DEGREE LEARNING OUTCOME - RESPONSIBILITY & ETHICS (DLO RES)
Assessment Task Force Report
2014 – 2015 Academic Year

Part I Process

Responsibility and Ethics (RES) is the sixth Degree Learning Outcome (DLO) of six outcomes that Tacoma Community College has set as standards of achievement for its students to meet before graduation.

Responsibility and Ethics: Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

The DLO RES Task Force was convened to formulate a strategy for assessing Tacoma Community College (TCC) students' ability to meet the DLO by completion of a TCC program and graduation. The task force designed a process for sampling and measuring the DLO campus wide with implementation during the 2014 – 2015 academic year.

Task Force members:

Bridgette Agpaoa-Ryder (1st year)	Pam Costa
Wendy Fordham	Elizabeth Golen-Johnson (1st year)
Andrea Jarmon (1st year)	Anne Lyman
Robert Olsen	James Reisdorf
Karen Zediker	Kim Rzeszewicz (facilitator)

METHOD AND TIMELINE

Timeline:

July 14 & 16, 2014	Initial meeting, composed research questions, discussed method for assessment, and designed initial draft of survey.
September 2014	Presented to faculty during Professional Development to solicit ideas for increased student responses to survey. Suggestions included:

- Distribute surveys within individual classes
- Explain to students why survey is done and how data will be used
- Explain ongoing benefits to students
- Repeat surveys more than once throughout quarter

October 2014	Survey emailed out to faculty for feedback.
Fall 2014	Beta tested of survey by sample of currently-enrolled students via hard copy and SurveyMonkey.

Winter 2015	Survey distribution via email through SurveyMonkey.
July 17, 2015	Review of survey results and compilation of report.
September 2016	Presented results of survey to faculty during Professional Development Days (PDD). A faculty survey was created using several of the same questions as the student survey, which was administered before PDD. Comparisons were presented.

After discussion of the DLO, possible methods of assessment, and lessons learned via past DLO task force experiences, the RES DLO decided to utilize a student survey approach via SurveyMonkey; an online survey software application. A subgroup of the task force evaluated existing surveys and subsequently made the decision to design an original survey to reflect the unique needs of the DLO RES (see Appendix A).

The survey was emailed via the TCC campus email accounts to 1,572 currently enrolled students who had completed at least 60 credits at TCC. The task force offered six ($25) gift cards as an incentive for participation. The response rate was 108 out of 1,572 students (7%).

RESEARCH QUESTIONS

The task force chose to delineate the DLO into two research questions. The definitions were specified within each question to provide clarity.

1. **Do students demonstrate an understanding of responsible behavior?**

   Definitions:
   a. **Responsible behavior**: TCC expects students to be **Response-able** rather than simply reacting to issues and events. TCC expects them to respond in ways that demonstrate an understanding of honesty, personal and social accountability, compassion and/or respect for themselves and others, a sense of fairness, and with the courage of their convictions. Responsible behavior is behavior that demonstrates honesty and trustworthiness, personal and social accountability, compassion and/or respect for one's self and others, fairness, and courage in honoring obligations, duties, and commitments and in making decisions.

2. **Do students demonstrate an understanding of ethical behavior toward individuals, the community and the environment?**

   Definitions: Derived from TCC Student Code of Conduct @ https://www.tacomacc.edu/abouttcc/policies/codeofstudentconduct/, discussion within the

Task Force, and resource found at
www.griffith.edu.au/__data/assets/pdf_file/0009/290691/Ethical-behaviour.pdf

    a. **Ethical behavior:** Recognizing/identifying dilemmas involving what is right or wrong, acceptable or unacceptable, appropriate or inappropriate in a given situation. Understanding a course of action in response to multiple, competing legitimate options.

    b. **Individuals:** Implies that students make responsible and ethical decisions that affect other human beings. All forms of relationships with individual others (including with self) are to be considered. Relationships among individuals may range from impersonal individuals who fulfill a role in each other's lives (i.e. student-teacher; student-student, student-security guard, etc.) to interpersonal relationships in which individuals experience each other more fully as human beings.

    c. **Community:** Suggests that the ethical decisions students make affect not only individual people, but the communities in which they interact. TCC expects that students will be able to recognize and consider the influence of their choices on communities not limited to but including the academic, professional, civic, national and global communities of which they are a part.

    d. **Environment:** Reminds our students that they have an ethical responsibility toward the world in which they live and breathe. TCC expects that students will make responsible choices that are in the best interest of the sustainability of their immediate physical environment while at the same time, uphold the value of global responsibility.

Part II Results

SUMMARY OF RESULTS

Strategic Plan Mission Fulfillment Benchmark:

The college set the Benchmark: *50-75% of students surveyed will demonstrate competency of the Degree Learning Outcomes.*

The DLO RES Task Force decided to aim for a goal of 75%.

Survey Results:

- While the research questions delineate between **_Responsible_** and **_Ethical_**, the survey combined the terms in each question for easier student understanding.
- The Benchmark goal was met for the **_Individual_** (87%) and **_Community_** (85%) portions of the DLO.
- The Benchmark was not met for questions addressing the **_Environment_** (52%) portion of the DLO. For example:

- Question #8: "TCC advocates environmentally friendly practices, but a teacher requires her students to turn in everything in paper copies. Do you think the teacher is behaving ethically and responsibly?" *(61.2% YES/38.8% NO)*
  - Question #9: "TCC advocates environmentally friendly practices, but not all classrooms have recycling bins. Do you think TCC is displaying ethical and responsible behavior?" *(30.8% YES/69.2% NO)*

- For detailed responses to individual questions and further analysis, see Appendix B.

STRENGTHS OF THE RESEARCH PROCESS

1. The survey was an original design created by the task force to reflect how the DLO RES pertains to the TCC student community.
2. Questions and scenarios were intentionally designed to reflect real-life student experiences: Truly is student feedback - not perceptions of student feedback.
3. Survey was made available to all students who met the selection criteria - not influenced by faculty incentives. The DLO reached out directly to the students rather than collaborating with campus faculty to encourage students to complete the survey as had been done in previous years.
4. The survey was beta tested in both hard copy and through SurveyMonkey with sample students.
5. Faculty were twice requested to provide feedback on how to help engage students in the survey. Multiple suggestions were received and incorporated, as appropriate.
6. Faculty were requested to provide feedback on the survey prior to administration.
7. By participating in this survey, students reported that they found the process interesting and insightful.
8. SurveyMonkey proved to be a useful and convenient tool, both for administering the survey and for analyzing the results.
9. The CHI Square Goodness of Fit test demonstrated that the observed data distribution was not different from the expected population distribution for the Individual and Community DLO areas, but were different for the Environment area.

