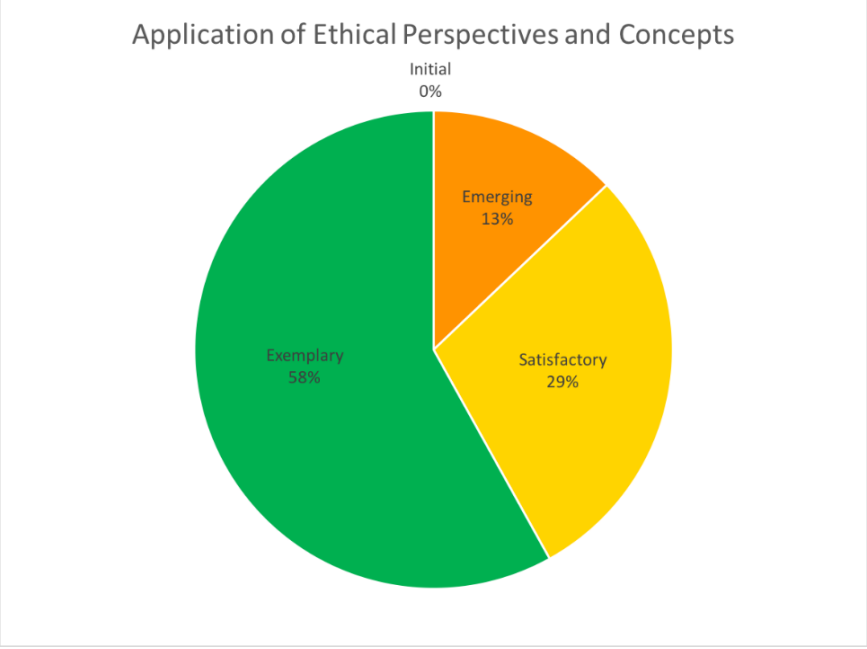


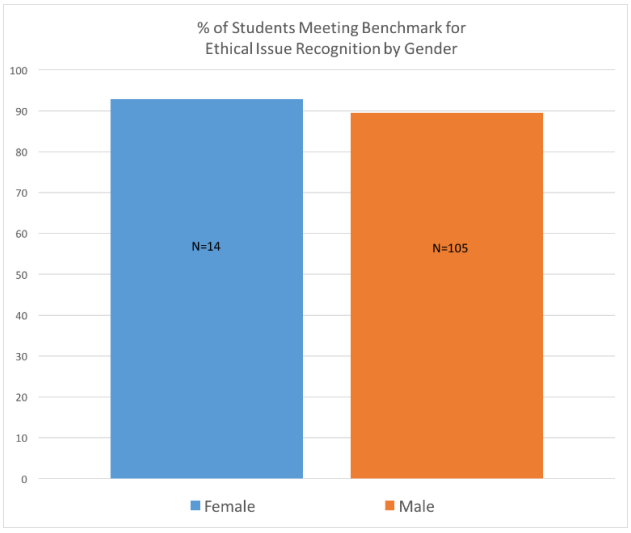
RECOMMENDATIONS

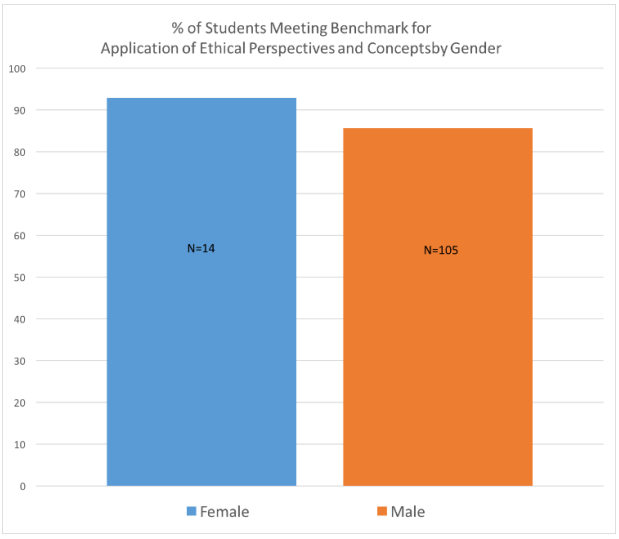
- Greater participation across all majors; the number of artifacts from certain majors (IBL, GSMA and MT) was too small to be statistically significant.
- Discuss minimum sample sizes with instructors at the beginning of the semester
- For the next cycle, implement Campus Labs Outcomes module such that instructors of record can input the data themselves
- Continue to collect data as per the IWAC calendar and analyze implications of any emerging trends
- Continue to enhance faculty awareness, understanding and use of the Campus Labs modules for the collection and presentation of assessment data.

