

INSTITUTION WIDE SURVEILLANCE: INSTITUTION ASSESSMENT

Prepared by The Institution Wide Assessment Committee

Point Person: Graham Benton

Section 1: Patient Care

Section 2: Education and Research

Section 3: Quality, Compliance, and Safety

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 explicit 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 courses [See Appendix 1]. IWAC members scored the rubric using papers prepared for HUM 310 and examinations from HUM 400. IWAC used an approximately 50% data sample, which meant 25 artifacts for HUM 400 and 20 for HUM 310. The data generated the following findings:

Results:

1. The aggregated data for both measures of ethical awareness and ethical reasoning indicates that 10% of student work scored 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. The data for HUM 310 (Engineering Ethics) that benchmark 70% in HUM 400 [figures 23,26].

4. When analyzed by gender [Figure 25], and expected graduation year [Figure 17,23], no cross-sectional statistical comparisons in the relevant student groups were identified.

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?

Status of Next Step 1 To be completed 3/14

Evidence #1 Evidence #2

Business/Activity

Business/Activity

Business/Activity

Point ruling This desired standard should be maintained from

other than the original source level and was

Evidence #2

A component

Business/Activity

a) How are results of student learning presented?	1. Aggregated by course and major	
b) Achieving Standards: Did your program achieve its standards for success?	Ethical Awareness No	Ethical Perspectives No
c) Discussion of Results	Ethical Awareness All majors performed below benchmarks.	Ethical Perspectives All majors performed below benchmarks.
	2. Engineering Ethics course outperformed general Ethics course.	2. Engineering Ethics course outperformed general Ethics course.
	3. Evidence submitted did not conform to parameters of rubric which resulted in lower scores.	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.	

	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.
	For proposed changes to be implemented in assessment.	Rubric is based on nationally-accepted standards (AAC&U Value Rubrics).
	Academic Year 2013-14	Academic Year 2013-14
	departments.	Engineering and sponsoring departments
b) Implementation	II/A	II/A
	improvement in ethical awareness.	Cal Maritime's Ethics courses will be more closely aligned with nationally-accepted standards.
	above on next assessment cycle.	assessment cycle.
	above on next assessment cycle.	above on next assessment cycle.

7. Reflection on Assessment Process

a) Strengths	multiple evaluators of evidence.	representative sample work from all majors.
b) Recommendations	see Proposed Change #1.	

anonymous for security

November 1, 2012

HONESTLY YOUR INITIAL FEEDBACK

How do you feel the instructor has done with the ethical component?

Not important, 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 courses and/or courses without that specifically require a written or oral ethical component?

If so, how have you assessed ethical reasoning in the past? What recommendations would you have?

On your course syllabus, do you include a section on the importance of ethics? If so, how do you assess ethical reasoning in the past? What recommendations would you have?

professional ethics, what would be your preference?

Do you have any other comments?

Faculty Survey Results: Ethical Reasoning Questionnaire

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



2. 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%

3. What courses on campus have an ethical component?

- HUM 400 Ethics
- BUS 400 Business Leadership
- MGT 105 Organizational Behavior

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Adana Engineering Services

responsibility. The challenging task for us is to *maximize* the ethical awareness of our students.

The next time:

If you have not completed the questionnaire and would like to do so, please let me know and I will send you a copy.

Please remember, no matter how important the task is, the only thing that matters is the quality of the work.

Thank you for your contribution.

