ILO Assessment

Ethical Awareness

Spring 2023

Institutional Research and Planning

Palomar College

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Section I: Introduction

GE ILOs are typically assessed on a three-year cycle under the direction of the Learning Outcomes Subcommittee and represent the overall set of abilities and qualities that a student should possess when graduating from Palomar College. This study focuses on the assessment of one GEILO in Spring 2023: Ethical Awareness.

Ethical Awareness is the ability of a student to analyze their core beliefs and recognize ethical dilemmas. Students display ethical awareness when they apply models of ethical decision-making where applicable or evaluate ethical concepts. There were four dimensions assessed for Ethical Awareness: (1) Self Awareness of Core Beliefs; (2) Understanding Different Ethical Concepts; (3) Application of Ethical Concepts; and (4) Evaluation of Ethical Concepts.

Section II: Assessing GE ILOs

Process

In the Spring 2023 semester, all faculty who taught courses mapped to the Ethical Awareness GEILO were asked to assess a sample of their students' work related to one or more of the associated dimensions. This means that faculty may have assessed as few as one or as many as four dimensions. Faculty members assessed 714 students across 28 course sections. These assessments were broken down by student demographics, and statistics based on fewer than 10 students were suppressed.

Rubrics

Rubrics were used to assess each dimension for a given GEILO on the following rating scale:

> Meets outcome
> Outcome nearly met
> Outcome not met
> No submission

The Ethical Awareness rubrics were developed by the Learning Outcomes Subcommittee and were based on the *Personal Responsibility Rubric* and *Social Responsibility Rubric* from the University of Houston Downtown (see *Appendix A*).

Faculty were asked to apply the rubrics to an assignment, test, or discussion that captured the students' ability to meet a dimension of the outcome. Faculty members had the option of assessing one or more of the dimensions within the GEILO but were asked to use each rubric only one time per student per course (i.e., a student should only be assessed once per dimension within that course). In instances where students were assessed multiple times for the same dimension, either within or across courses, the highest outcome value (i.e., rating score) was assigned to the student. Rubrics for each GEILO were available within Canvas, and faculty manually entered the scores for each assessment into the rubric.

Section III: Ethical Awareness

There are four dimensions for Ethical Awareness: Self Awareness of Core Beliefs, Understanding Different Ethical Concepts, Application of Ethical Concepts, and Evaluation of Ethical Concepts (see *Appendix A*). Because faculty selected the number of dimensions they assessed, not all students were assessed on all dimensions and students were duplicated across dimensions. Figure 1 shows the percentage of students who were assessed on one or more dimensions. The majority (85.7%) of students were assessed on only one dimension (see *Figure 1*).

Figure 1. *Distribution of Students Assessed for Ethical Awareness by Number of Dimensions*
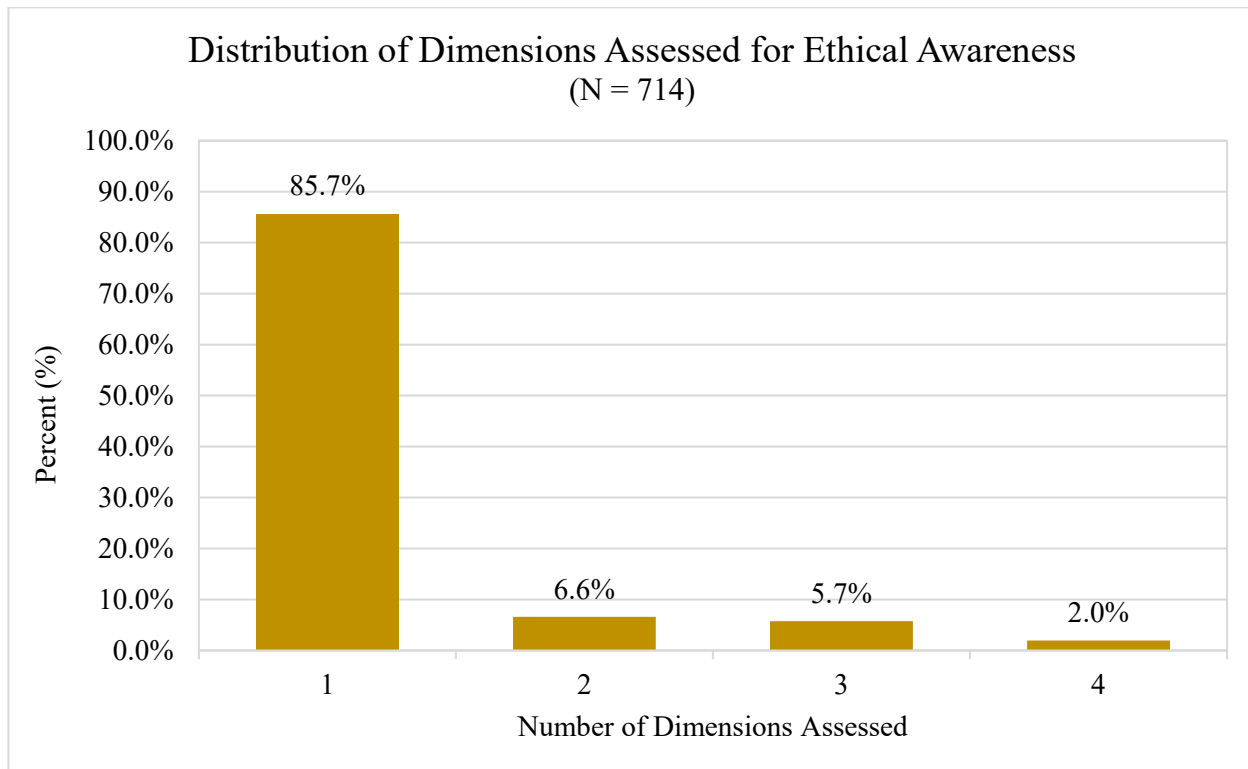
Source: Palomar ATRC (Canvas)

