

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

AY 2020-21

Annual Learning Results Institution Wide SLO (H): Ethical Reasoning



Report on ILO H: Ethical Reasoning

“Use ethical reasoning in personal, professional, and social decision-making.”

OBJECTIVES

Measure the extent to which Cal Maritime students “Use ethical reasoning in personal, professional, and social decision-making.”

Give recommendations for improving assessment efforts.

Give recommendations (where applicable) for improving program effectiveness.

METHODOLOGY

In the Academic Year 2020-2021, IWAC conducted an assessment of Institution Learning Outcome H (ILO-H), Ethical Reasoning. Data were requested from the two upper division courses that include learning outcomes for ILO-H: HUM 400: Ethics, taught by the Culture and Communications Department and HUM 310: Engineering Ethics, taught by the Engineering Technology Department. Assessments were performed by the respective faculty of the courses using a rubric with a 6-point scale from 1 (Initial) to 6 (Exemplary). The rubric included two dimensions: ethical issue recognition and application of ethical perspectives/concepts.

RESULTS

The benchmark was set for 70% of students to score 4 (satisfactory) or above on a 6-point scale for each dimension.

On the mastery level, a total of 207 artifacts were gathered. From HUM 400, 138 artifacts were collected from students across all majors on campus. From HUM 310, 69 artifacts were collected from students in Facilities Engineering Technology, Marine Engineering Technology, and Mechanical Engineering programs.

A breakdown on the percentage of students scoring 4 or higher by major can be found in Figure 1. Facilities Engineering Technology and Marine Engineering Technology are merged due to the small sample size for the former. In addition, Oceanography data is not shared because of the

sample size. This is expected as this is the first year of the program's existence. A larger sample size would be expected in future reports.

All programs attained the benchmark for Dimension 1: Ethical Issue Recognition. For Dimension 2: Application of Ethical Perspectives/Concepts, the benchmark was attained by three of the programs: Facilities & Marine Engineering Technology, Global Studies & Maritime Affairs, and Mechanical Engineering. Two programs did not attain the benchmark for this dimension, Business Administration and Marine Transportation, scoring 69% and 62%, respectively.