Adana

WAC member

Ethical Awareness and Ethical Reasoning

Current VACI Point Person: Graham Benton

EMail: gbenton@calpoly.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	Percent Scoring 4 or Above		
Initial (1 - 2)	Student accurately or poorly applies ethical perspective to an ethical question.			
Merging (3 - 4)	Student can accurately and implicitly apply ethical perspectives/concepts to an ethical question.			
Sample 66 (5 - 6)	Student can apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider complex implications of the question.			
TOTAL		12.22%		
Outcome	Initial (1 - 2)	Merging (3 - 4)	Sample 66 (5 - 6)	TOTAL
Outcome	Ethical Self-Awareness			
Outcome	Student can recognize basic and obvious issues but fails to grasp complexity or interrelationships.			
Outcome	Student can recognize basic and obvious ethical issues and grasp the complexities or interrelationships among the issues.			
Outcome	Student can recognize ethical issues when presented in a complex, multilayered (gray) context. Student can grasp relationships among the issues.			
Outcome	Sample 66	Percent Scoring 4 or Above		
Outcome	TOTAL	25.73%		



Figure 1
Question 1

Correct Answer: A

Incorrect Answer: B, C, D

Score: 10/10

Time Spent: 00:00:00

Attempts: 1/1

Grade: 100%

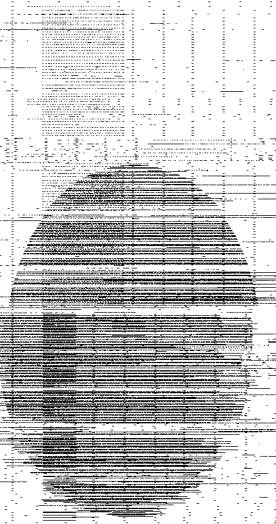


Figure 2
Question 2

Correct Answer: A

Incorrect Answer: B, C, D

Score: 10/10

Time Spent: 00:00:00

Attempts: 1/1

Grade: 100%

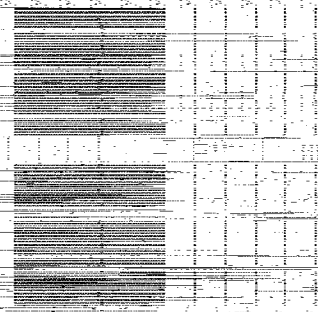


Figure 3
Question 3

Correct Answer: A

Incorrect Answer: B, C, D

Score: 10/10

Time Spent: 00:00:00

Attempts: 1/1

Grade: 100%

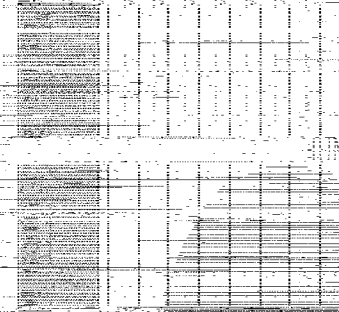


Figure 4
Question 4

Correct Answer: A

Incorrect Answer: B, C, D

Score: 10/10

Time Spent: 00:00:00

Attempts: 1/1

Grade: 100%

REASONS FOR SCORING

ANSWER: A
CORRECT ANSWER: A
INCORRECT ANSWER: B, C, D
SCORE: 10/10
TIME SPENT: 00:00:00
ATTEMPTS: 1/1
GRADE: 100%

ANSWER: A
CORRECT ANSWER: A
INCORRECT ANSWER: B, C, D
SCORE: 10/10
TIME SPENT: 00:00:00
ATTEMPTS: 1/1
GRADE: 100%

REASONS FOR SCORING

ANSWER: A
CORRECT ANSWER: A
INCORRECT ANSWER: B, C, D
SCORE: 10/10
TIME SPENT: 00:00:00
ATTEMPTS: 1/1
GRADE: 100%

ANSWER: A
CORRECT ANSWER: A
INCORRECT ANSWER: B, C, D
SCORE: 10/10
TIME SPENT: 00:00:00
ATTEMPTS: 1/1
GRADE: 100%

REASONS FOR SCORING

ANSWER: A
CORRECT ANSWER: A
INCORRECT ANSWER: B, C, D
SCORE: 10/10
TIME SPENT: 00:00:00
ATTEMPTS: 1/1
GRADE: 100%

REASONS FOR SCORING

ANSWER: A
CORRECT ANSWER: A
INCORRECT ANSWER: B, C, D
SCORE: 10/10
TIME SPENT: 00:00:00
ATTEMPTS: 1/1
GRADE: 100%

REASONS FOR SCORING

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CLASS A

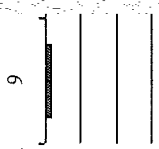
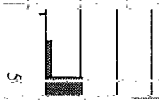
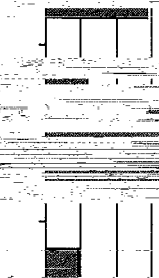
ETHICAL LEASING