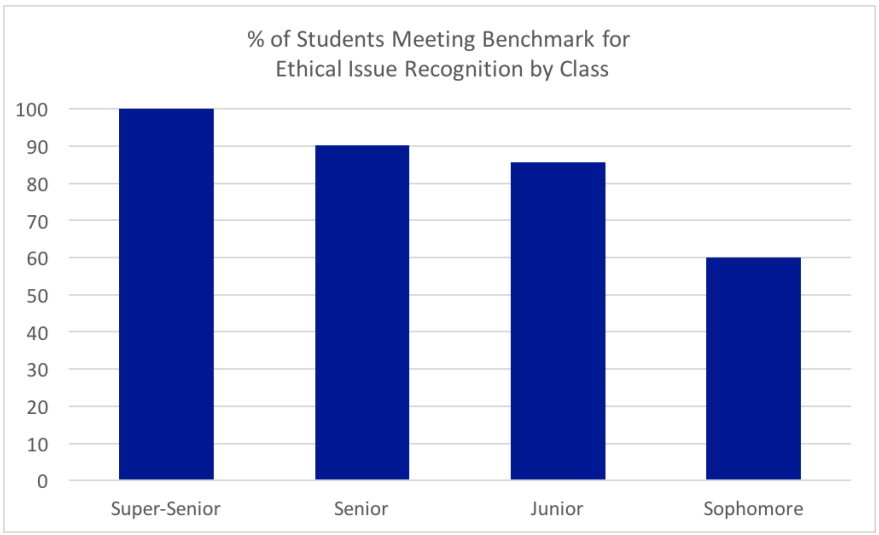
APPENDIX a: GRAPHICAL REPRESENTATION OF DATA

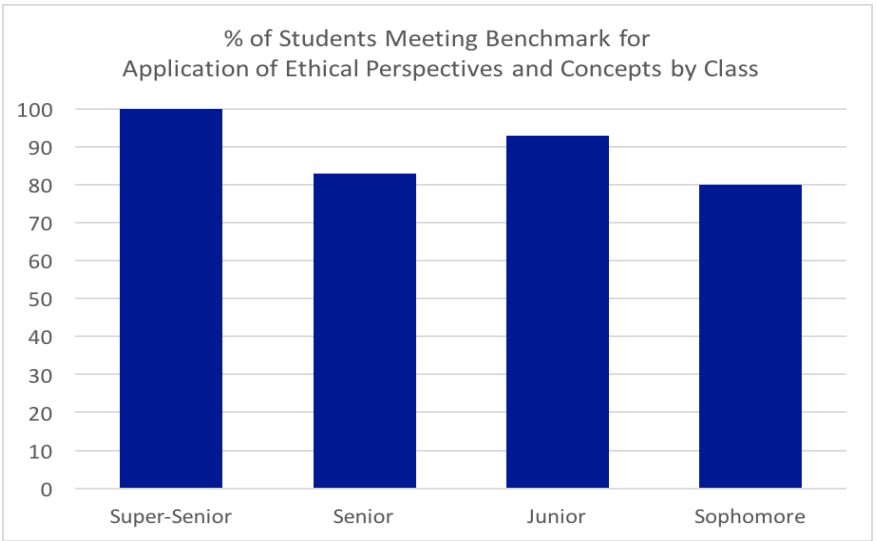





% of Students Meeting Benchmark for
Ethical Issue Recognition by Gender
100
90
80
70
60
50
40
30
20
10
0
N=14
N=105
Female
Male


% of Students Meeting Benchmark for
Application of Ethical Perspectives and Conceptsby Gender
100
90
80
70
60
50
40
30
20
10
0
N=14
N=105
Female
Male


% of Students Meeting Benchmark for
Ethical Issue Recognition by Class
100
90
80
70
60
50
40
30
20
10
0
Super-Senior
Senior
Junior
Sophomore


% of Students Meeting Benchmark for
Application of Ethical Perspectives and Concepts by Class
100
90
80
70
60
50
40
30
20
10
0
Super-Senior
Senior
Junior
Sophomore

ETHICAL ISSUE RECOGNITION						
GENDER	MALE	FEMALE				
N	105	14				
% MET	90	93				
CLASS	**SUPER SR**	**SENIOR**	**JUNIOR**	**SOPH**		
N	18	82	14	5		
% MET	100	90	86	60		
MAJOR	**IBL**	**GSMA**	**MET**	**FET**	**MT**	**ME**
n	9	3	45	9	13	40
% MET	100	100	89	89	100	85
ETHNICITY	**WHITE**	**HISPANIC**	**ASIAN**	**BLACK**	**TWO +**	**UNKNOWN**
N	62	23	13	2	14	5
% MET	91	87	92	50	86	100

APPLICATION OF ETHICHAL PERSPECTIVES AND CONCEPTS						
GENDER	MALE	FEMALE				
N	105	14				
% MET	86	93				
CLASS	**SUPER SR**	**SENIOR**	**JUNIOR**	**SOPH**		
N	18	82	14	5		
% MET	100	83	93	80		
MAJOR	**IBL**	**GSMA**	**MET**	**FET**	**MT**	**ME**
n	9	3	45	9	13	40
% MET	100	100	87	100	77	83
ETHNICITY	**WHITE**	**HISPANIC**	**ASIAN**	**BLACK**	**TWO +**	**UNKNOWN**
N	62	23	13	2	14	5
% MET	84	96	92	50	79	100