Course Assessment – Part A: Your Plan #461

Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.
PHL 202 – Intro to Phil: Elementary Ethics – 1096128 – Ray Kempf – Summer 2020

Part A: Your Plan
DIRECTIONS
1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):
Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life.

Outcome #1 *

Outcome #2 *
Apply cognitive competence of the major philosophical thinking on ethical behavior.

Outcome #3 *
Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.

Have you completed an assessment for this course prior to this term?
No

If yes, are you assessing different outcomes?
Yes

Comments:

2. To which degree(s) or certificate(s) does your course map?
Degree, Certificate, & Program Outcomes
- GENERAL EDUCATION

Method of Assessment

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Outcome #1: Method to assess student understanding *
P.E.T. Project (Personal Ethical Theory Paper). As the assignment is it else a reflection upon their personal thoughts about ethics – the presences of personal reflection should be easy to assess. Specifically I will be looking for personal ownership of ideas, rather than simply adopting uncritically the thinking of others, through formulation of modifications and/or presenting thinking in personal language.

Outcome #2: Method to assess student understanding *
P.E.T. Project – the paper expects application examples in laying out the student's ethical theory, defense of theory and explanation of what makes their theory better (in their opinion) than other, competing, theories. So in reference and comparison to others theories this criteria will be demonstrated.

Outcome #3: Method to assess student understanding *
As students wrestle in formulating their P.E.T project they will be reflecting upon the historical and conceptual relationship between

various Ethical Theories and their encultured, transcultural, and cross cultural applications and realities.

4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1: *	75%+ of students will in their P.E.T. Project paper present a personal reflection paper scoring an 80% (B level) or better
Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *	75%+ of students will in their analysis of their personal moral theory (P.E.T. Project) correctly and meaningfully reference (using comparison, contrast and/or analysis) one or more of the major moral theories presented in class, OTHER than their own.
Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *	75%+ of students will in their P.E.T. Project (paper) discuss the social and/or cultural implications of one or more moral issues/behaviors including past/present and or future consequences.
5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1	What did you enjoy most about this course?
Question #2	What would you like to change about this course?
Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)	NO

Reminder, when completing Part B, instructors will be asked the following questions:
Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):
1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"
2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"
3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")
4. CLO#5 – Community and Environmental Responsibility – "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts"

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