DLO Area	Critical Value	Observed Value	Conclusion
Individual	33.9	27.6	Observed = Expected
Environment	3.8	40.2	Observed ≠ Expected
Community	15.5	15.8	Observed = Expected

LIMITATIONS OF THE RESEARCH PROCESS

1. Limitations with instrument:
   a. There were a limited number of questions regarding the environment - only two - which may have contributed to not meeting the task force's 75% benchmark in that area.
   b. There were two questions that were compound questions (asked more than one question):
      - *Q21: "I have been exposed to test answers <u>and</u> reported them to the instructor <u>and</u> let him/her know where I got them;"*
      - *Q30: "I have observed <u>or</u> engaged in bullying of other students <u>and/or</u> instructor in class <u>or</u> during group work."*
   c. Many questions were leading questions and possibly appealed to student's social desirability.
   d. The dichotomous response choices may have limited the students' range of response, possibly skewing the results.
   e. The use of a standardized instrument (as opposed to an original design) might have yielded more reliable and valid results.

2. Limitations with Data:
   a. The sample regarding age and gender is not representative of the TCC population (See Appendix C).
   b. There was a low response rate of 7%. As a point of comparison, the only other DLO Assessment Project to use a survey approach was the DLO Living & Working Cooperatively. In that project, 5000+ emails were sent out with a response of 1315. The response rate was 26%.
   c. The pulled data had some unexpected anomalies. The population surveyed was different from the expected population – the intent was to survey students within 2 quarters of graduation, but instead 30% of the sample was comprised of students who had 60 credits, but were not near graduation.
3. Limitations with the Survey Process:
   1. The survey was administered through SurveyMonkey directly to students' campus email, so faculty incentives could not relied on for completion of the survey in order increase participation.

RECOMMENDATIONS FOR THE FUTURE

A. Survey Implementation
   1. Process recommendations:
      a. Generate a larger sample (N=108). In efforts to remove the responsibility from the faculty for generating participants, this group employed the use of SurveyMonkey rather than administering a survey through the Learning Management System (LMS), Canvas. This resulted in an unexpectedly low sample size (108 responses of 1,572 surveyed).

b. Clarify sampling criteria: "Nearing graduation" was the survey's target population. We asked the Enrollment Services department to identify students who had earned "60 or more credits" for sampling. This captured students who were not necessarily "nearing graduation" or who had completed 60 "college-level" credits. Future task forces may need to identify a way to capture students who are truly near graduation, such as administration of a survey upon completion of the graduation application. This might provide higher numbers and provide task forces higher and sustainable response rates in the future.

2. Sample demographics:
   a. Given the successful matching of demographics with respect to "Ethnicity," compared to the Department of Education (DOE) (Fall, 2013) reporting demographics, future surveys should also mirror how the DOE phrases other variables such as age and gender.
   b. It would be helpful to have more demographic data on graduating students; e.g., age

3. Survey questions:
   a. Future task forces should review the Student Code of Conduct and current Student Rights and Responsibilities to ensure a clear understanding that the survey questions are relevant (e.g., accessing non-academic internet sites on campus computers).
   b. Questions pertaining to the environment are not currently reflected in TCC's Student Code of Conduct. If the same instrument is used again in the next five-year cycle, then revising or deleting questions 7, 8 & 29 is recommended. If "environmental responsibility" remains part of the RES DLO, then the college may want to consider including this in the mission/vision/strategic plan.

4. Employing a pre/post survey:
   a. Utilizing a pre-post survey process might provide a more reliable result capturing students' understanding of responsibility and ethics upon college entry and again close to graduation. For example, implementing a pre-survey for HD101 students and then offering another survey many quarters later in the same sample's education process might be beneficial.

B. Develop a DLO RES Core Leadership Team—Suggestions for Goals
   1. Review Student Code of Conduct and make recommendations for revision of specific behaviors ("environmental responsibility"), defining multiple terms ("cheating," "plagiarism," "academic honesty"). (WAC)
   2. Syllabus Template--Clearly define and provide examples of "academic dishonesty" on all course syllabi. "Do all faculty members consistently and clearly express expectations for

ethical/responsible behavior and consequences for non-compliance?" (versus a mere referral to the Student Rights and Responsibilities process/Code of Conduct).

3. Faculty Professional Development
    a. Do faculty communicate expectations or a process for reporting academic dishonesty? (e.g., If a student catches another cheating, how is that information shared?)
    b. Provide development opportunities addressing academic dishonesty, student expectations and college policies supporting consequences for behavior. Specific strategies for faculty to incorporate in classes.

4. Code of Conduct: Identify strategies for encouraging students to read/understand the Code of Conduct on admission to TCC. Is there a faculty Code of Conduct?

5. Academic Dishonesty: Provide the campus community with a clear definition and examples of academic dishonesty via ctcLink, student-targeted posters, HD101 classes and all course syllabi. [Poster suggestion: What happens if I "cheat" at TCC? These could be student-generated posters (Marketing class assignment?) to encourage student input and collaboration at the college level for driving change.]

6. Access to Resources: Provide safe and accessible resources for all students who witness/experience bullying, harassment or encounter ethical dilemmas.

7. While there may be specific sources that embed responsibility for the environment at the program or course level (e.g. Natural Sciences), there is no campus-wide, universal community effort to support the achievement of this particular element of the DLO. For example, there is no mention of "environment" in the college's mission, vision or strategic plan. The taskforce recommends the Sustainability Advisory Committee's collaboration if the environment

Results from Conversation with Faculty during Fall Professional Development Days, Sept. 2015:

The following faculty volunteered to serve on the DLO RES Core Leadership Team:
Camille Lowman, Susan Donaldson, Jim Reisdorf, Karen Zediker, Anne Lyman

Appendix A
Degree Learning Outcome Responsibility and Ethics

Survey Administered Via SurveyMonkey
Spring Quarter 2015

Responsibility Survey Instructions
TCC is conducting the following survey to determine how our students think in terms of ethics and responsibility. The following questions are intended to evaluate your experience at TCC. All responses will remain confidential with results reported as a group. Students will not be individually identified, so please answer honestly. As a thank you for participating, once you complete the survey you will be entered into a random drawing for a $25 Amazon gift card. The survey should take about ten to fifteen (10-15) minutes to complete.
Thank you in advance for your participation.