Reference 4:

Results by

Rating From All Courses

Application / Ethics	Ethical Leadership	Expectations
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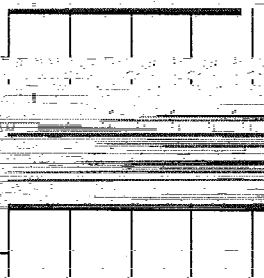
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Reference 1

Results by

Rating From All Courses

Application / Ethics	Ethical Leadership	Expectations
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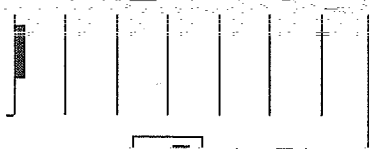
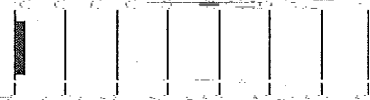
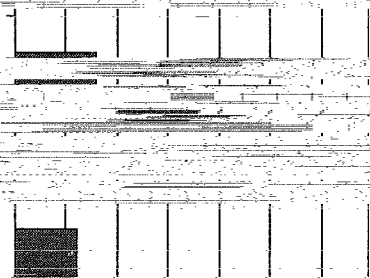
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Reference 2

Results by

Rating From All Courses

Application / Ethics	Ethical Leadership	Expectations
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Major

Anderson-Darling Normality Test
 A-Squared 0.005
 P-Value 0.005

Mean 218235
 StDev 112485
 Variance 1255884
 Skewness 1.52066
 Kurtosis 2.89078
 N 34

Minimum 110000
 1st Quartile 137500
 Median 210000
 3rd Quartile 310000
 Maximum 610000

5% Confidence Interval for Mean
 188791 217592
 95% Confidence Interval for Median
 174000 221241
 99% Confidence Interval for StDev
 110070 16434

Anderson-Darling Normality Test
 A-Squared 0.52
 P-Value 0.105

Mean 21900
 StDev 113784
 Variance 129000
 Skewness 1.37459
 Kurtosis 2.35457
 N 6

Minimum 110000
 1st Quartile 175000
 Median 210000
 3rd Quartile 315000
 Maximum 510000

95% Confidence Interval for Mean
 10935 31465
 95% Confidence Interval for Median
 18571 41857
 99% Confidence Interval for StDev
 18654 31807

Major = 3
Major = 4
Major = 5
Major = 6

SUMMARY OF RESULTS

Major = 14
Major = 17
Major = 22

SUMMARY OF RESULTS

Major = 35
Major = 4
Major = 5
Major = 6

Parameter	Value	Unit
Mean	1.0330	
Std Dev	1.0120	
Variance	2.0150	
Skewness	0.20260	
Kurtosis	-0.30120	
Minimum	0	
1st Quartile	0	
Median	0	
3rd Quartile	0	
Maximum	2	
95% Confidence Interval	[-0.30120, 2.20040]	
95% Confidence Interval	[-0.30120, 2.20040]	
Anderson-Darling P-Value	0.0000	

Parameter	Value	Unit
Mean	1.37730	
Std Dev	1.0000	
Variance	1.0000	
Skewness	0.5084	
Kurtosis	1.0000	
Minimum	0	
1st Quartile	0	
Median	0	
3rd Quartile	0	
Maximum	2	
95% Confidence Interval	[-0.30120, 2.20040]	
95% Confidence Interval	[-0.30120, 2.20040]	
Anderson-Darling P-Value	0.0000	

