Essential Learning Outcomes and the Organization of Institution-Wide Assessment at a Public, Liberal Arts College

IUPUI Assessment Institute
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Challenges Facing Higher Education

Among the challenges are:

- Cost/Student Debt/State and Federal Budget Decreases
- Changing Student Population/Complicated Student Lives
- Completion Rates/Time-to-Degree
- Persistence/Attrition Rates
- Liberal Arts and Job Readiness
- Technology/Online and Hybrid Modalities
- Assessment/Accountability/Accreditation/Reporting
- Student-Centered Pedagogies (rather than teacher-driven delivery)
- Value Add/Evidence of Student Learning
To Meet the Challenges Requires

• Pivoting and Re-envisioning (the curriculum, pedagogy, grading, etc.)
• Trying Out Innovative Teaching and Learning Strategies
• Creating Possibilities for Students to Demonstrate Prior Learning and to Customize New Learning
• Practicing Transparency by showing stakeholders:
  o the value of a college degree
  o evidence that students learn and leave college ready for the workplace, equipped with professional and interpersonal skills for success in the 21st century
Essential Learning Outcomes (ELOs) can provide an organizing mechanism to meet the challenges of teaching and learning in the 21st century:

• In Curriculum
• In Co-curricular activities
• Throughout college years
• With peers, family, friends, professional colleagues
• Online and face-to-face
• In research contexts
It has taken 4 years (2010-2014) for the Stockton community to:

1. identify and define ELOs
2. gain consensus across the campus
3. map courses, programs, co-curricular activities
4. create an assessment plan
5. select an eportfolio system
6. pilot ELOs
Essential Learning Outcomes Initiative at Richard Stockton College of New Jersey

Timeline
2010-2014

- **2010**: 104 volunteers are organized into ELO Teams to draft definitions of ELOs.

- **2011**: ELO Teams create learning maps, specifying characteristic outcomes for aware, competent, and skilled demonstration of learning for each ELO.

- **2012**: Director of Essential Learning Outcomes position created, as per Dee Fink’s recommendation.

- **2013**: A group of 5 faculty members and administrators go to the AAC&U summer Institute for Integrative Learning and the Disciplines in Portland, OR.

- **2014**: ELO Steering Committee is created, tasked, and convened, composed of faculty members as well as administrators and professional staff from both Academic Affairs and Student Affairs.

- **2014**: Cara Hood appointed Director and begins work on January 2, 2014.

- **2014**: ELO/ehportfolio pilot planned for the summer 2014 (ECO), fall 2014 (Freshman Seminars), and spring 2015 (Transfer Seminars and other appropriate courses).

- **2014**: Susan Cytlis receives $20,000 funding to organize an ELO Workgroup with 4 co-facilitators and approximately 20 participants, integrating ELOs into course assessments.

- **2014**: Blast about ELOs to students through an article in The Argo, appearing in mid-March.

- **2014**: Coordinator annual reports/5-year self-study reports will mention ELO curriculum mapping in spring 2014.

- **2014**: ELO professional development and assessment in progress.
2010
We began with 2 primary goals and a diverse group of Stockton faculty members, administrators, and professional staff at an Academic Affairs retreat.
Goals:
1. to ensure that all graduates acquire a set of essential learning outcomes critical for 21st century success

2. to identify outcomes that combine robust and flexible liberal arts education with adaptive, marketable skills
Outcome:
At the end of the Academic Affairs retreat, the group had identified 10 essential learning outcomes characterizing a Stockton education and the qualities, knowledge, and skills of a Stockton graduate. They are:

- Adapting to Change
- Communication Skills
- Creativity & Innovation
- Critical Thinking
- Ethical Reasoning
- Global Awareness
- Information Literacy & Research Skills
- Program Competence
- Quantitative Reasoning
- Teamwork & Collaboration
Further Action:
The Provost invited faculty members, administrators, and professional staff to join study teams for 1 year. Each team was charged with drafting a definition for one of the ELOs and specifying types of work and learning indicators for aware, competent, and skilled demonstration of the ELO.