Please read the following scenarios and provide one answer.
Part 1
1. Karen is taking a closed-book online test. She comes across a word she must define but does not know. Karen decides to "Google" the word to get the correct definition. Do you think Karen is behaving ethically and/or responsibly?
>Yes
>No

2. Jim is assigned to participate in a group project with 3 other students. The students started and completed the work without Jim, as he was unable to meet with them. The finished assignment was submitted to the instructor and was signed by all four students, including Jim. Do you think Jim is behaving ethically and responsibly?
>Yes
>No

3. Wendy and Kim are enrolled within the same course in Canvas. They plan to improve their test scores by having each person take a quiz first and share the answers with the other person, but the course expectation is that each student independently complete and submit their quiz. Do you think Wendy and Kim are behaving ethically and responsibly?
>Yes
>No

4. Anne borrowed Rob's personal laptop over the weekend. When Rob got the laptop back on Monday, he found that Anne had created and saved a file on his laptop for a course in which they are both currently enrolled. Rob noticed that Anne's homework file/document is identical to his own that was already on his computer. Do you think Anne is behaving ethically and responsibly?
>Yes
>No

5. A classmate of yours regularly uses the term "that's so gay." Do you think the classmate is behaving ethically and responsibly?
>Yes
>No

6. You are walking down the hall past a classroom when you hear the instructor use a racial slur in a prejudiced or demeaning manner. Do you think the instructor is behaving ethically and responsibly?
>Yes
>No

7. In class students are actively engaged in a discussion dealing with a political controversial issue. As part of the discussion, the professor states her own political views. Several students stop participating in the conversation. Do you think the instructor is behaving ethically and responsibly?
>Yes
>No

8. TCC advocates environmentally friendly practices, but a teacher requires her students to turn in everything in paper copies. Do you think the teacher is behaving ethically and responsibly?
>Yes
>No

9. TCC advocates environmentally friendly practices, but not all classrooms have recycling bins. Do you think TCC is displaying ethical and responsible behavior?
> Yes
> No

10. Elizabeth is aware that someone is taking photos of others in the bathroom stalls, but she doesn't tell anyone. Do you think Elizabeth is behaving ethically and responsibly?
> Yes
> No

11. Pam comes to class and is being disruptive, interrupting the learning environment. Do you think Pam is behaving ethically and responsibly?
> Yes
> No

12. A student intentionally falsified his income on his financial aid form. Do you think this student is behaving ethically and responsibly?
> Yes
> No

13. A student is required to get a faculty signature to add or drop a course, but chooses to sign for the faculty member because the teacher is not readily accessible. Do you think this student is behaving ethically and responsibly?
> Yes
> No

Please read the following questions and provide one answer.
Part 2
14. I have taken classes in which my instructors have addressed their expectations regarding cheating, plagiarism, fabrication, and other forms of academic dishonesty.
> Yes
> No

15. I understand that cheating on an assignment or test is unethical.
> Yes
> No

16. I have witnessed someone cheating.
> Yes
> No

17. I reported a person I witnessed cheating.
> Yes
> No
> Not applicable

18. I have been asked by another student for test answers,or to copy my assignment.
> Yes
> No

19. I reported a person asking for my test answers,or to copy my assignment.
> Yes
> No
> Not applicable

20. I have asked another student for test answers,or to copy his/her assignment.
> Yes
> No

21. I have been exposed to test answers and reported them to the instructor and let him/her know where I got them.
> Yes
> No

22. My instructors have provided guidance and resources to help minimize plagiarism in written assignments, i.e. handouts, talk from library staff, online links, video clips.
> Yes
> No

23. TCC has stated/established standards for academic integrity and enforces academic integrity policies and procedures.
> Yes
> No

24. I believe that it is acceptable for me to plagiarize in my assignments because little of what I have learned at TCC will be used after graduation.
> Yes

No

25. Academic dishonesty is less likely in classes where instructors hold me accountable and responsible for my own learning.
    Yes
    No

26. I am responsible for my own learning and the grade I earn in a course.
    Yes
    No

27. If I fail a class, it is primarily the instructor's responsibility.
    Yes
    No

28. I have used social media to speak unfavorably about TCC students, faculty and/or staff.
    Yes
    No

29. Accessing websites and information that are not related to TCC academic work (homework and projects) on TCC computers is irresponsible and unethical.
    Yes
    No

30. I have observed or engaged in the bullying of other students and/or instructors in class or during group work.
    Yes
    No

31. I have read the TCC Student Code of Conduct.
    Yes
    No

32. I believe that it is NOT acceptable for me to plagiarize in my assignments.
    True
    False

33. My instructors have NOT provided guidance and resources to help minimize plagiarism in written assignments.
    True
    False

34. I have NEVER asked another student for test answers,or to copy his/her assignment.
    True
    False

35. I have NEVER observed or engaged in the bullying of other students and/or instructors in class or during group work.
    True
    False

36. I am aware that TCC has a Student Code of Conduct that all students are required to read.
    Yes
    No

Demographic Information

37. What is your age?
    under 20
    20-24
    25-29
    30-39
    40-49
    50-59
    60 or above

38. What is your gender?
    Male
    Female
    Other (please specify)

39. What is your ethnicity? (Please select all that apply.)
    Asian
    Pacific Islander
    African American
    Native American
    Hispanic
    White
    Other Race

40. What is your expected graduation year?
    2015

2016
2017
2018
2019 or later

41. What is the number of TCC credits you have already earned?
0-15 (usually 1 quarter of full time coursework)
16-30 (usually 2 quarters of full time coursework)
31-45 (usually 3 quarters of full time coursework)
46-60 (usually 4 quarters of full time coursework)
Over 60 (usually 5 quarters of full time coursework)

42. I attend classes primarily in the...
Day
Evening
Other (please specify)

43. Please feel free to make any comments related to the survey.

44. TCC Student Identification Number
(optional, but required to get gift card to you if you win!)

Survey is Complete!

Please print off this confirmation page as evidence of having completed the:
TACOMA COMMUNITY COLLEGE
Responsibility Student Survey
Winter Quarter 2015

Please follow these directions when printing (on most computers): 1) RIGHT click on the uppermost left corner of your screen. You will see a "print" option on the drop down menu that appears.
2) Click on "print" and choose printer options. 3) After choosing your options, click on "print".
If you have any questions about the survey, please contact Kim Rzeszewicz, at (253) 566-5288 or krzeszewicz@tacomacc.edu.

Appendix B

Survey Data Results

Our analysis of the survey data consisted of the following steps:

1. We first organized the responses to the survey questions by the three different DLO areas; Individual, Environment, and Community. Of the 44 questions asked in the survey, 25 pertained to Individual, 2 to Environment, 10 to Community and the remaining 7 questions were demographic questions.

