

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Philosophy (new)	244	PHL 244 11/22/2020- Ethical and Legal Issues in Health Care
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities, Languages & the Arts	Meghan Bungo
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

Fall 2017

2. Briefly describe the results of previous assessment report(s).

Students did a very good job in defining the central concepts, but fell slightly short in the application of those concepts to concrete problems. The definitions given of the concepts of moral personhood, principle of utility and non-voluntary euthanasia needed improvement.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

While there was no official action plan or intended changes, I along with part-time faculty did make a few slight adjustments to the directions and wording in exam prompts in addition to working to better emphasize and explain some of the more difficult-to-understand concepts. These efforts did seem to positively impact their ability to meet the outcomes, particularly outcome 2.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify and define central ethical and legal concepts.

- Assessment Plan
 - Assessment Tool: Department-designed instrument

- Assessment Date: Fall 2020
- Course section(s)/other population: 50% of sections offered, chosen at random
- Number students to be assessed: Approximately 90
- How the assessment will be scored: Data will be blind-scored by department faculty using a rubric with a range of 0-3
- Standard of success to be used for this assessment: 70% of the students will score a 2 or better.
- Who will score and analyze the data: Department faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
226	149

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 157 students in the sections that were identified for assessment. Of those students, 149 were assessed because 8 students withdrew or did not participate in the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Our plan was to select a representative sample of at least 50% of the sections. We included online and virtual sections, both day and evening sections taught by full- and part-time instructors. Unfortunately, I had difficulty securing assessment data from several of the part-time instructors and so I filled in the students' from my own sections. The sampled ended up being less representative than planned/desired.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The instrument has two components. One asks students to define central concepts. The other asks them to apply these concepts to issues within the healthcare setting. The two parts were administered on Blackboard separately as part of student exams.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The students did very well on the concepts part of the assessment (Outcome #1) scoring a 3.5 average on a scale of 1-4, with 85.9% (128/149) meeting the standard of success, which was a score of 3. Nonetheless, there are still certain areas that can use improvement. As was the case with previous assessments, students still need to work on expanding their understanding of Moral Personhood to incorporate the idea that this status can be seen as applying to non-humans. While there seems to be an overall improvement in their understanding, there are still too many students not fully grasping this concept in particular.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students excel overall in the achievement of this outcome. The quality of their written definitions and explanations of the central legal and ethical concepts in health care was excellent. Their understanding of the concepts of informed consent and autonomy in particular was superb.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As mentioned previously and in past assessments, there are some ethical concepts in particular that tend to be difficult for students to fully understand and explain (moral personhood and the principle of double effect were the two most missed in this assessment cycle). While efforts have been made to better emphasize this material, more fine tuning of the course content and its delivery is probably still needed in this regard to increase the student's understanding of the more challenging concepts. This may include alteration of some of the preparatory assignments to include more emphasis on the challenging concepts.

Outcome 2: Apply ethical and legal concepts to issues in the health care context.

- Assessment Plan

- Assessment Tool: Department-designed instrument
- Assessment Date: Fall 2020
- Course section(s)/other population: 50% of sections offered, chosen at random
- Number students to be assessed: Approximately 90
- How the assessment will be scored: Data will be blind-scored by department faculty using a rubric with a range of 0-3
- Standard of success to be used for this assessment: 70% of the students will score a 2 or better.
- Who will score and analyze the data: Department faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
226	149

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 157 students in the sections that were identified for assessment. Of those students, 149 were assessed because 8 students withdrew or did not participate in the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Our plan was to select a representative sample of at least 50% of the sections. We included online and virtual sections, both day and evening sections taught by full- and part-time instructors. Unfortunately, I had difficulty securing assessment data from several of the part-time instructors and so I filled in the students' from my own sections. The sampled ended up being less representative than planned/desired.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The instrument has two components. One asks students to define central concepts. The other asks them to apply these concepts to issues within the healthcare setting. The two parts were administered on Blackboard separately as part of student exams.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The students also did very well on the application of concepts part of the assessment (Outcome #2) scoring a 3.2 on a scale of 1-4, with 81.8% (122/149) of students meeting the standard of success. The standard of success is a score of 3 or above. Nonetheless, there are still certain areas that can use improvement. While their written essays were very good overall, there were still a fair number of students that either gave an incomplete account of the relevant concepts or incomplete explanations of their application to the health care issue in question.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall, the quality of the written essay responses was very good and improved over the last assessment cycle--students gave thoughtful and detailed answers. The students did a great job overall in defining the legal implications of assisted death as well as applying the ethical theory to the practices of euthanasia within health care.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Though the essays were well-written and thoughtful, as in past assessments there was still some lack of clarity regarding their understanding of the central concepts as well as a need for more depth in the application of ethical concepts to health care practices. While students improved in their ability to distinguish non-voluntary and involuntary euthanasia, their explanation of passive euthanasia was often incomplete/inadequate. Some additional emphasis on the part of the instructor in communications with students and some slight fine tuning of preparatory assignments to include more application style questions or exercises could possibly help students improve in this area.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