Parameter	Value	Unit
Mean	1.0330	
Std Dev	1.0120	
Variance	2.0150	
Skewness	0.20260	
Kurtosis	-0.30120	
Minimum	0	
1st Quartile	0	
Median	0	
3rd Quartile	0	
Maximum	2	
95% Confidence Interval	[-0.30120, 2.20040]	
95% Confidence Interval	[-0.30120, 2.20040]	
Anderson-Darling P-Value	0.0000	

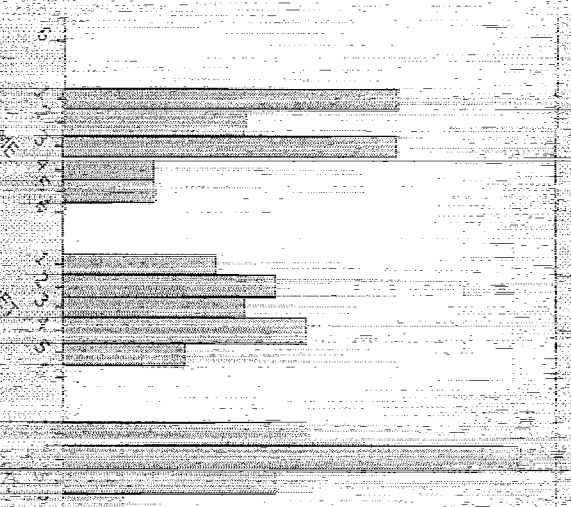
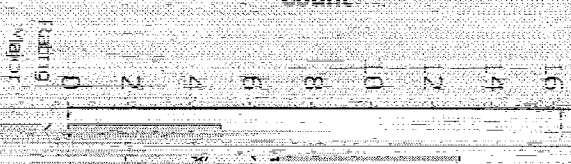
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For Rating

Andersson	Rating
A-5	1
B-1	2
C-1	3
D-1	4
E-1	5
F-1	6
G-1	7
H-1	8
I-1	9
J-1	10
K-1	11
L-1	12
M-1	13
N-1	14
O-1	15
P-1	16
Q-1	17
R-1	18
S-1	19
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U-1	21
V-1	22
W-1	23
X-1	24
Y-1	25
Z-1	26