104 volunteers responded to the Provost’s invitation.
2011
Each study team created a learning map.

**NOTE:** Stockton was also finalizing its Middle States’ reaccreditation review at this time. The teams working on Standards 7 and 14, institutional and program assessment, noticed perhaps more than others the value of establishing institutional goals and outcomes. Some of those who worked on Standards 7 and 14 signed on to working with ELOs.
The Stockton Learning Map Template

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<th>Competent</th>
<th>Skilled</th>
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<td>Working Definition (2-3 sentences) goes here</td>
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<td>Focused, topical objectives (3-5) go here</td>
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ELO Title Here

Broad, overarching goal statements go here
Quantitative Reasoning is the ability to understand and work confidently with numbers and mathematical concepts.

Stockton students in all fields will learn and demonstrate a variety of numeracy abilities: from general mathematical knowledge to high-level thinking skills such as predicting outcomes and forming new ideas.

These abilities apply the complementary talents of creative and analytical problem-solving and form the basis for real-life decision-making.

Sources

A completed learning map

Level 1
Aware

Knowledge & Comprehension:
Define, explain, and properly use fundamental math and numeracy concepts and prepare for more advanced coursework.

Some illustrative examples include:
- Apply math and numeracy skills to everyday problems.¹
- Transform real-world problems into accurate math structures including equations, graphs, diagrams, charts, tables, and word statements for further analysis.²
- Analyze and document your problem-solving processes and progress.³
- Accurately gather quantitative information about income and careers, including the ability to perform cost-benefit analyses for college degree programs.
- Understand budgeting fundamentals.

Level 2
Competent

Application & Analysis:
Show a consistent ability to solve multi-component problems, using both linear methods and creative techniques.

Some illustrative examples include:
- Construct a model to outline a difficult idea or concept.
- Critique, defend, and debunk claims made in such fields as business, science, health, finance, marketing, politics, & economics.
- Explain key financial literacy concepts such as compounding interest and real vs. nominal interest rates.
- Interpret complex data that appear in visual form and develop a cogent written summary; develop a graphical representation from a complex written concept.
- Create a budget that covers multiple years and/or multiple areas of responsibility.

Level 3
Skilled

Synthesis & Evaluation:
Create new information and ideas by utilizing math and numeracy skills; summarize and judge complex issues containing multiple variables related to your intended profession.

Some illustrative examples include:
- Interpret and extrapolate results from a comprehensive research study.
- Define and use descriptive statistics to analyze realistic situations. This will include: standard deviation, mean, mode, median, causation and correlation, qualitative and quantitative data.⁴
- Formulate and defend conclusions and recommendations from advanced analysis.
- Evaluate quantitative information contained in financial documents such as leases, insurance policies, credit card agreements, student loan promissory notes, etc.
- Maintain a quantitative “habit of mind” to correctly apply relevant skills in all future situations.
2012-2013
Study teams were recharged to initiate curriculum mapping.

That summer, a group of 5 faculty members and administrators attended the AAC&U Institute on Integrative Learning. In the fall 2013, 2 AAC&U consultants visited Stockton to assist with planning and design of full ELO implementation.
2014, Reviving Momentum
Provost appointed a Director of Essential Learning Outcomes

1. established an Essential Learning Outcomes Steering Committee, which included representation from:
   - Faculty
   - Director of Academic Assessment
   - Director of the Institute for Faculty Development
   - Administration
   - Assistant Deans
   - Library
   - Professional Staff
   - Student Affairs
   - Faculty Senate
   - Faculty Union

2. communicated with students about ELOs through a monthly column appearing in the student newspaper

3. with the help of Steering Committee members, organized the ELO pilot for fall 2014
Using ePortfolios to Assess ELO’s

As part of the ELO pilot, an ePortfolio workgroup was formed to select a product that could be used to assess ELO’s