As mentioned previously, while there was no official action plan or intended changes, I along with part-time faculty did make a few slight adjustments to the directions and wording in exam prompts in addition to working to better emphasize and explain some of the more difficult to understand concepts. These efforts did seem to have a positive impact their ability to meet the outcomes. They improved in both their definitions and application of those definitions.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Overall this course is doing an excellent job of meeting the needs of students, though there is still room for minor improvements to increase student success. The level of achievement for both outcomes was very good, and slightly better than I expected. For outcome 1, while there are still some shortcomings with regards to the more challenging concepts like moral personhood, students are overall excelling in their understanding of the important moral and legal concepts. The overall quality of the student writing for Outcome #2 was very good as well, though getting students to give enough detail in their explanations and application of concepts is something that can still be improved.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared with departmental faculty and with part-time faculty teaching the course directly via either email or face-to-face meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Alter some preparatory assignments.	This will help students understand moral personhood and the principle of double effect which were the two missed in this assessment cycle.	2021
Course Assignments	Revise some preparatory assignments.	This will help students	2021

		distinguish between non-voluntary and involuntary euthanasia as well as understand passive euthanasia.	
--	--	--	--

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[PHL 244 F20 Assessment Data Summary](#)

Faculty/Preparer: Meghan Bungo **Date:** 12/11/2020

Department Chair: Jill Jepsen **Date:** 01/05/2021

Dean: Scott Britten **Date:** 01/08/2021

Assessment Committee Chair: Shawn Deron **Date:** 03/17/2021

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Philosophy	244	PHL 244 01/19/2018- Ethical and Legal Issues in Health Care
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities	Charles Johnson
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify and define central ethical and legal concepts.

- Assessment Plan
 - Assessment Tool: Department designed instrument
 - Assessment Date: Fall 2017
 - Course section(s)/other population: 50% of sections offered chosen at random.
 - Number students to be assessed: Approximately 90
 - How the assessment will be scored: Data will be blind scored by department faculty using a rubric with a range of 0-3.
 - Standard of success to be used for this assessment: An average of 2.1 for each learning outcome.
 - Who will score and analyze the data: Department faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2017		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
203	76

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The goal was to assess 50% of the population. We fell slightly below assessing three out of seven sections offered. One instructor had difficulty administering the instrument. This led to our falling one section short.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The sections evaluated were randomly selected. The students participated in the assessment based on their being present on the days that the instrument was administered. At this time there are no MM, DL, or Extension sections offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The instrument has two components. One asks students to define central concepts. The other asks them to apply these concepts to issues within the healthcare setting. The two parts were administered in class separately at the preference of the instructors involved. The student work was then passed on to the lead faculty member (Charles Johnson) for scoring.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The students did very well on the concepts part of the assessment (Outcome #1) scoring a 2.8 on a scale of 0-3. The standard of success is a score of 2.1. Nonetheless, there are certain areas that can use improvement. Students need to expand their understanding of Moral Personhood to incorporate the idea that this status can be seen as applying to non-humans. The students also need to be more detailed in their understanding of the Principle of Utility.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did very well in their definition of the Principle of Double Effect. This was nice to see as students have struggled with this concept in previous assessments. This improvement displayed the value of sharing assessment data with faculty.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As previously discussed, the definitions of Moral Personhood and the Principle of Utility were incomplete.

Outcome 2: Apply ethical and legal concepts to issues in the health care context.