Count

Count



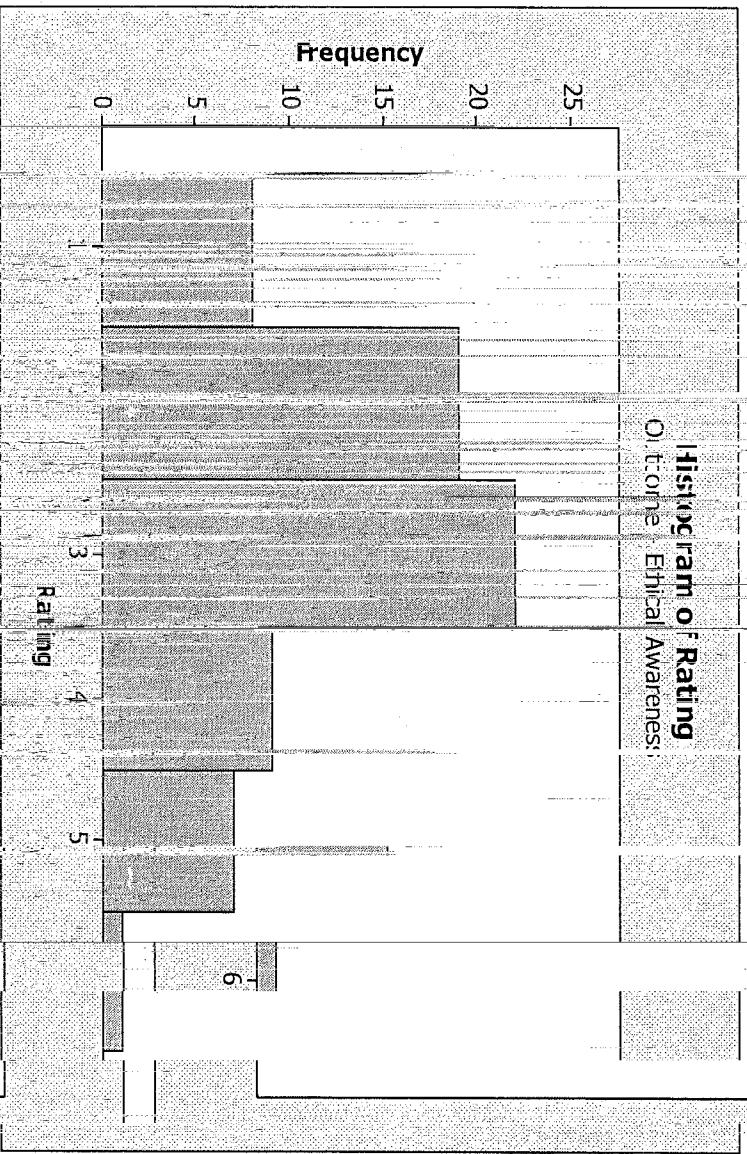


Figure 13

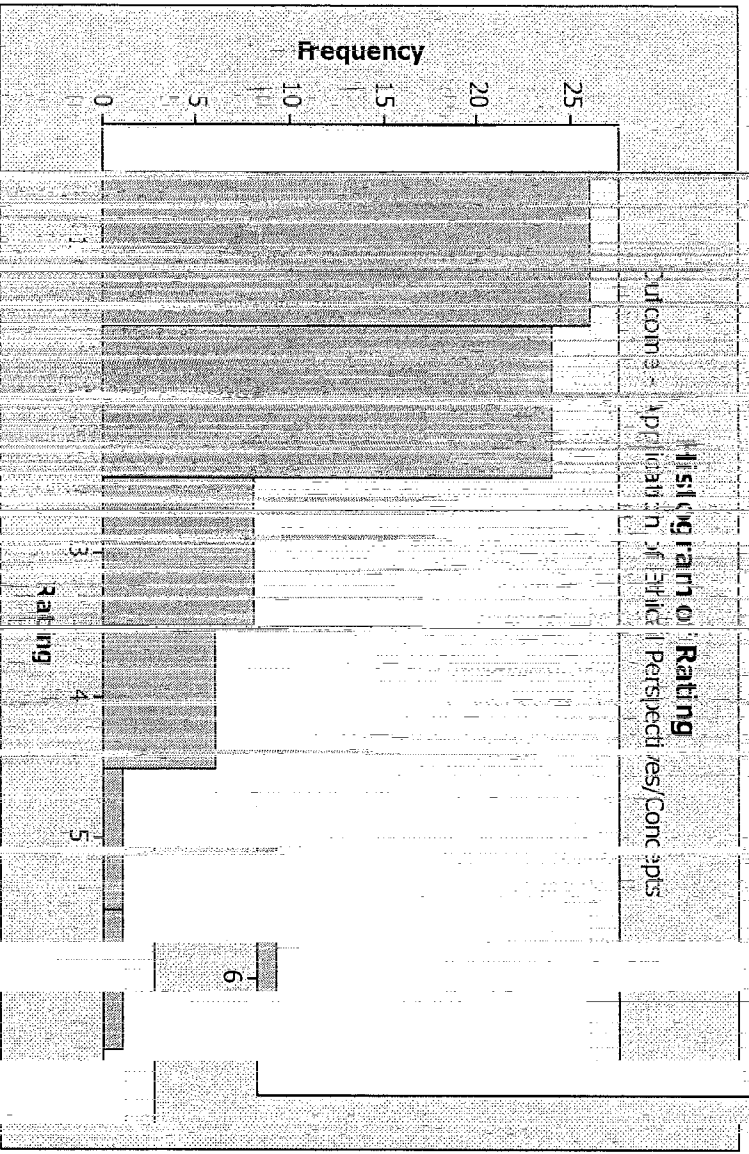
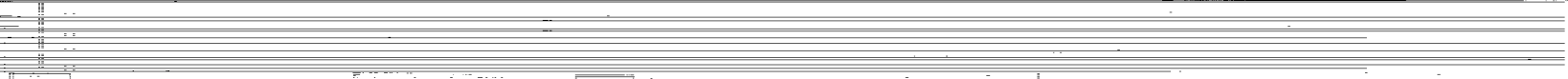
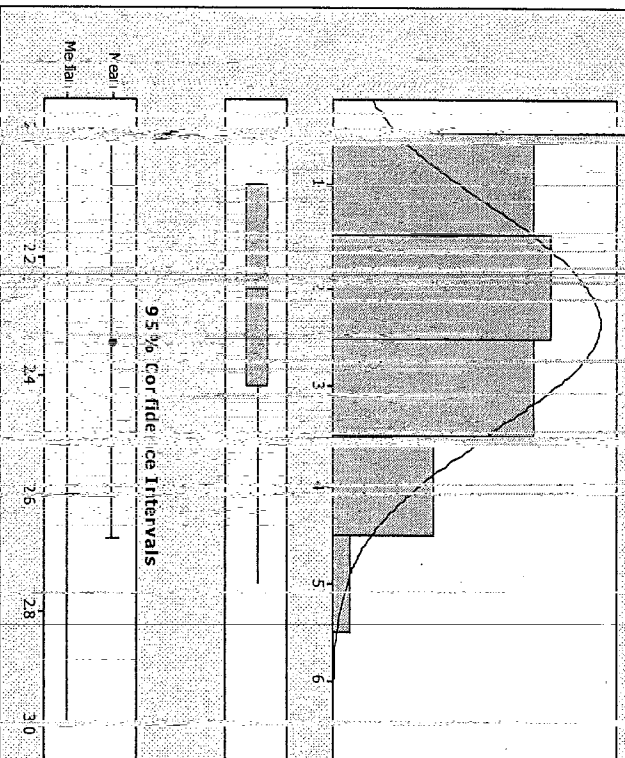