Essential features:
  - Must integrate with LMS
  - Must be easy to use for students and faculty
  - Must be portable
Sequence of Events Leading to Selection

1. Solicited volunteers for the ePortfolio Workgroup to:
   - Ensure representation from all schools
   - Enlist users with a variety of ability from novice to expert
2. Created selection rubric
3. Conducted research on a variety of products
4. Determined which products to schedule customized webinars
5. Assessed and ranked products
6. Made selection(s)
Next Steps

1. ELO/ePortfolio Pilot, Fall 2014

13 courses
   8 first year seminars
   2 linked FRST (developmental) courses
   • College Reading
   • College Writing
3 courses beyond the first year level
Next Steps

2. Training

• professional development sessions for faculty on pedagogy, assessment, and ePortfolios

• dedicated class lessons on ELOs and ePortfolios for students
Next Steps

3. Assessment
   • Critical Thinking ELO
     (VALUE rubric [http://www.aacu.org/value/rubrics/critical-thinking](http://www.aacu.org/value/rubrics/critical-thinking))
   • Information Literacy and Research Skills ELO
     (adapted from the American Library Association Competency Standards
     [http://www.ala.org/acrl/standards/informationliteracycompetency](http://www.ala.org/acrl/standards/informationliteracycompetency))

4. IRB Approval

5. Data Collection/Analysis
   • through ePortfolio analytics

6. Research and Publication
## Next Steps

Preliminary data re. student learning

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Next Steps

Visualizations can aid buy in and facilitate making connections.

Academic Affairs Goals Alignment

Business Learning Goals
Next Steps

Cross-Campus Integration of ELOs into Courses and Major Programs

1. Adapting Pedagogy
   Susan Cydis
   Education

1. Using ePortfolios
   Diane Holtzman
   Business Studies, Management

2. Integrating 1 ELO
   Marilyn Vito
   Business Studies, Accounting
INTEGRATING ESSENTIAL LEARNING OUTCOMES & Significant Learning Experiences
2020 Funded ELO Study Group

- 19 campus wide participants (7 schools & SA)
- A focus on the pedagogy of ELO integration
- Engage in reflective practice
- Developing an intentional stance
Teaching-Learning-Assessment
(MSCHE, 2005)

1. Clearly articulate learning outcomes
2. Provide purposeful opportunities for students to achieve those learning outcomes
3. Assess learning outcomes
4. Use results to drive instruction
Integrated Course Design & Significant Learning Experiences
(Fink, 2013)

Model for engagement and effective learning outcomes through meaningful learning experiences

- **Foundational Knowledge** – course content
- **Human Dimension** – sociocultural learning
- **Application** – active learners apply concepts and foundational knowledge
- **Caring** – authentic, meaningful tasks that are personally relevant to students
- **Integration** – knowledge and abilities integrate for depth of understanding
- **Learning How to Learn** – inquiry and self-directed learning, meta-knowledge
Significant Learning Experiences
(Fink, 2013)

EDUC 3105 Literacy Development

Student Samples

• The Very Hungry Caterpillar

• You’ve Got a Friend in Me
Plan for Assessment & Reflection

• Identify a Significant Learning Experience
• Reflect and identify the ELOs present in the learning/assessment.
• Articulate the task in the syllabus and develop a rubric. (Mueller, 2012)
• Plan for student reflection and assessment.
Classroom Assessment Techniques
(Angelo & Cross, 2005)

- Formative feedback on students’ ELO progress
- Building students’ meta-knowledge of ELO competence
- Support for student reflection and articulation of tasks that demonstrate competence
- Support for collection of artifacts for evidence/e-portfolio
Bringing the Pieces Together

- ELOs
- SLEs
- Reflection
- Portfolios
The Study

- **Participants:** 16 faculty, 3 AA staff and 111 students
- **Instruments:** Student Pre/Post Survey, Reflective statements
  Pre/Post Faculty interviews/focus groups
- **Data Analysis:** paired t-tests (pre/post survey data)
  Content Analysis of student statements
  IPA of faculty interviews/focus groups
Findings