2. For each question we identified the expected response to each question; yes (true) or no (false).

3. We computed the percent of the questions for each DLO area that received the expected response. The results were as follows:

DLO Area	% of Expected Responses Received
Individual	87%
Environment	52%
Community	85%

4. We then performed a Chi-square Goodness of Fit test to determine if the observed survey responses met our expected survey responses. To do this test we used a 5% significance level and computed our estiamted survey responses with the assumption that 90 percent of the responses would match our expected response. The results were as follows:

DLO Area	Critical Value	Observed Value	Conclusion
Individual	33.9	27.6	Observed = Expected
Environment	3.8	40.2	Observed ≠ Expected
Community	15.5	17.6	Observed ≠ Expected

5. Based on these results, we re-ran the test with the assumtion that 85% of the responses would match the expected response for the Community DLO area. We did not re-run the test for the Environment DLO area because there was such a small amount of data and did not expect and changes in the conclusion. The results were:

DLO Area	Critical Value	Observed Value	Conclusion
Community	15.5	15.8	Observed = Expected

6. Therefore, our overall conclusion was that the observed survey responses for the Individual and Community DLO areas were not significantly different than our expected responses and that for the Environment DLO area the observed responses were significantly different that the expected responses.

7. A PowerPoint presentation that summarizes the raw data is contained at the end of this Appendix.

Individual Category (Indv)

Category	Indv 1	Indv 2	Indv 3	Indv 4	Indv 10	Indv 11	Indv 12	Indv 13	Indv 15	Indv 16	Indv 17	Indv 18	Indv 19	Indv 20	Indv 21	Indv 24	Indv 26	Indv 27	Indv 29	Indv 30	Indv 31	Indv 32	Indv 34	Indv 35	Indv 36	Total
Ques	1	2	3	4	10	11	12	13	15	16	17	18	19	20	21	24	26	27	29	30	31	32	34	35	36	
Custom Data	Karen is ta	Jim is assi	Wendy and	Anne borro	Elizabeth i	Pam come	A student i	A student i	I understar	I have witn	I reported a	I have bee	I reported a	I have ask	I have bee	I believe th	I am respo	If I fail a cla	Accessing	I have obs	I have rea	I believe th	I have NE\	I have NE\	I am aware that TCC has a S	
Yes	18	6	2	5	3	2	3	3	102	27	10	28	6	2	8	1	99	1	62	3	74	101	96	94	83	756
No	90	101	105	100	99	101	100	99	1	76	15	75	21	100	93	100	2	100	39	98	27	0	5	7	18	1554
Blank	0	1	1	3	6	5	5	6	5	5	5	5	5	6	7	7	7	7	7	7	7	7	7	7	7	128
	108	108	108	108	108	108	108	108	108	108	30	108	32	108	108	108	108	108	108	108	108	108	108	108	108	2438
Yes %	17%	6%	2%	5%	3%	2%	3%	3%	94%	25%	33%	26%	19%	2%	7%	1%	92%	1%	57%	3%	69%	94%	89%	87%	77%	
No %	83%	94%	97%	93%	92%	94%	93%	92%	1%	70%	50%	69%	66%	93%	86%	93%	2%	93%	36%	91%	25%	0%	5%	6%	17%	
Blank %	0%	1%	1%	3%	6%	5%	5%	6%	5%	5%	17%	5%	16%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	
	90	101	105	100	99	101	100	99	102	76	10	28	21	100	93	100	99	100	62	98	74	101	96	94	83	2132 / 87%
										xx	xx	xx	xx						xx		xx			xx		
Expected Ans	N	N	N	N	N	N	N	N	Y	?	Y	?	Y	N	Y	N	Y	N	Y	N	Y	Y	T	T	Y	
Observed	90	101	105	100	99	101	100	99	102		20		13	100	93	100	99	100	62	98	74	101	96	94	83	
Expected (108 *.90)	97	97	97	97	97	97	97	97	97		24		25	97	97	97	97	97	97	97	97	97	97	97	97	
	0.53	0.15	0.63	0.08	0.03	0.15	0.08	0.03	0.24		0.76		5.91	0.08	0.18	0.08	0.03	0.08	12.75	0.01	5.54	0.15	0.01	0.11	2.07	CHI² **27.6**

Degrees of Freedom (DF = 22.00
Critical Value @ ά = .05 : **33.9**
Conclusion: Observed = Expected

Environmental (Env) and Community (Com) Categories

Category	Env 8	Env 9		Com 5	Com 6	Com 7	Com 14	Com 22	Com 23	Com 25	Com 28	Com 33	
Ques	8	9		5	6	7	14	22	23	25	28	33	
Custom Data	TCC advo	TCC advocates environmentally		A classma	You are wa	In class stu	I have take	My instruc	TCC has s	Academic	I have use	My instructors have NOT provide	
Yes	63	32	95	6	2	41	99	91	98	79	2	3	5
No	40	72	112	99	102	61	4	9	2	22	99	98	197
Blank	5	4	9	3	4	6	5	8	8	7	7	7	14
	108	108	216	108	108	108	108	108	108	108	108	108	972
Yes %	58%	30%		6%	2%	38%	92%	84%	91%	73%	2%	3%	
No %	37%	67%		92%	94%	56%	4%	8%	2%	20%	92%	91%	
Blank %	5%	4%		3%	4%	6%	5%	7%	7%	6%	6%	6%	
	40	72	112 / 52%	99	102	61	99	91	98	79	99	98	826 / 85%
	xx	xx			xx				xx				
Expected Ans	N	N		N	N	N	Y	Y	Y	Y	N	F	
Observed	40	72		99	102	61	99	91	98	79	99	98	Observed
Expected (108 *.90)	97	97		97	97	97	97	97	97	97	97	97	Expected (108 *.90)
	33.7	6.5	CHI² **40.2**	0.03	0.24	13.48	0.03	0.40	0.01	3.41	0.03	0.01	CHI² **17.6**

(Env) Degrees of Freedom (DF= 1
Critical Value @ ά = .05 : **3.8**
Conclusion: Observed ≠ Expected

(Com) Degrees of Freedom (DF = 8.00
Critical Value @ ά = .05 : **15.5**
Conclusion: Observed ≠ Expected

	Com 5	Com 6	Com 7	Com 14	Com 22	Com 23	Com 25	Com 28	Com 33	
Observed	99	102	61	99	91	98	79	99	98	Observed
Expected (108 *.85)	92	92	92	92	92	92	92	92	92	Expected (108 *.85)
	0.56	1.13	10.33	0.56	0.01	0.42	1.78	0.56	0.42	CHI² **15.8**

Degrees of Freedom (DF = 8.00
Critical Value @ ά = .05 : **15.5**
Conclusion: Observed ≠ Expected