- Assessment Plan
 - Assessment Tool: Department designed instrument
 - Assessment Date: Fall 2017
 - Course section(s)/other population: 50% of sections offered chosen at random.
 - Number students to be assessed: Approximately 90
 - How the assessment will be scored: Data will be blind scored by department faculty using a rubric with a range of 0-3.
 - Standard of success to be used for this assessment: An average of 2.1 for each learning outcome.
 - Who will score and analyze the data: Department Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2017		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
203	76

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The goal was to assess 50% of the population. We fell slightly below assessing three out of seven sections offered. One instructor had difficulty administering the instrument. This led to our falling one section short.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The sections evaluated were randomly selected. The students participated in the assessment based on their being present on the days that the instrument was administered. At this time there are no MM, DL, or Extension sections offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The instrument has two components. One asks students to define central concepts. The other asks them to apply these concepts to issues within the healthcare setting. The two parts were administered in class separately at the preference of the instructors involved. The student work was then passed on to the lead faculty member (Charles Johnson) for scoring.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Here the students did not do quite as well. The score was 2.03, falling slightly below the 2.1 standard of success. Though the essays were well-written, there were two important issues that ran across nearly all of them. First, the students did not adequately distinguish non-voluntary vs. involuntary euthanasia. Secondly, with regard to non-voluntary euthanasia they did not discuss the different standards that may be used in decision-making (the objective vs. subjective standards).

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall, the quality of the written responses was very good. The students gave focused and thoughtful answers.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As previously discussed, the student responses were incomplete in their analysis of non-voluntary euthanasia.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The overall quality of the student writing for Outcome #2 was very good. The students were also very thorough in their definitions of several of the central concepts. Nonetheless, there were shortcomings with regard to Moral Personhood, the Principle of Utility, and Non-Voluntary Euthanasia. The course is definitely meeting the needs of students. It just requires some fine-tuning.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The issues uncovered through the assessment will be discussed with faculty who are teaching the course this term.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[Data Summary](#)

[Assessment Instrument](#)

Faculty/Preparer: Charles Johnson **Date:** 01/19/2018
Department Chair: Allison Fournier **Date:** 01/24/2018
Dean: Kristin Good **Date:** 01/25/2018
Assessment Committee Chair: Michelle Garey **Date:** 02/26/2018

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Philosophy	244	PHL 244 01/29/2015- Ethical and Legal Issues in Health Care
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities	Charles Johnson
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify and define central ethical and legal concepts.

- Assessment Plan
 - Assessment Tool: Department designed instrument
 - Assessment Date: Fall 2014
 - Course section(s)/other population: 50% of sections offered chosen at random.
 - Number students to be assessed: Approximately 90
 - How the assessment will be scored: Data will be blind scored by department faculty using a rubric with a range of 0-3.
 - Standard of success to be used for this assessment: An average of 2.1 for each learning outcome.
 - Who will score and analyze the data: Department faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2014		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
177	98

3. If the number of students assessed differs from the number of students enrolled,

please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Five out of the seven sections offered were selected for the assessment. 118 students were enrolled in these sections. Of these 118, 98 were present to participate in the assessment activities on the day they were administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

These five sections comprised morning, afternoon, and evening offerings. As such, they comprised a representative sample for students taking this course.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students were asked to define six central concepts. The student work was then evaluated with the score being determined by how many concepts were correctly defined.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success for this outcome was an overall average of 2.1. The average for the assessment was 2.41. As such, the standard of success was achieved. Students did particularly well in defining the Natural Law concept of The Principle of Double Effect. This was a real improvement from the previous assessment. Students need more work, though, on the Principle of Utility. This will be communicated to faculty teaching the course.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students showed real improvement from the previous assessment in terms of their understanding of the Principle of Double Effect from Natural Law theory.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Though the students met the standard, more work could be done in terms of their understanding of the Principle of Utility. This will be shared with faculty teaching the course.

Outcome 2: Apply ethical and legal concepts to issues in the health care context.