Figure 14



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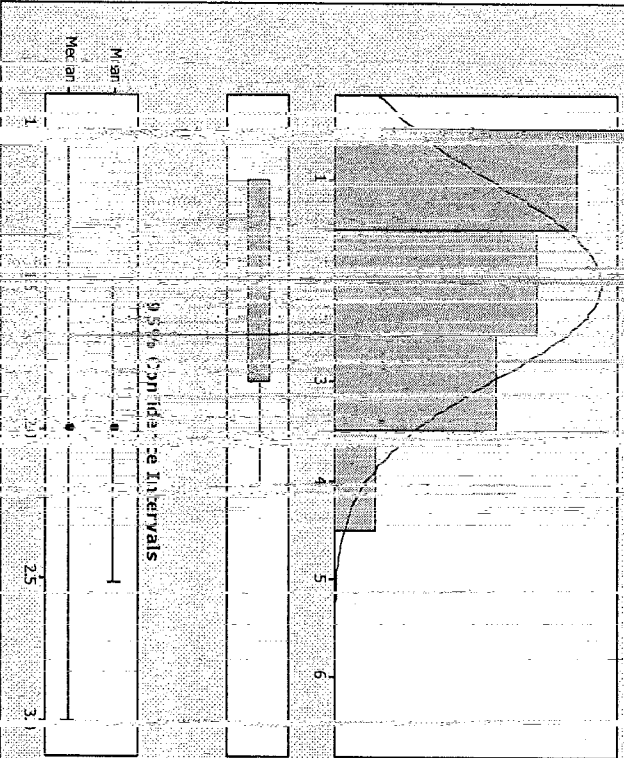
Summary for Rating Grad Year = 2014