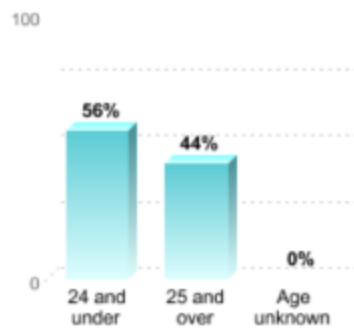# DLO: Ethics and Responsibility

Initial Result from Student Survey – Spring 2015

Respondent's Biographical Data
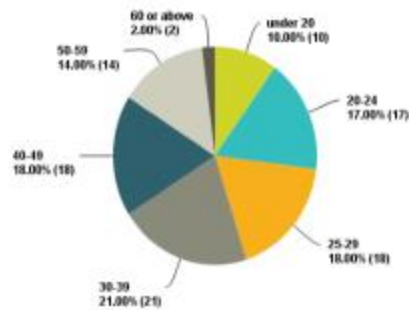
* Age
* Gender
* Ethnic Identity(ies)
* Expected Graduation
* Number of Credits Earned
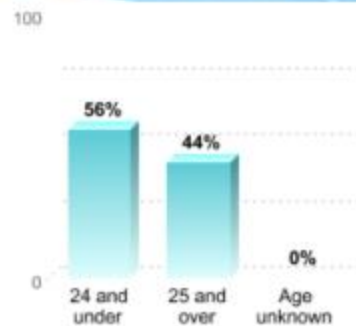* Day, Night, Online

Student Age: Fall 2013

100

56%

44%

0%

24 and under | 25 and over | Age unknown

* U.S. Department of Education
  Institute of Education Sciences
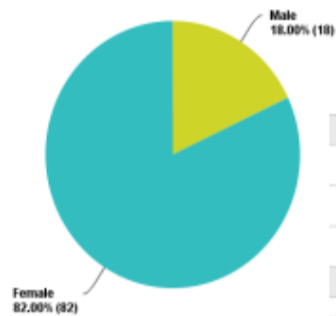 National Center for Education Statistics

Age Comparison

60 or above
2.00% (2)

under 20
10.00% (10)

50-59
14.00% (14)

20-24
17.00% (17)

40-49
18.00% (18)

25-29
18.00% (18)

30-39
21.00% (21)

24 and under = 27
25 and over = 63
Total = 100

100

56%

44%

0%

24 and under | 25 and over | Age unknown

15

Q38: What is your gender?
* Answered: 100 Skipped: 8

Male
18.00% (18)

Female
82.00% (82)

Answer Choices				Responses	
Male (1)				18.00%	18
Female (2)				82.00%	82
Other (please specify) (3)				0.00%	0
Total					100

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.82	0.38

Student Gender: Fall 2013
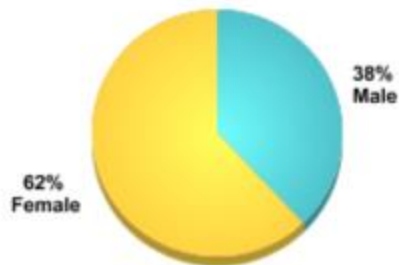
38%
Male

62%
Female

* U.S. Department of Education
Institute of Education Sciences
National Center for Education Statistics

Gender Comparison

Male
18.00% (18)

Female
82.00% (82)

38%
Male

62%
Female
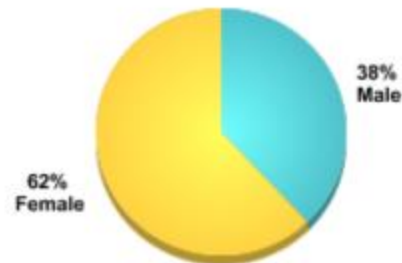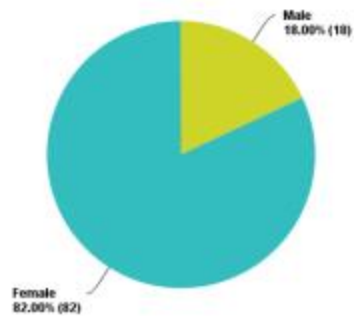
What is your ethnicity? Please select all that apply.   Answered: 99 Skipped 9
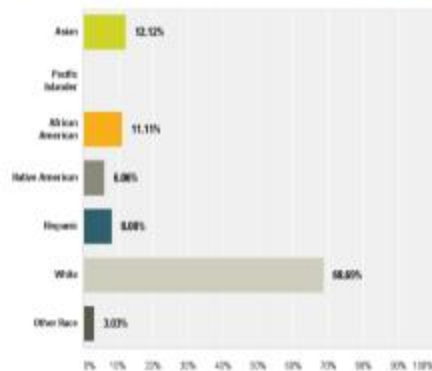
Answer Choices	Responses	
Asian (1)	12.12%	12
Pacific Islander (2)	0.00%	0
African American (3)	11.11%	11
Native American (4)	6.06%	6
Hispanic (5)	8.08%	8
White (6)	68.69%	68
Other Race (7)	3.03%	3
Total Respondents: 99		

Basic Statistics				
Minimum 1.00	Maximum 7.00	Median 6.00	Mean 4.00	Standard Deviation 1.73

Student Race/Ethnicity: Fall 2013
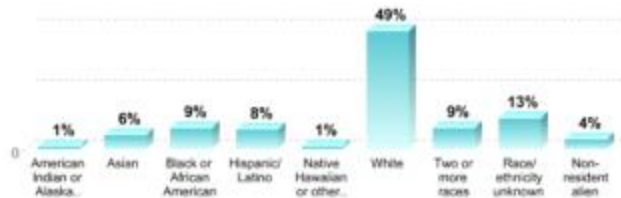
* U.S. Department of Education
Institute of Education Sciences
National Center for Education Statistics

Ethnicity Comparison
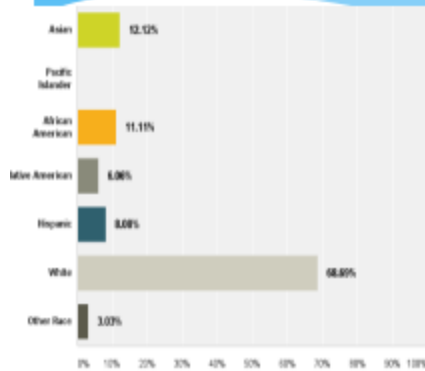
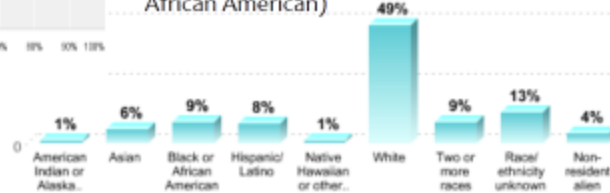6 of 99 respondents identified with more than one ethnic heritage.
Other:
2 identified as "human or homo sapien"
1 identifies as Italian
Comments:
1 identifies as Black not African American ("American - not from Africa" – but selected African American)
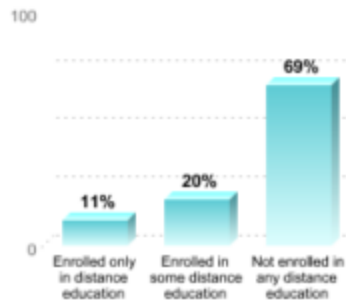
Q42: I attend classes primarily in the...
Answered: 100   Skipped: 8