- Assessment Plan
 - Assessment Tool: Department designed instrument
 - Assessment Date: Fall 2014
 - Course section(s)/other population: 50% of sections offered chosen at random.
 - Number students to be assessed: Approximately 90
 - How the assessment will be scored: Data will be blind scored by department faculty using a rubric with a range of 0-3.
 - Standard of success to be used for this assessment: An average of 2.1 for each learning outcome.
 - Who will score and analyze the data: Department Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2014		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
177	98

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Five out of the seven sections offered were selected for the assessment. 118 students were enrolled in these sections. Of these 118, 98 were present to participate in the assessment activities on the day they were administered.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

These five sections consisted of Morning, Afternoon and Evening classes. As such, it comprised a representative sample for this course. There are no DL or MM offerings for PHL 244.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students were asked to respond to an essay question. The essay question asked them to define the ethical concept of autonomy and apply it to issues in the healthcare setting. The issues chosen were informed consent, euthanasia, and abortion. The students were evaluated on their ability to define the concept and apply it adequately to these issues.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The standard of success for this outcome is an overall average of 2.1. The average from this assessment was 2.03. As such, the standard of success was not achieved. The students had difficulty with the application element of the assessment (in particular, with the issues of Euthanasia and Abortion). This information will be shared with faculty teaching the class. With the previous assessment, sharing the results led to improvement with the conceptual part of the assessment. We are confident that it can have the same result here.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students did a very nice job in terms of defining the concept of autonomy and applying it to the issue of informed consent.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The standard for this outcome was not achieved. In particular, this was because the students failed to adequately apply the concept of autonomy to the issues of abortion and euthanasia. This will be shared with faculty teaching the course.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I believe the students are well served by this course. I believe the assessment is useful in terms of finding places of weakness in instruction. It is critical that

students grasp central ethical concepts in this course and be able to apply them. There was real improvement from the previous assessment in the presentation of some ethical concepts by sharing results with the faculty teaching the course. We are confident that sharing the results from this assessment will have a similar result.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results of the assessment will be shared with faculty teaching the course this semester. We will discuss ways in which we can improve in our presentation and application of central ethical concepts.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

4. Is there anything that you would like to mention that was not already captured?
-
-

III. Attached Files

[Data](#)

Faculty/Preparer: Charles Johnson **Date:** 01/30/2015
Department Chair: Allison Fournier **Date:** 02/05/2015
Dean: Dena Blair **Date:** 02/06/2015
Assessment Committee Chair: Michelle Garey **Date:** 03/03/2015

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: PHL 244
 Course Title: Ethical and Legal Issues in Health Care
 Division/Department Codes: Humanities, Social and Behavioral Sciences

2. Semester assessment was conducted (check one):

- Fall 2011
- Winter 20__
- Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam
- Capstone experience (specify):
- Other (specify):

4. Have these tools been used before?

- Yes
- No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
 No changes have been made since the last administration.

5. Indicate the number of students assessed and the total number of students enrolled in the course.
 Five out of eight sections were assessed. 128 students were enrolled. 118 participated in the assessment.

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)* The five sections were selected at random. The 118 students participating consisted of those who were present on the day of the assessment.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

In the definitions section of the exam, student responses to questions concerning moral personhood, the principle of utility, and the principle of double effect were consistently weak. More work will need to be done in class so as to insure that students have a proper understanding of these important ethical concepts. In the essay portion of the exam, students failed to clearly distinguish the moderate position on the personhood of the fetus or embryo as compared to the liberal and conservative positions. Students also failed to recognize that the concept of moral personhood is incompatible with utilitarian thinking. Again, more work will need to be done in class to insure that students are aware of these distinctions.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

- Outcome #1 - Identify and define central ethical and legal concepts.
- Outcome #2 - Apply ethical and legal concepts to issues in the health care context.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

The standard of success was an average of 2.1 for each learning outcome (based on a rubric scale of 0-3). For both learning outcomes the standard of success was achieved.

Done 7/8/12 Approved by the Assessment Committee July 2011
logged 2/13/12 sjv

COURSE ASSESSMENT REPORT

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

For outcome #1, the student average was 2.5 on a rubric scale of 0-3. For outcome #2, the student average was 2.19. The rubric as well as student scores are attached.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: Students improved in their ability to define moral personhood, and the principle of utility since the last assessment. Students also did better in their analysis of the moderate view of moral personhood as present in the abortion debate. In this assessment, the relationship between Utilitarianism and moral personhood did not arise as part of student responses.

Weaknesses: Students still had difficulty with the definition of the principle of double effect. The assessment results will again be shared with faculty to bring about improvement in this area.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)* The principle of double effect will need to be clarified through lecture and assignments.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. Outcomes/Assessments on the Master Syllabus
Change/rationale:

b. Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. Course pre-requisites on the Master Syllabus
Change/rationale:

d. 1st Day Handouts
Change/rationale:

e. Course assignments
Change/rationale:

f. Course materials (check all that apply)
 Textbook
 Handouts
 Other:

g. Instructional methods
Change/rationale: More time will be spent clarifying the concept of double effect.

h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?

