

Liberal Arts Annual Assessment

Discipline: <u>Philosophy</u>		Instructor: <u>Stephen Nelson</u>	
ILO Assessed <u>3</u>	Academic Year <u>24-25</u>	# of Students Assessed <u>87</u>	Class Average Score <u>12.71</u> Based on D2L Rubric
Course Prefix and Number: <u>PHIL 1102</u>		Course Title: <u>Intro to Ethics</u>	# of Sections <u>4</u>

Assignment Description

Analysis Assignment #3: Students were asked to choose a topic from the following choices: Artificial Intelligence, Defunding the Police, Free College, or Reparations for Slavery. Each topic was associated with a corresponding web page hosted by britannica.com/procon, where they collect "pro" and "con" arguments on each topic. Students selected quotes from both "pro" and "con" sides, then did an extensive analysis of the values being expressed in these arguments, applying tools from the course textbook to articulate values and then also discuss how to build a constructive conversation out of the quotes selected. (Actual instructions were quite long and detailed, walking students through the analysis step-by-step and including a few sections for their in-depth analysis.) Assignment also included a section for self-reflection on their work in the class.

Patterns Observed Based on ILO Rubric (e.g., is one of the four Scoring Criteria weak or strong, is the rubric well aligned for the assignment, etc.)

Scoring Criteria 1 and 4 do not align with this assignment as well as Criteria 2 and 3, but in general, the rubric works pretty well with this assignment.

Was a method of scoring the assignment used in addition to the ILO Rubric?

Yes

If so, describe specific method of scoring:

The overall grading standard used in the course is "completeness" -- assignments are graded "complete" if they are submitted on time and satisfactorily follow the instructions.

If so, identify contrasts or patterns observed between the course specific method and ILO method of scoring:
The only clear pattern is that students who did not complete the assignment got the minimum scores on the rubric. Students who completed the assignment either got full credit or else lost points due to lateness, and the few who submitted them late did not exhibit a pattern were not significantly different from the average.

Other Related Patterns Observed for Assignment

Nothing specific -- students did pretty well on the assignment.

Identify whether this is the first, second, or third year for this specific ILO assessment.

I did this same assessment two years ago (2022-23) with a very similar assignment, but I believe with the reboot, this would be considered the first year for the current rotation.

Describe the primary method of instruction used for course content being assessed (e.g., group activity, case study, lecture, lab activity, etc.)

Class lecture/discussion

Were adjustments to instruction and/or the assessment made since the prior assessment or offering? Briefly describe if so.

N/A - did not follow-up after previous assessment two years ago

Are there significant differences in how students met the learning outcome(s) from the prior assessment or offering? Describe.

No

What changes will be made to improve student learning based on the current assessment outcomes?

I don't see any specific changes prompted by this assessment. It could be possible to connect the assignment a little more directly to Scoring Criteria 1 and 4, but those are less central to the class than 2 and 3. I always re-evaluate the topics for this assignment (AI, Free College, etc.) based on current events in society, so I will continue to do that and tweak them based on what seems relevant for applying class tools.