• Significant increase from baseline on all ELOs (M=+.25, p<.05)
• student statements confirmed meaningful examples of ELO competence
• 6 themes emerged from faculty data

• **Conclusions:** Effective ELO integration includes a focus on
  • Facilitation
  • Connection
  • Intention
  • Utility
  • Awareness
  • Reflection
Conclusions
(Cydis, Galantino, Hood, Padden, Richard, 2014)

- Explicit inclusion in the syllabus
- Continued conversation to keep ELO’s alive and vibrant throughout the semester
- Various processes to measure acquisition of ELO’s
- Illuminate with examples and students reflective work
- Close the loop with end of semester learning/writing/application to the real world
- There is value to students using the vocabulary of ELOs; it becomes part of their metacognition.
- Exposure to vocabulary in and of itself promotes metacognitive awareness.
- The learning and assessment tasks support ELO competence development simply from engaging in such tasks.
- Intentionality/ELO focus on the part of the instructor doesn’t necessarily limit the students’ ability to develop ELO competence.
- Enhance students’ awareness by having more conversations about ELOs, mentioning ELOs in re. assignments, repetition/making connections; visual aids helps students
E-Portfolios and ELOs

Undergraduate Junior/Senior Level Course, Management Skills
Integration of E-Portfolios and Assessment of ELOs
Part of Pilot Group Project Fall 2014
E-Portfolios

- E-Portfolios are important tools to use
  - in creating opportunities for interactions with students about their future plans: careers/graduate school
  - course selections/majors
  - extracurricular activities
  - work
  - future goals
  - demonstration of outcomes for assessment
- Engages students in inquiry, reflection and integration
- This is an opportunity for students to demonstrate development and attainment of ELO knowledge, skills, and competencies
E-Portfolio contents

- Portfolios: class, program and institutional portfolios
- Artifacts chosen from class work; extra curricular activities, service learning, prior learning, on-the-job experiences
- Artifacts that develop a “persona”—a “brand”
- The most important part of the portfolio is the reflection. Students construct meaning by reflecting.
- The focus is on learning outcomes and what students want to document in meeting those outcomes
- Students must consider which artifacts will make their way into any particular portfolio and examine how they have changed since the artifact was created.
- They must ask what they learned from creating the work and consider how they might have completed it differently.
E-Portfolios-engagement

• Through the portfolio process students are engaged in learning—reflecting on the assignments that best represent their work in ELO areas and in their major areas of study

• Students might use text files, videos, audio, graphics, blogs, other personal artifacts chosen to create their own ways of personalizing the knowledge they’ve gained
E-Portfolio in Management Skills

- Part of the E-Portfolio project
- The course is required for management concentration juniors and seniors and is an elective for all Business majors
- Contextualizes knowledge, skills, and competencies within management theory
  - Provides opportunities for students to master the skills the economy demands in the global workforce
- Students are required to do a course E-Portfolio: projects and a reflective assignment
Management Skills Course

• In Management Skills projects align with the Assurances of Learning [AACSB], Essential Learning Outcomes [ELOs], and with workplace needs

• Projects are designed to demonstrate students’ knowledge, skills, and competencies for the workplace (based on feedback from surveys to employers and alumni as well as on results from national studies)

• Content of the portfolios demonstrate students’ achievement of Assurances of Learning and ELOs
The Goal of the Skills e-Portfolio

• Goal is professional development

• Achieved through
  • Reflecting on the artifacts
  • Writing the reflections—for individual assignments that address the ELOs-- and for the course as a whole
Employers Looking for….