IV. Future plans

COURSE ASSESSMENT REPORT

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. This assessment provided evidence of improvement in student understanding of concepts that were deficient in the last assessment. It also showed where improvement still needs to be made. As such, it was very valuable.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All X Selected _____

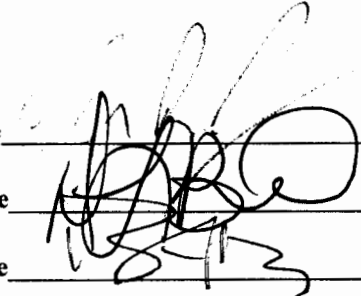
If "All", provide the report date for the next full review: Fall 2014

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Print: Charles R. Johnson
Faculty/Preparer

Signature _____



Date: 2/3/12

Print: Dena Blair
Department Chair

Signature _____



Date: 2/6/12

Print: Bill Abernethy
Dean/Administrator

Signature _____



Date: FEB 09 2012

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: PHL 244
 Course Title: Ethical and Legal Issues in Health Care
 Division/Department Codes: HSS

2. Semester assessment was conducted (check one):
 Fall 2008__
 Winter 20__
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify):

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 All six sections of the course were assessed. 144 students were assessed out of an enrollment of 173.

6. Describe how students were selected for the assessment.
 The students assessed were those present when the exam was administered.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 NA

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 Outcome #1 - Identify and define central ethical and legal concepts.
 Outcome #2 - Apply ethical and legal concepts to issues in the health care context.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*
 For outcome #1 the student average was 2.61 on a rubric scale of 0-3. For outcome #2 the student average was 2.33. Data is summarized here. The rubric as well as a sample of student work is attached.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*
 The standard of success was an average of 2.1 for each learning outcome (based on a rubric scale of 0-3). For both learning outcomes the standard of success was achieved.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

COURSE ASSESSMENT REPORT

Strengths: The standard of success was achieved for both outcomes. Usually student performance is weaker on the essay portion of exams, and yet in this case the student average was still well above the standard of success.

Weaknesses: In the definitions section of the exam, student responses to questions concerning moral personhood, the principle of utility, and the principle of double effect were consistently weak. More work will need to be done in class so as to insure that students have a proper understanding of these important ethical concepts. In the essay portion of the exam, students failed to clearly distinguish the moderate position on the personhood of the fetus or embryo as compared to the liberal and conservative positions. Students also failed to recognize that the concept of moral personhood is incompatible with utilitarian thinking. Again, more work will need to be done in class to insure that students are aware of these distinctions.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

These concepts will need to be clarified through lecture and assignments.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a. Outcomes/Assessments on the Master Syllabus

Change/rationale:

- b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

- c. Course pre-requisites on the Master Syllabus

Change/rationale:

- d. 1st Day Handouts

Change/rationale:

- e. Course assignments

Change/rationale: More assignments in which students are asked to define and apply the above concepts.

- f. Course materials (check all that apply)

Textbook

Handouts

Other:

- g. Instructional methods

Change/rationale: More time spent in class discussing the above concepts.

- h. Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions? Spring/Summer 09

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

This assessment helped bring to light weaknesses in the understanding of certain critical concepts. As such, it was very valuable.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

Please return completed form to the Office of Curriculum & Assessment, SC 247.

COURSE ASSESSMENT REPORT

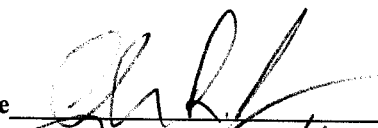
All X Selected _____

If "All", provide the report date for the next full review: Fall 2010 _____.

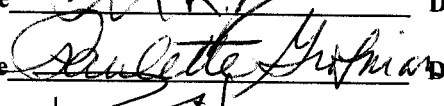
If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:


Print: Charles R. Johnson
Faculty/Preparer

Signature  Date: 3/19/09

Print: Paulette Grotrian
Department Chair

Signature  Date: 3-19-09

Print: Bill Abernathy
Dean/Administrator

Signature  Date: MAR 19 2009