OTHER:
10/22 = Online
12/22 = Combination of
Day, Evening & Online

Answer Choices	Responses	
Day (1)	63.00%	63
Evening (2)	15.00%	15
Other (please specify) (3)	22.00%	22
Total		100

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	3.00	1.00	1.59	0.83

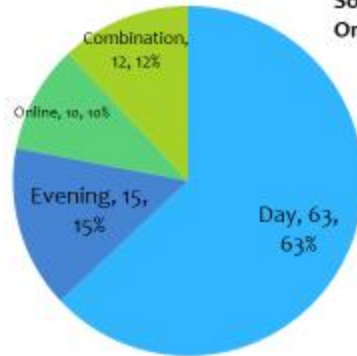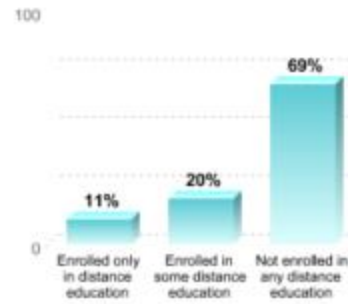# Undergraduate Distance Education Status: Fall 2013

U.S. Department of Education
Institute of Education Sciences
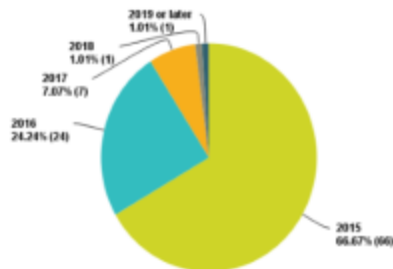National Center for Education Statistics

Distance Learning Comparison

Attending Classes..

Distance Only: 10%
Some Distance Ed: 12%
On Campus only: 78%

Pie chart:
- Combination, 12, 12%
- Online, 10, 10%
- Evening, 15, 15%
- Day, 63, 63%

Bar chart:
- Enrolled only in distance education: 11%
- Enrolled in some distance education: 20%
- Not enrolled in any distance education: 69%

Q40: What is your expected graduation year? Answered: 99 Skipped: 9

Pie chart:
- 2019 or later 1.01% (1)
- 2018 1.01% (1)
- 2017 7.07% (7)
- 2016 24.24% (24)
- 2015 66.67% (66)

Answer Choices	Responses	
2015 (1)	66.67%	66
2016 (2)	24.24%	24
2017 (3)	7.07%	7
2018 (4)	1.01%	1
2019 or later (5)	1.01%	1
Total		99

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	1.00	1.45	0.78

Open Ended Responses

- Confusing/tricky
- Praise of Survey
- Want more options
- Praise of TCC
- Learned Something
- Profs know studs cheat
- Ethnicity Labels bad
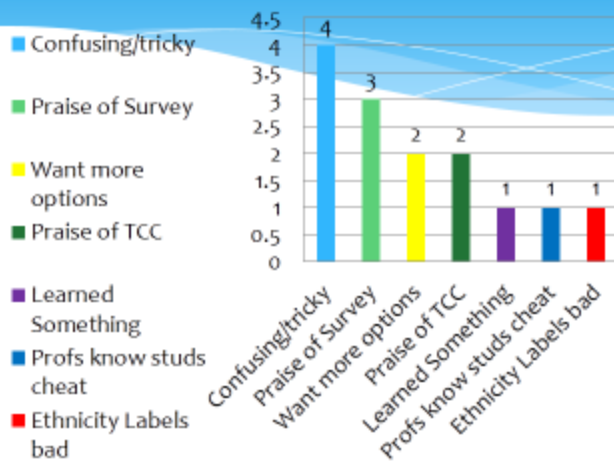
Q41: What is the number of TCC credits you have already earned?
Answered: 100   Skipped: 8
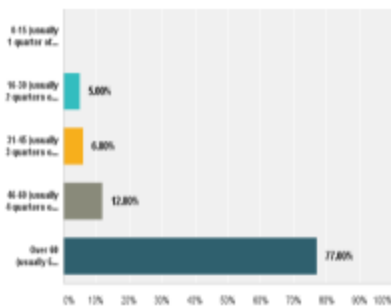
Answer Choices	Responses	
0-15 (usually 1 quarter of full time coursework) (1)	0.00%	0
16-30 (usually 2 quarters of full time coursework) (2)	5.00%	5
31-45 (usually 3 quarters of full time coursework) (3)	6.00%	6
46-60 (usually 4 quarters of full time coursework) (4)	12.00%	12
Over 60 (usually 5 quarters of full time coursework) (5)	77.00%	77
Total		100

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	5.00	5.00	4.61	0.81

Open Ended Responses: Confusing/Tricky

* It was confusing
* I don't understand why the same questions were asked more than once
* Some of the questions are obscured and probably meant to trick students. I believe that students are not responsible for their own learning for they are paying for an education.. but I do find that they are responsible for their own grade in the class based on work ethics.
* These questions did not seem very well worded for being research questions. It was quite obvious on nearly all of them what the "right" answer was. There was also some bias in the questions. For example: saying something, in general, that is not "politically correct" is not automatically horrible, unethical, or irresponsible ("that's so gay"). But it was obvious that the author of these questions believes it is wrong. Now, saying something racial/politically incorrect/etc with the intention of putting someone down is irresponsible, unethical, and flat out horrible. Also, several questions are flat out terrible. Observing negative talk about teachers/students is one thing, but actually engaging in it and having a part of it is another. The author put them both together, however, not once, but twice. So saying "yes, I have observed it" is the same as saying "yes, I have participated in it." Not accurate, at all.

Open Ended Responses: Praise of Survey

* Thank you for asking
* Good Survey
* The survey was interesting to say the least

Open Ended Responses: Praise of TCC

* TCC is an amazing school and the teachers are very helpful and work hard to be there for their students.
* This is my last quarter at T.C.C. and I really feel I have been exceptionally trained.