Table 2 provides the number of assessments per dimension of Ethical Awareness. The most frequently assessed dimension was Self Awareness of Core Beliefs (350 assessments) followed by Applications of Ethical Concepts (262 assessments). These represent 49.0% and 36.7% of students who were assessed on Ethical Awareness (N = 714). The least frequently assessed dimension was Understanding Different Ethical Concepts (92 assessments) which represents 12.9% of assessed students.

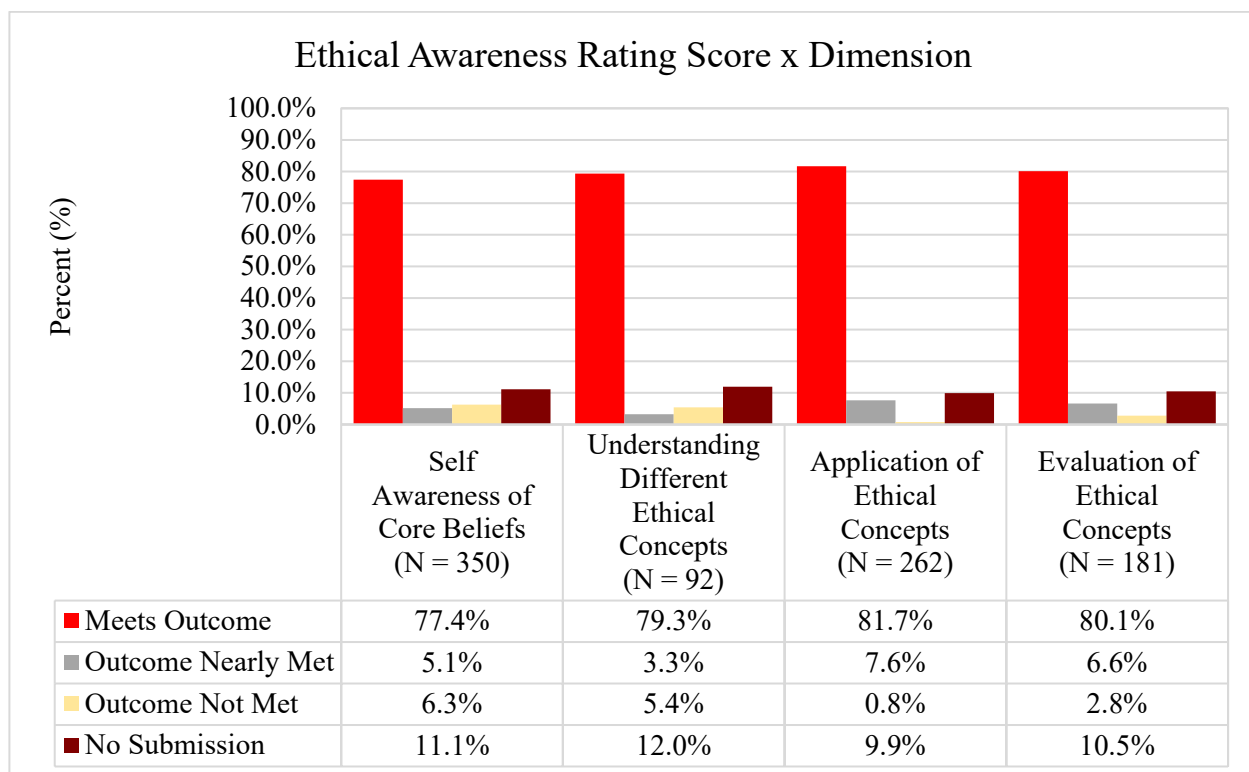Table 2. *Number of Assessments for Ethical Awareness by Dimension*