- Written and oral communication skills
- A combination of technical, leadership and interpersonal skills
- Mastery of specific knowledge and skills required by licensure and certification boards
- Through E-Portfolios students can showcase their knowledge and skills—the Skills E-Portfolio is structured to provide students with the knowledge and skills set for workplace needs [relate to ELOs and Assurances of Learning].
Contents of the Skills Portfolio

- Constructing the e-Portfolio: student **must think about the artifacts that will present a persona to the workplace**

- Contents of the e-Portfolio in Management Skills
  - Revised versions of
    - Resume and cover letter
    - Business Writing: Letters and Reports [communication ELO]
    - Library Information Literacy Assignment [information literacy ELO]
    - Interview with a Manager Project [written and oral communication ELO]
    - Video Job Interview Project and Reflection [teamwork and oral communication ELOs]
    - Professional Development Reflection and Course Reflection
Learning Goals

• College Learning for the New Global Century—and the ELOs with Value rubrics—describe the skills students need for what the economy demands in the global workplace and in life as the blending of content knowledge, with specific skills, expertise, and literacies

• ELOs addressed:
  - Critical Thinking
    - Problem Solving
  - Communication
    - Collaboration/Teamwork
  - Information Literacy
  - Professional Skills
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<td>Presenting oral report on: Interview with a Manager, Documenting Discipline, and Job Interview Project.</td>
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<td>Oral communication: graduates will be able to deliver information in a persuasive, logical, and organized manner with a professional demeanor using appropriate supportive visual aids.</td>
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<td>Written communication: graduates will be know how to create informational, analytical, and technical documents which are organized, precise and relevant</td>
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<td>Information literacy: graduates will be able to assess the nature, quality, extent, and appropriateness of various sources of information used in preparing oral and written projects</td>
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<td>Demonstrating ability to choose sources from the library electronic databases and incorporate those sources in their research through completion of the Information Literacy assignments and Interview with a Manager.</td>
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<tr>
<td><strong>2. Technological Skills Learning Goal:</strong> Computer Literacy: graduates will be able to demonstrate a multi-faceted skill set in computer literacy through oral and written communication.</td>
<td></td>
<td>Using powerpoint to accompany oral presentations on Interview with Manager, Documenting Discipline, and the Job Interview Project; using Blackboard course management system to post assignments.</td>
</tr>
<tr>
<td><strong>3. Management-Specific Learning Goal:</strong> Grads will successfully apply basic business principles and theories in a variety of organizational settings.</td>
<td>Teamwork</td>
<td>Demonstrating knowledge through incorporation of current managerial practices in their responses to case studies and as supportive elements to the Job Interviewing Project.</td>
</tr>
<tr>
<td>Graduates will acquire knowledge of current management and administrative practices and theory and be conversant in the language of business.</td>
<td>Program Competence</td>
<td>Demonstrating knowledge through incorporation of current managerial practices in their responses to case studies and as supportive elements to Interview with a Manager and Job Interviewing Project.</td>
</tr>
</tbody>
</table>
E-Portfolios and Demonstration of ELO Competencies: Providing Differentiation in a Competitive Job Market

- Competitive job market, candidates must enhance their ability to pass the initial job screening by demonstrating they have the skills in the areas indicated in the job

E-Portfolios
- present more than just the traditional resume
- can present the applicant’s accomplishments, knowledge, skills, and knowledge to prospective employers before an interview
- can provide examples of projects completed in classes as well as in the work environment or through volunteer experiences—with the applicant’s reflection on these accomplishments and growth
Written Reflections

- In the Management Skills E-Portfolio students reflect on
  - Their work submitted as competency in the ELOs
  - The Past—who was I before I had this learning experience
  - The Present—who am I as a result of this learning experience
  - The Future—how can I present myself as a career ready manager and relate this preparedness to competency in the ELOs
Reflection

• In talking with students about reflection in the e-Portfolio guide them with some questions:
  
  • Did you integrate information learned from other classes or from work/extracurricular activities when you chose assignments for this e-Portfolio that demonstrate your competency in an ELO area?
  