Open Ended Responses: Want More Options

* I don't believe sufficient options are available for all the questions so your survey will have skewed results. I don't understand why the same questions were asked more than once
* I do not like how the bullying questions included witness and participation in the same question. While I witnessed bullying, I stood up for the one being bullied. I do not like the implication that I either participated or watched are the only options in an ethics survey.

Open Ended Responses: Professors know students cheat

* I received my AA in 1985. Plagiarism was harder then (very few computers and the web didn't exist). I have not taken the type of class where plagiarism would be an easy problem since PC's and the web has become widely accessible so I am unaware if teachers discuss plagiarism or not with their classes. I know that on the syllabus that I received, there is a standard "blurb" about cheating and plagiarism. In re: copying homework. The one class that this was an issue was graded on a curve and the teacher was aware that students were copying answers. He told us that it would only hurt us (because of the curve). It was amazing how many students still copied answers.

Open Ended Responses: Learned Something

* I was not aware that all students were required to read the code of student conduct.

Political Prof

Q7: In class students are actively engaged in a discussion dealing with a political controversial issue. As part of the discussion, the professor states her own political views. Several students stop participating in the conversation. Do you think the instructor is behaving ethically and responsibly?

Answer Choices				Responses	
Yes (1)				40.29%	41
No (2)				59.89%	61
Total					102

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.60	0.49

Open Ended Responses: Ethnicity Labels are bad

* Again, it is ethically wrong to characterize a person's ethnicity based on a skin color. Just as it would be demoralizing to refer to someone as "black", it is likewise unacceptable to use the term "white" to describe Caucasians, especially in a survey about morals & ethics.

No recycle bins

Yes
30.77% (32)

Q9: TCC advocates environmentally friendly practices, but not all classrooms have recycling bins. Do you think TCC is displaying ethical and responsible behavior?

No
69.23% (72)

Answer Choices				Responses	
Yes (1)				30.77%	32
No (2)				69.23%	72
Total					104

Basic Statistics					
Minimum	Maximum	Median	Mean	Standard Deviation	
1.00	2.00	2.00	1.69	0.46	

Teacher requires paper

No
38.83% (40)

Q8: TCC advocates environmentally friendly practices, but a teacher requires her students to turn in everything in paper copies. Do you think the teacher is behaving ethically and responsibly?

Yes
61.17% (63)

Answer Choices				Responses	
Yes (1)				61.17%	63
No (2)				38.83%	40
Total					103

Basic Statistics					
Minimum	Maximum	Median	Mean	Standard Deviation	
1.00	2.00	1.00	1.39	0.49	

I've witnessed cheating

Yes
26.21% (27)

Q16: I have witnessed someone cheating

No
73.79% (76)

Answer Choices			Responses	
Yes (1)			26.21%	27
No (2)			73.79%	76
Total				103

| Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.74	0.44

Teacher address expectations regarding plagiarism

No
3.88% (4)

Q14: I have taken classes in which my instructors have addressed their expectations regarding cheating, plagiarism, fabrication, and other forms of academic dishonesty.

Yes
96.12% (99)

Answer Choices			Responses	
Yes (1)			96.12%	99
No (2)			3.88%	4
Total				103

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.04	0.19

27

Percentage of students who responded to cheating.
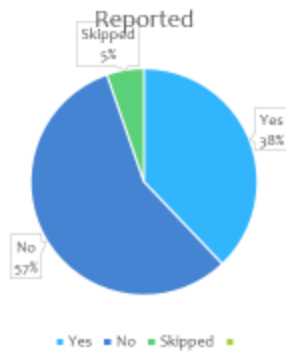
Of those who reported witnessing someone cheat:

- 38% reported the cheater
 - 57% did not
- 5% did not respond to the follow up question.

Legend: Yes, No, Skipped

I reported cheating I witnessed

Q17: I reported a person I witnessed cheating

Answer Choices	Responses	
Yes (1)	9.71%	10
No (2)	14.56%	15
Not applicable (3)	75.73%	78
Yes (4)	0.00%	0
No (5)	0.00%	0
Total		103

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	3.00	3.00	2.66	0.65

Reported requestor

Yes
5.83% (6)

No
20.39% (21)

Not applicable
73.79% (76)
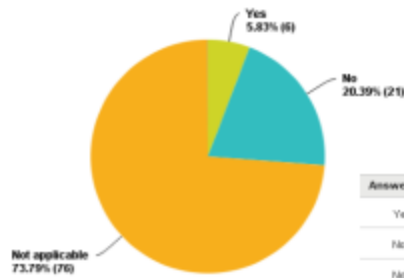
Q19: I reported a person asking for my test answers, or to copy my assignment.

Answer Choices	Responses	
Yes (1)	5.83%	6
No (2)	20.39%	21
Not applicable (3)	73.79%	76
Not applicable (4)	0.00%	0
Yes (5)	0.00%	0
No (6)	0.00%	0
Total		103

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	3.00	3.00	2.68	0.58

Been asked to copy

Yes
27.18% (28)

No
72.82% (75)
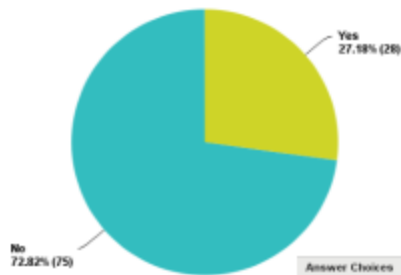
Q18: I have been asked by another student for test answers, or to copy my assignment.

Answer Choices	Responses	
Yes (1)	27.18%	28
No (2)	72.82%	75
Total		103

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.73	0.44

Double barreled question

Q21: I have been exposed to test answers and reported them to the instructor and let him/her know where I got them.
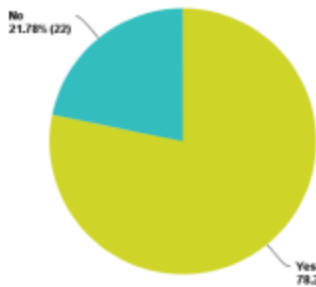
Yes
7.92% (8)

No
92.08% (93)

Answer Choices				Responses	
Yes (1)				7.92%	8
No (2)				92.08%	93
Total					101

Basic Statistics					
Minimum	Maximum	Median	Mean	Standard Deviation	
1.00	2.00	2.00	1.92	0.27	

Reported

Skipped
4%

Yes
21%

No
75%

■ Yes ■ No ■ Skipped ■

Of those who reported being asked to copy their work:

- 21% reported the cheater
  - 75% did not
- 4% did not respond to the follow up question.
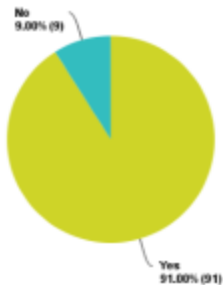
Academic Dishonesty reduced?