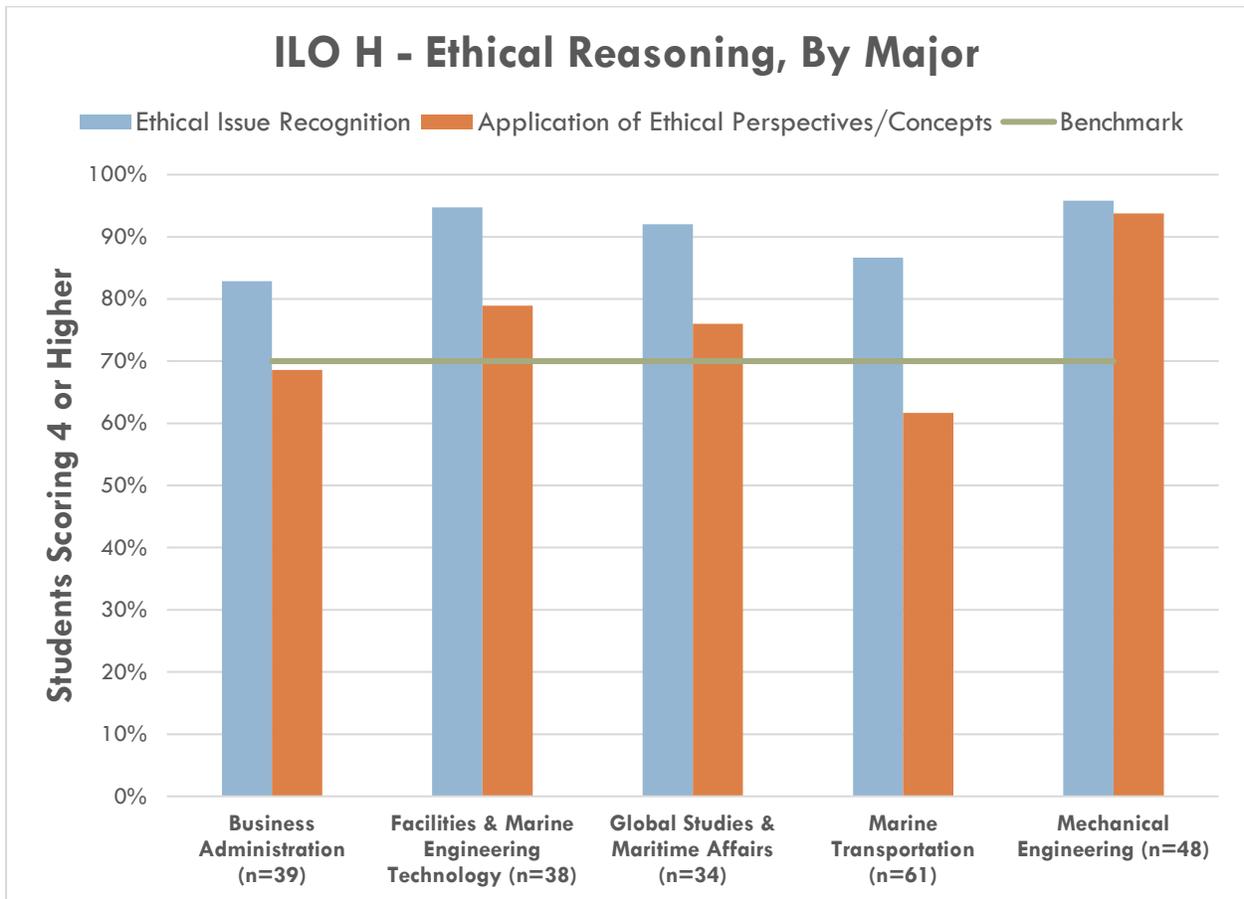


Figure 1. Comparison by Major for Artifacts Collected in Mastery-level courses.

RECOMMENDATIONS

Assessment Efforts

The following recommendations are meant to address the assessment process and should be implemented by IWAC.

- Going forward, MT has eliminated the requirement for HUM 400. Instead, the program will be meeting ILO H: Ethical Reasoning at the mastery level in NAU 435, MT Capstone. IWAC should note this change in the next assessment cycle.

- Data collection only occurred in courses identified at the mastery level. For the next assessment cycle, IWAC should work with programs to identify possible courses where ethical awareness could be assessed at the introductory or reinforced level and how they relate to the mastery level.

Program Effectiveness

The following recommendations are meant to address the findings in each program and should be reviewed by each department.

- The International Business & Logistics and Marine Transportation Departments should examine the data in this report as well program assessments in the area of ethical awareness. IWAC asks those departments develop a plan that may strengthen instruction in "Application of Ethical Perspectives/Concepts" going forward. These plans should be communicated by the respective department chairs in the "Program Response Form for IWAC Report."
- The Marine Transportation Department should review how ethical awareness is incorporated in its prior curriculum and report to IWAC what changes will be implemented in the new curriculum with the new capstone course.
- All degree-granting programs should review the courses identified for ethics assessment and update IWAC. The goal of the review is to ensure the course is representative of a mastery level course for their program. Departments should either confirm their current course(s) still align with the instruction and assessment in ethical awareness. If the course(s) do not align, appropriate course(s) should be identified and communicated.
- All programs should identify courses where ethical awareness may be introduced or reinforced. Potential candidates would be courses where ethical awareness is included in the course learning outcomes.

APPENDIX A: SUMMARY OF DATA

Ethical Awareness 1: Ethical Issue Recognition						
Major	IBL	GSMA	FET/MET	MT	ME	
% Met/Exceeded	83%	92%	95%	87%	96%	
Number Met/Exceeded	29	23	36	52	46	
Total Artifacts Collected	35	25	38	60	48	
Gender	M	F				
% Met/Exceeded	90%	94%				
Number Met/Exceeded	156	31				
Total Artifacts Collected	174	33				
Ethnicity	Asian	Black	Hispanic	Two +	Unknown	White
% Met/Exceeded	96%	80%	88%	82%	100%	91%
Number Met/Exceeded	23	4	37	14	14	90
Total Artifacts Collected	24	5	42	17	14	99
Institution Wide						
% Met/Exceeded	90%					
Number Met/Exceeded	187					
Total Artifacts Collected	207					

Ethical Awareness 2: Applications of Ethical Perspectives/Concepts						
Major	IBL	GSMA	FET/MET	MT	ME	
% Met/Exceeded	69%	76%	79%	62%	94%	
Number Met/Exceeded	24	23	30	37	45	
Total Artifacts Collected	35	25	38	60	48	
Gender	M	F				
% Met/Exceeded	75%	76%				
Number Met/Exceeded	131	25				
Total Artifacts Collected	174	33				
Ethnicity	Asian	Black	Hispanic	Two +	Unknown	White
% Met/Exceeded	88%	80%	69%	71%	79%	76%
Number Met/Exceeded	21	4	29	12	11	75
Total Artifacts Collected	24	5	42	17	14	99
Institution Wide						
% Met/Exceeded	75%					
Number Met/Exceeded	156					
Total Artifacts Collected	207					

APPENDIX B: RUBRIC

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Use ethical reasoning in personal, professional, and social decision-making.

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Initial 1	Emerging 2 3	Satisfactory 4	Exemplary 5 6
Ethical Issue Recognition <ul style="list-style-type: none"> Recognizing ethical issues in complex situations and their relationships 	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the ethical issues	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context and limited cross-relationships among the ethical issues.	Student can recognize ethical issues when presented in a complex, multilayered (gray) context and can recognize cross-relationships among the ethical issues.
Application of Ethical Perspectives/Concepts <ul style="list-style-type: none"> Answering an ethical question while applying ethical perspectives and concepts Demonstrating consideration of the implications of the answer 	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.