  • Describe the planning process you used in constructing the portfolio—what skills were used? How did you choose your ELO artifacts? Did you learn anything from this process of choosing your best work to illustrate your competency of an ELO?
Reflection

• What did you learn about your skills/your writing/research?
• What are your career/educational goals after graduation—what do you think you need to do to achieve those goals?
• Did you document that you achieved your goals?
• Explain to students that reflection is an opportunity to share a personal story or two about learning from their own experiences through reflection [http://www.ctdlc.org/Evaluation/FIPSEdocs/EngagedLearning2.pdf](http://www.ctdlc.org/Evaluation/FIPSEdocs/EngagedLearning2.pdf)
• After reflecting upon the relationship between their broadly defined learning experiences and their perceptions of themselves as career-ready, students
• provide evidence in their E-Portfolios of their preparedness to transition into the full-time work place or graduate school

NACADA-March 2014
Wider Applicability of E-Portfolios to Advising

• Several advising outcomes – reflection, learning, transferability of knowledge from classroom to world, and career goals.

• An e-portfolio results in a product allowing students to demonstrate “useful technology and design skills” [insert url here].

• Advisors can help incoming college students begin E-Portfolios with reflections on summer job experiences, volunteer activities, new ideas they want to explore in college, and campus groups they would like to join.

• Students can establish goals, save pictures, reflect on new work experiences through service-learning and internships, identify skills development, and record their changes in values and interests.

• The e-portfolio creates an ongoing electronic document which advisor and advisee can use as a foundation for advising sessions.

Assessment of Ethical Reasoning

• Pilot in Fall 2013
• ACCT 4110 – Auditing
  • Values Course
  • Writing (W2) Course
ACCT 4110 – Heavy emphasis on professional ethics. Assessing the growth in ethical reasoning skills was not part of the grading process, which focused only on the objective evaluation of whether students “learned” the principles and rules of the CPA Code of Conduct covered in the material.

- **Objective 1:** Establish a baseline assessment of existing skills in ethical reasoning at the outset of the course.
- **Objective 2:** Infuse the course of study with formative assessments throughout the semester.
- **Objective 3:** Determine if the course of study and formative assessments had any impact on the development of ethical reasoning skills.
Objective 1: Baseline Measurement

- Used Turning Point Polling Quiz to gather responses to measurement questions.
- Questions had “preferred responses” flagged, but students were not informed.
- Each question had “escape response” such as “Unsure.”
- Use of clickers allowed students’ responses to be tracked for future reference.
- Polling software provides reports summarizing results by question, participant and other measures.

**Baseline Quiz**
## Baseline Quiz Pre/Post Comparison

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<thead>
<tr>
<th></th>
<th>Change #</th>
<th>Change %</th>
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</thead>
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<tr>
<td>Increase</td>
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<td>15.56%</td>
<td>1.40</td>
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<tr>
<td>Decrease</td>
<td>3</td>
<td>-11%</td>
<td>-1.00</td>
</tr>
<tr>
<td>Same</td>
<td>4</td>
<td>N/A</td>
<td>N/A</td>
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</table>
Objective 2: Formative Assessment

Since ACCT 4110 is also a W2 course, writing assignments were used as assessment instruments to accomplish measurement of both the writing skills and the ethical reasoning skills.

• Assignment 1 – Blackboard assignment in week 3 of the semester:
  • “Instructions: Write a paper describing an ethical dilemma you have faced in a work or school situation, and describe how you resolved the dilemma. Be sure to include full details, including any extraneous influences on your decision process. Enumerate the parties affected by the situation and how your relationship to them might have influenced your decision.
  • View grading rubric for guidance on how your paper will be assessed, and give yourself a grading evaluation before turning in the paper.”
Ethical Reasoning Learning Tools

- ELO Ethical Reasoning definition and map: 
  Ethical Reasoning ELO Map
- Ethics Paper Rubric: 
  Rubric Details
- YouTube video analysis of a moral dilemma: 
  Children on Train Tracks
## Grade Distribution on Ethics Assignments