No
21.78% (22)

Q25: Academic dishonesty is less likely in classes where instructors hold me accountable and responsible for my own learning.

Yes
78.22% (79)

Answer Choices			Responses	
Yes (1)			78.22%	79
No (2)			21.78%	22
Total				101

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.22	0.41

Provided Guidance

No
9.00% (9)

Q22: My instructors have provided guidance and resources to help minimize plagiarism in written assignments, i.e. handouts, talk from library staff, online links, video clips.

Yes
91.00% (91)

Answer Choices			Responses	
Yes (1)			91.00%	91
No (2)			9.00%	9
Total				100

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.09	0.29

31

Have read TCC Code of Conduct

No
26.73% (27)

Q31: I have read the TCC Student Code of Conduct

Yes
73.27% (74)

Answer Choices			Responses	
Yes (1)			73.27%	74
No (2)			26.73%	27
Total				101

Basic Statistics

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.27	0.44

Use of TCC computers for personal business
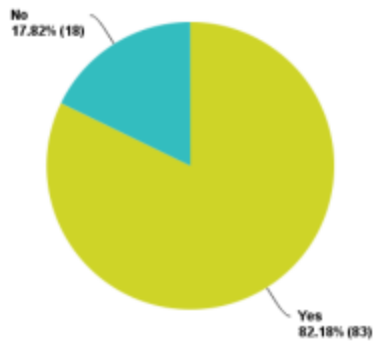
No
38.61% (39)

Q29: Accessing websites and information that are not related to TCC academic work (homework and projects) on TCC computers is irresponsible and unethical.

Yes
61.39% (62)

Answer Choices			Responses	
Yes (1)			61.39%	62
No (2)			38.61%	39
Total				101

Basic Statistics

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.39	0.49

Aware of Code of Conduct

No
17.82% (18)

Q36: I am aware that TCC has a Student Code of Conduct that all students are required to read.

Yes
82.18% (83)

Answer Choices	Responses	
Yes (1)	82.18%	83
No (2)	17.82%	18
Total		101

Basic Statistics				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.18	0.38

TASK FORCE FOR ASSESSING DLO RES:

Degree Learning Outcome #6:
Responsibility and Ethics

RESPONSIBILITY & ETHICS DLO

- Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

DLO RES Task Force 2014-2015

- Bridgette Agpaoa-Ryder (1st year)
- Pam Costa
- Wendy Fordham
- Elizabeth Golen-Johnson
- Andrea Jarmon (1st year)
- Anne Lyman
- Robert Olsen
- Jim Reisdorf
- Karen Zediker
- Kim Rzeszewicz (facilitator)

Strategic Plan Mission Fulfillment Benchmark

- The college set the Benchmark: *50-75% of students surveyed will demonstrate competency of the Degree Learning Outcomes.*

- *The task force decided to aim for a goal of 75% or higher .*

Research Questions/Summary of Results

- 1. Do students demonstrate an understanding of responsible behavior?

- 2. Do students demonstrate an understanding of ethical behavior toward individuals, the community and the environment?
  - Goal was met for the *Individual* (87%) and *Community* (85%)
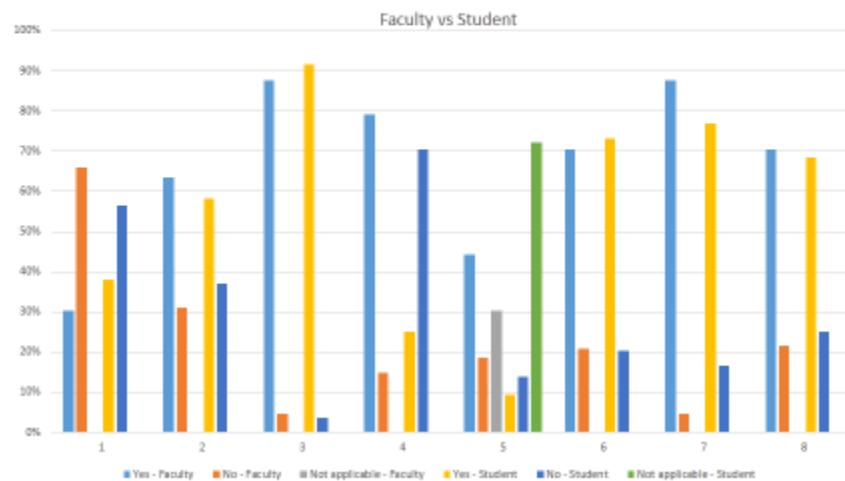 - Goal was not met for the *Environment* (52%)

Faculty Survey

- 8 Questions from the Student Survey did not result in the expected responses for numerous responses,

- Surveyed the faculty with the same 8 questions.

Faculty Survey – Results – Option 1

Faculty vs Student Results
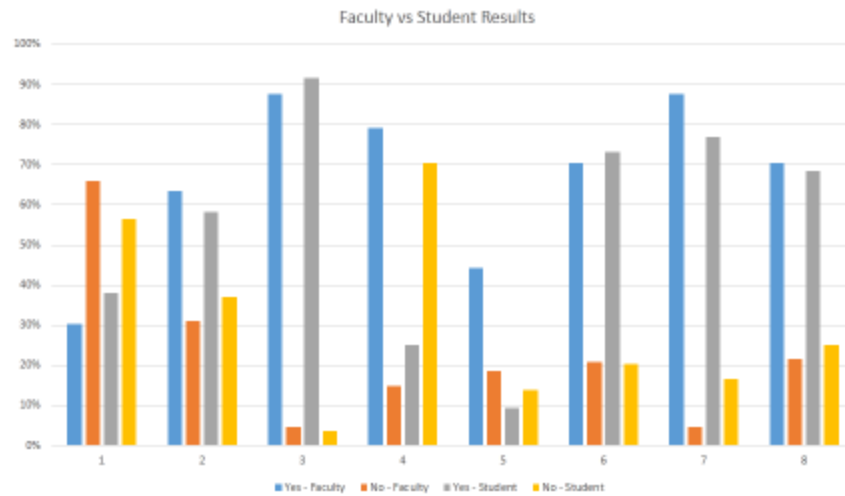
Faculty Survey – Results – Option 2

Faculty vs Student

Recommendations for Follow-up

- Establish a *Responsibility and Ethics Core Leadership Team*

- Work with the *Syllabus Template Task Force.*

- Provide professional development opportunities.

Next Step

- Completed DLO Assessment Task Force report – Winter 2016