ILO	Learning Outcome Dimension	# Assessed
Ethical Awareness	Self Awareness of Core Beliefs	350
	Understanding Different Ethical Concepts	92
	Application of Ethical Concepts	262
	Evaluation of Ethical Concepts	181
Total Assessments of Ethical Awareness Dimensions		**885**

Source: Palomar ATRC (Canvas)
Note. Students may be duplicated across dimensions.

For each Ethical Awareness dimension, most students were rated as Meets Outcome (see *Figure 2*).

Figure 2. *Student Rating Score for Ethical Awareness by Dimension*

Ethical Awareness Rating Score x Dimension

	Self Awareness of Core Beliefs (N = 350)	Understanding Different Ethical Concepts (N = 92)	Application of Ethical Concepts (N = 262)	Evaluation of Ethical Concepts (N = 181)
Meets Outcome	77.4%	79.3%	81.7%	80.1%
Outcome Nearly Met	5.1%	3.3%	7.6%	6.6%
Outcome Not Met	6.3%	5.4%	0.8%	2.8%
No Submission	11.1%	12.0%	9.9%	10.5%

Source: Palomar ATRC (Canvas)

Student Demographics

Overall, over half of students assessed on the Ethical Awareness learning outcome identified as female (50.6%). Most were between the ages of 18-24 (77.2%). The majority of assessed students identified as Hispanic or Latino (48.9%) or White (32.1%).

Table 3. *Ethical Awareness Student Demographics*

Demographic	Assessed Students	
	#	%
Gender		
Female	361	50.6%
Male	340	47.6%
Non-binary	5	0.7%
Unknown	8	1.1%
Total Students	**714**	**100.0%**
Age Group		
17 & Under	10	1.4%
18-24	551	77.2%
25-29	73	10.2%
30-39	54	7.6%
40-49	20	2.8%
50 & Over	6	0.8%
Total Students	**714**	**100.0%**
Race and Ethnicity		
American Indian/Alaska Native	4	0.6%
Asian	28	3.9%
Black or African American	24	3.4%
Filipino	25	3.5%
Hispanic or Latino	349	48.9%
Native Hawaiian/Pacific Islander	4	0.6%
White	229	32.1%
Two or More Races	45	6.3%
Unknown	6	0.8%
Total Students	**714**	**100.0%**

Source: PAL PeopleSoft

Table 4. *Percent of Students who Met Outcome by Dimension and Gender*

Table 4 shows the percentage of students by gender who received a score of Meets Outcome.

| | Dimension | | | | | | | |
| | Self Awareness of Core Beliefs | | Understanding Different Ethical Concepts | | Application of Ethical Concepts | | Evaluation of Ethical Concepts | |
Gender	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome
Female	179	78.8%	63	84.1%	121	82.6%	105	76.2%
Male	168	76.2%	27	70.4%	136	80.9%	71	85.9%
Non-binary	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Unknown	N<10	N<10	--	--	N<10	N<10	N<10	N<10
Total Students Assessed	**350**	**77.4%**	**92**	**79.3%**	**262**	**81.7%**	**181**	**80.1%**

Source: Pal PeopleSoft

Note. '--' indicates that there are zero (0) assessed students in that subgroup; Students may be duplicated across dimensions.

Table 5. *Percent of Students who Met Outcome by Dimension and Age*

Table 5 presents the percentage of students by age group who received a score of Meets Outcome.

| | Dimension | | | | | | | |
| | Conceptualization of Issues | | Conclusions | | Evidence | | Influence of Context & Assumptions | |
Age Group	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome
17 & Under	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
18-24	258	76.7%	62	79.0%	199	79.4%	132	81.1%
25-29	46	82.6%	16	87.5%	36	91.7%	32	78.1%
30-39	27	59.3%	N<10	N<10	16	87.5%	13	69.2%
40-49	12	100.0%	N<10	N<10	N<10	N<10	N<10	N<10
50 & Over	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Total Students Assessed	**350**	**77.4%**	**92**	**79.3%**	**262**	**81.7%**	**181**	**80.1%**

Source: Pal PeopleSoft

Note. '--' indicates that there are zero (0) assessed students in that subgroup; Students may be duplicated across dimensions.