<table>
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<tr>
<th>Grade Level Achieved</th>
<th>Assignment #1</th>
<th>Assignment #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;90</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>75 to 89</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>&lt;75</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

Includes students completing Service Learning assignments that required written reflection papers.
### Net Change in Ethical Reasoning Content Grades

<table>
<thead>
<tr>
<th>Increased #</th>
<th>Average Increase</th>
<th>Decreased #</th>
<th>Average Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>10.02</td>
<td>3</td>
<td>13.75</td>
</tr>
</tbody>
</table>

Includes only those students who did not complete Service Learning Assignments.
Evaluation of Outcomes

• Performance on both baseline quiz and ethical reasoning content in written papers improved for most students.

• The second writing assignment required analysis of ethics associated with a business situation described in a news article, while the first assignment was based on personal experience. Fourteen students demonstrated an ability to translate their ethical reasoning skills into resolving the described moral dilemma in a meaningful way.

• Overall, evidence suggests that students’ ability to exercise effective ethical reasoning improved over the semester.
References


ACCT 4110 - Auditing

ELO Assessment Pre-Quiz
Professionals should be held to a higher standard of ethics than others.

1. Agree
2. Disagree
3. Not sure
A moral dilemma can be defined as any situation that:

1. Requires making difficult decisions.
2. Involves choosing appropriate behavior that impacts other parties.
3. Challenges one’s personal ethics.
When faced with a moral dilemma, there are usually clearly right and wrong choices available.

1. Agree
2. Disagree
3. Not sure
When faced with a moral dilemma, one should choose the behavior that affects the fewest people negatively.

1. Agree
2. Disagree
3. Not sure
The difference between principles and rules of professional conduct is

1. Principles establish the ideal ethical standards; rules set the minimum standards.

2. Principles are enforceable, while rules are not enforceable.

3. Not sure
Sometimes the best alternative to a moral dilemma is to take no action at all.

1. Agree 50%
2. Disagree 46%
3. Not sure 4%
Any one of the multiple theories on solving moral dilemmas can guide decision making in any situation.

1. True
2. False
3. Do not know
Your ethical standard in personal behavior may be different from your ethical standards in professional behavior.

1. This is acceptable.
2. This is unacceptable.
3. I am not sure.
Ethical standards should always be guided by the laws that govern the society in which one lives.

1. True
2. False
3. There are some gray areas.
Ethical Reasoning

Ethical Reasoning is the recognition of an ethical dimension in a situation, that leads to critical examination of the potential consequences of your (in)actions based on consideration of alternate viewpoints and multiple principles and their implications.

You will be able to demonstrate ethical reasoning when faced with moral dilemmas in a variety of real-world contexts.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aware</strong></td>
<td><strong>Competent</strong></td>
<td><strong>Skilled</strong></td>
</tr>
<tr>
<td>You will recognize an ethical dilemma and understand your role in it.</td>
<td>You will reach a decision based on ethical reasoning.</td>
<td>You will explain how you reached a decision and why you deemed it a better choice than alternatives.</td>
</tr>
<tr>
<td><strong>While you are a Stockton student, you will learn and be asked to demonstrate your ability to:</strong></td>
<td><strong>In addition, you will have a chance to learn and to demonstrate your ability to:</strong></td>
<td><strong>Finally, you will be able to expand your ethical reasoning skills to include the ability to:</strong></td>
</tr>
<tr>
<td>1.1 Recognize a situation as having an ethical dimension.</td>
<td>2.1 Have all of the skills mentioned under “Aware.”</td>
<td>3.1 Have all of the skills mentioned under “Aware” and “Competent.”</td>
</tr>
<tr>
<td>1.2 Explain why it is a dilemma.</td>
<td>2.2 Identify multiple courses of action.</td>
<td>3.2 Explain the reasoning that led to your decision.</td>
</tr>
<tr>
<td>1.3 Identify those most immediately affected.</td>
<td>2.3 Identify values and principles that apply.</td>
<td>3.3 Explain why the solution was selected instead of alternatives.</td>
</tr>
<tr>
<td>2.4 Identify those who are indirectly affected.</td>
<td>3.4 Anticipate and respond to objections to your reasoning.</td>
<td></td>
</tr>
<tr>
<td>2.5 Explain how those involved will be affected.</td>
<td>3.5 Possess the ability to transfer the above skills to multiple areas such as personal, professional, and societal.</td>
<td></td>
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<tr>
<td>2.6 Give reasons for the decision made.</td>
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# Rubric