Anderson-Darling Normality Test	1.185
A-Squared	0.105
P-Value <	0.005
Mean	2.3409
StDev	1.0485
Variance	1.2067
Skewness	0.37123
Kurtosis	-0.710501
N	44
Minimum	1.0000
1st Quartile	1.0000
Median	2.0000
3rd Quartile	3.0000
Maximum	5.0000
95% Confidence Interval for Mean	2.6749
95% Confidence Interval for Median	3.0000
95% Confidence Interval for StDev	1.3918

Figure 17

Summary for Rating Grad Year = 2015



Anderson-Darling Normality Test	0.37
A-Squared	0.011
P-Value <	0.001
Mean	2.0000
StDev	0.9611
Variance	0.9313
Skewness	0.506917
Kurtosis	-0.735000
N	6
Minimum	1.0000
1st Quartile	1.0000
Median	2.0000
3rd Quartile	3.0000
Maximum	4.0000
95% Confidence Interval for Mean	2.5118
95% Confidence Interval for Median	3.0000
95% Confidence Interval for StDev	1.4912

Figure 18

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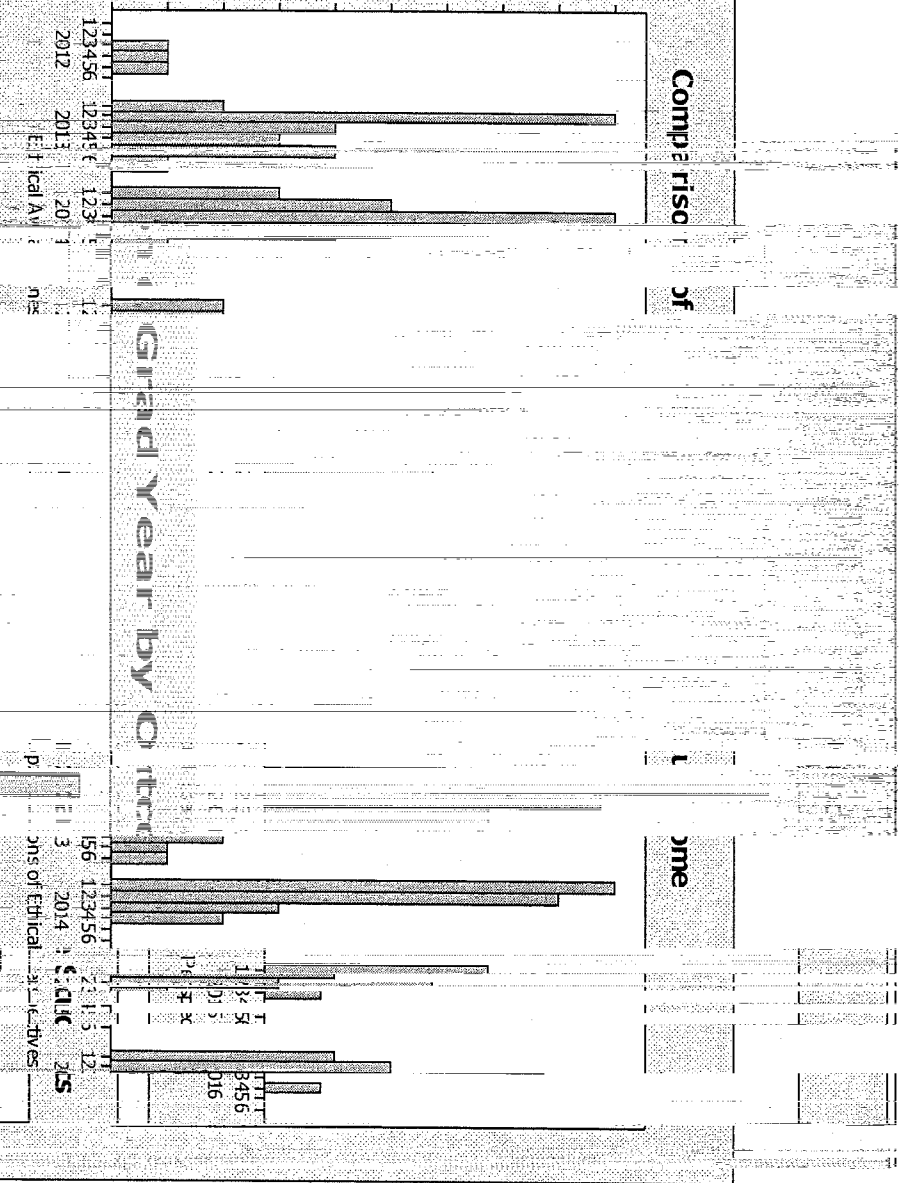