Table 6. *Percent of Students who Met Outcome by Dimension and Race and Ethnicity*

Table 6 presents the percentage of students by race and ethnicity who received a score of Meets Outcome.

| | Dimension | | | | | | | |
| | Conceptualization of Issues | | Conclusions | | Evidence | | Questioning Viewpoints | |
Race and Ethnicity	**# Assessed**	**% Meets Outcome**	**# Assessed**	**% Meets Outcome**	**# Assessed**	**% Meets Outcome**	**# Assessed**	**% Meets Outcome**
American Indian/Alaska Native	--	--	N<10	N<10	N<10	N<10	--	--
Asian	13	84.6%	N<10	N<10	10	90.0%	N<10	N<10
Black or African American	14	71.4%	N<10	N<10	N<10	N<10	N<10	N<10
Filipino	N<10	N<10	N<10	N<10	11	81.8%	N<10	N<10
Hispanic	176	70.5%	36	86.1%	117	83.8%	92	73.9%
Native Hawaiian/Pacific Islander	N<10	N<10	N<10	N<10	--	--	N<10	N<10
White	116	85.3%	33	75.8%	93	76.3%	57	87.7%
Two or More Races	19	84.2%	N<10	N<10	16	87.5%	14	92.9%
Unknown	N<10	N<10	--	--	N<10	N<10	--	--
Total Students	**350**	**77.4%**	**92**	**79.3%**	**262**	**81.7%**	**181**	**80.1%**

Source: Pal PeopleSoft

Note. '--' indicates that there are zero (0) assessed students in that subgroup; Students may be duplicated across dimensions.

Section V: Summary

In Spring 2023, as part of the three-year cycle, Palomar College assessed the Ethical Reasoning institutional learning outcome.

The following are some key summaries of the data:

- A total of 714 students were assessed on Ethical Awareness with the majority (85.7%) being assessed on only one dimension.
- Across dimensions, there were 885 assessments. The most frequently assessed dimensions were Self Awareness of Core Beliefs (39.5%) followed by Application of Ethical Concepts (29.6%).
- For each of the four assessed dimensions, most students were rated as "Meets Outcome."
- Half of the assessed students identified as female (50.6%), most were between the ages of 18-24 (77.2%), and most identified as either Hispanic or Latino (48.9%) or White (32.1%).

Ethical Awareness

Definition:

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. - AAC&U

Students who demonstrate ethical awareness are able to analyze their own core beliefs, recognize ethical dilemmas, and follow models for ethical decision-making processes when they apply or evaluate ethical concepts (UHD).

RUBRICS

Select one or more of these rubrics to assess the dimensions of ethical awareness. **Add the rubric to the assignment, test, or discussion that best captures students' ability to demonstrate the specific dimension. Please use each rubric no more than once per course.**

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Self Awareness of Core Beliefs	Student discusses in detail/analyzes both their core beliefs and the origins of their core beliefs.	Student articulates either the origins of their core beliefs or their core beliefs, but not both.	Student demonstrates an awareness of their core beliefs without articulating the beliefs or the origins of their beliefs.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Understanding Different Ethical Concepts	Given an ethical dilemma, student demonstrates an accurate understanding of applicable ethical concepts.	Given an ethical dilemma, student demonstrates an awareness of applicable ethical concepts but does not demonstrate an accurate understanding of them.	Given an ethical dilemma, student does not demonstrate an awareness of the applicable ethical concepts.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Application of Ethical Concepts	Student applies ethical concepts to answer an ethical question, and considers the consequences or implications of actions that would follow from applying the ethical concepts they selected.	Student applies ethical concepts to answer an ethical question, but does not consider the consequences or implications of actions that would follow.	Student does not effectively apply ethical concepts and does not consider the consequences or implications of actions that would follow.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Evaluation of Ethical Concepts	Student explains an ethical concept in the context of an ethical dilemma, argues the strengths of the concept, and articulates objections to or limitations of that concept.	Student explains an ethical concept in the context of an ethical dilemma and argues the strength of the concept but does not articulate objections or limitations of that concept.	Student explains an ethical concept in the context of an ethical dilemma but does not explain its strengths and limitation nor the likely objections to the concept.	

Definitions and rubric dimensions adapted from Adapted from Association of American Colleges & Universities Ethical Reasoning Rubric and University of Houston Downtown (UHD) Personal Responsibility Rubric and Social Responsibility Rubric