ACCT 4110 - Ethics Writing Assignment

**Instructions:** Write a paper describing an ethical dilemma you have faced in a work or school situation, and describe how you resolved the dilemma. Be sure to include full details, including any extraneous influences on your decision process. Enumerate the parties affected by the situation and how your relationship to them might have influenced your decision. Your paper should be less than two pages double spaced, but should give comprehensive details that clearly state the problem and the solution you chose. You need not include names of employer, school or stakeholders in the situation, but should clearly state your role in the dilemma and your relationship to each stakeholder (e.g. family member, close friend, acquaintance, co-worker, etc. will suffice.)

## Rubric Detail

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Aware</th>
<th>Competent</th>
<th>Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
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<td>50%</td>
<td>75%</td>
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<tr>
<td><strong>Weight</strong></td>
<td>33.00%</td>
<td>33.00%</td>
<td>33.00%</td>
<td>33.00%</td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td>Situation described does not fit the definition of an ethical dilemma. Does not clearly identify role in the situation or what decision must be made. Ambiguous description of a decision made that purports to resolve the situation.</td>
<td>Properly identified ethical dilemma. Clearly identified role in the dilemma. Alternative courses of action identified. Decision described and explained with clear reasoning.</td>
<td>Properly identified ethical dilemma. Clearly identified stakeholders. Clearly identified role in the dilemma. Alternative courses of action identified. Decision described and explained with clear reasoning.</td>
<td>Properly identified ethical dilemma. Clearly identified role in the dilemma. Clearly identified stakeholders. Alternative courses of action identified. Impact on stakeholders from each alternative clearly articulated. Decision described and explained with clear reasoning.</td>
</tr>
<tr>
<td><strong>Aware</strong></td>
<td>Properly identified ethical dilemma. Clearly identified role in the dilemma. Alternative courses of action identified. Decision described and explained with clear reasoning.</td>
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</tr>
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<td><strong>Competent</strong></td>
<td>Properly identified ethical dilemma. Clearly identified stakeholders. Clearly identified role in the dilemma. Alternative courses of action identified. Decision described and explained with clear reasoning.</td>
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<td><strong>Skilled</strong></td>
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<table>
<thead>
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<td><strong>Weight</strong></td>
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<td>33.00%</td>
<td>33.00%</td>
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</tr>
<tr>
<td><strong>Novice</strong></td>
<td>Paper lacks structure. Difficult to read and/or understand.</td>
<td>Paper lacks clear and cohesive structure, contains frequent repetitions, or lacks clarity in the descriptive language. Paper is interesting, but not easy to read.</td>
<td>Paper may lack clear distinction of introduction or conclusion. Paper is interesting and easy to read.</td>
<td>Paper has a logical sequence of introduction, explanations, and conclusion. Paper is interesting and easy to read.</td>
</tr>
<tr>
<td><strong>Aware</strong></td>
<td>Paper lacks clear and cohesive structure, contains frequent repetitions, or lacks clarity in the descriptive language. Paper is interesting, but not easy to read.</td>
<td>Paper may lack clear distinction of introduction or conclusion. Paper is interesting and easy to read.</td>
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</tr>
<tr>
<td><strong>Competent</strong></td>
<td>Paper may lack clear distinction of introduction or conclusion. Paper is interesting and easy to read.</td>
<td>Paper has a logical sequence of introduction, explanations, and conclusion. Paper is interesting and easy to read.</td>
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<tr>
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