Figure 21

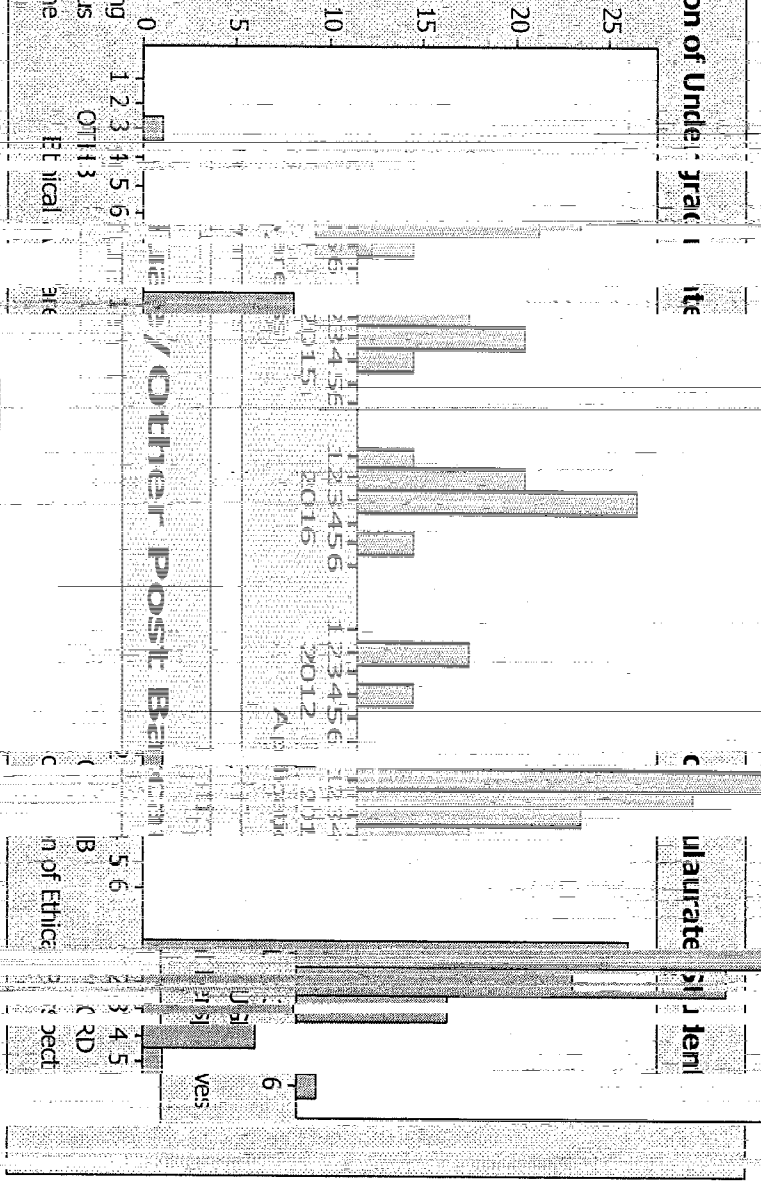


Figure 22

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