

## Course Outcomes Guide

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** PHL103: Ethics (3 credits)

**Date:** 1/3/17

**Course/Program Team:** Don Stevenson/Daniel Webber

### Expected Learning Outcomes:

#### STUDENT LEARNING OUTCOMES:

1. This course will aid the student in understanding the history and evolution of ethical thought, critically examining the strengths and weaknesses of the major theories and through case studies apply these theories to the contemporary problems of ethical behavior.
2. Upon successful completion of this course the student will be able to identify and define the basic theories of ethics.
3. Think more critically about current problems that require ethical analysis
4. Develop acumen in making credible moral decisions.

**Assessment** (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

Outcomes are assessed through written papers. All outcomes are assessed through these papers (see assignments below).

**Validation** (What methods have you used or will you use to validate your assessment?)

- Informal norming sessions with other instructors (HCC colleagues as well as other local institutions)

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

	Course 1	Course 2	Course 3	Course 4	GenEd 1	GenEd 2
<b>FA16</b>						
<b>SP16</b>	7/8	8/8	5/8		<b>7/8</b>	8/8
<b>FA15</b>	4/6	4/6	4/6		4/6	4/6
<b>SP15</b>						
<b>FA14</b>						
<b>SU14</b>						

<b>SP14</b>						
<b>FA13</b>						
<b>SU13</b>						
<b>SP13</b>	<b>20/20</b>	<b>18/20</b>	<b>19/20</b>	<b>16/20</b>		
<b>FA12</b>						
<b>SU12</b>						
<b>SP12</b>						

**Follow-up** (How have you used or how will you use the data to improve student learning?)

PHL103 is taught exclusively by adjuncts and we have struggled to communicate the importance of recording and collecting outcomes assessment data. We are working to make the process more streamlined for adjuncts and to more reliably collect this information. With such minimal recorded data it is difficult to assess how well the outcomes are being met. The scant data available suggests the outcomes are generally being met but there is plenty of room for improvement.

**Budget Justification** (What resources are necessary to improve student learning?)

Sources of Evaluation for PHILOSOPHY 103 (ETHICS):

1. Two, 3-page papers are used to grade outcome on **A., B., C., and E.**
2. Three (3) Forum papers that critique selected ethical issues of our day are used to assess outcomes in **all five** Assessment Areas.
3. Selected essay questions on the two tests and the exam are also used to evaluate **all five** Assessment Areas.
4. Same as in (4) of the above.

In addition to the above key questions and projects that I use to gauge the five assessment areas are:

1. Nine classic questions that ethical philosophy asks are given to the student on the first day of class and they answer the question as their mind would know them. I then give them the same questions about two weeks before the semester ends and see what changes have taken place in their understanding of ethical philosophy. These questions are as follows:

**DO HUMAN BEINGS HAVE A NATURAL TENDENCY TO GOOD, A NATURAL TENDENCY TO EVIL, BOTH, OR NEITHER? CAN A PERSON EVER GO WRONG BY FOLLOWING HIS/HER CONSCIENCE? DOES THE MAJORITY VIEW DETERMINE WHAT IS ETHICAL AND WHAT IS NOT? WHY DO WE NEED ETHICS IF WE HAVE LAWS TO GOVERN OUR BEHAVIOR? IS THERE A SINGLE MORAL CODE THAT IS BINDING ON ALL PEOPLE, AT ALL TIMES, AND IN ALL PLACES? IF SO, WHAT IS IT? IF NOT, WHY NOT? ARE FEELINGS, DESIRES, AND PREFERENCES RELIABLE ETHICAL GUIDES? ARE PEOPLE ALWAYS RESPONSIBLE FOR THEIR ACTIONS? ARE THERE DEGREES OF RESPONSIBILITY? WHAT IS THE RELATIONSHIP, IF ANY, BETWEEN ETHICS AND *HAPPINESS*?**

2. Another like question that is asked on each test and the final exam regards the multiple case studies we use to discern the students' ability to critically think through an ethical dilemma and discern what is the best moral decision to be made. For instance: "Summarize the contents of the 'Baby Theresa' case study, critique its process, and using reason as the dominant determinant, decide what a good ethical decision should be.