



# Assessing the Subjective: Social Responsibility and Ethical Decision Making

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# Today's Agenda

- ▶ Introductions
- ▶ Overview of the Workshop
- ▶ What Would You Like to Know
- ▶ Social Responsibility Discussion
  - ▶ CITE Definition
  - ▶ General Definition
  - ▶ Aligning with the UH Mission
  - ▶ Sample Assignments and Rubrics
  - ▶ Identifying the Verbs
- ▶ Ethical Decision-Making Discussion
  - ▶ CITE Definition
  - ▶ General Definition
  - ▶ Aligning with the UH Mission
  - ▶ Sample Assignments and Rubrics
  - ▶ Identifying the Verbs
- ▶ Now It's Your Turn
- ▶ Q&A

# What Would You Like to Get Out of Today's Workshop?

- ▶ Sample Assignments?
- ▶ Effective Qualitative Assessment Techniques?
- ▶ Rubric Samples?
- ▶ Utilizing One Assessment Tool for Multiple Measures?



# Social Responsibility - Definition

- ▶ Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities are the components of **social responsibility**. (Texas Core Curriculum, THECB)
- ▶ Social responsibility is an **ethical theory in which individuals are accountable for fulfilling their civic duty**, and the actions of an individual must benefit the whole of society.

## How Does This Align with the Mission of UH?

The University of Houston draws strength from its **diversity to transform lives and communities** through education, research, **service** and innovation in a **real world setting**. UH is an engine for discovery, conversation and **change that informs and leads local, state, national and global partnerships**.



# Assignment Types

- ▶ Self-Reflection Exercises
  - ▶ Journaling
  - ▶ Questionnaire with Open-Ended Questions Targeting Specific Areas
- ▶ Scenario or Dilemma Based Tasks
  - ▶ Case Studies
  - ▶ Hypothetical Scenarios that Prepare Students for Actual Experience
- ▶ Student Observations in Actual Practice
  - ▶ Communication Strategies
  - ▶ Community Engagement

# Sample Rubric - Undergraduate Summer Shadowing Program

## Final Reflective Project on Determinant of Health

### ▶ Exemplary

- ▶ 1) Tailors communication strategies to effectively navigate the cultural differences in verbal and nonverbal communication. (Intercultural Communication)
- ▶ 2) Provides evidence of mutually beneficial community engagement and clearly articulates what was learned through the engagement experience (activity, sufficient learning and community benefit). (Connecting Learning and Engagement)

### ▶ Proficient

- ▶ 1) Communicates in a cultural context and demonstrates substantial understanding of cultural differences in verbal and nonverbal communication. (Intercultural Communication)
- ▶ 2) Provides evidence of community activity and clearly articulates what was learned as a result (activity, sufficient learning, but no benefit to community). (Connecting Learning and Engagement)

### ▶ Competent

- ▶ 1) Communicates in a cultural context and demonstrates partial understanding of cultural differences in verbal and nonverbal communication. (Intercultural Communication)
- ▶ 2) Provides evidence of community activity and minimally expresses what was learned as a result (activity, minimal learning, but no benefit to community). (Connecting Learning and Engagement)

### ▶ Needs Improvement

- ▶ 1) Communicates in a cultural context but demonstrates minimal understanding of cultural differences in verbal and nonverbal communication. (Intercultural Communication)
- ▶ 2) Provides evidence of community activity but does not indicate that anything was learned as a result (activity but no learning or benefit to community). (Connecting Learning and Engagement)

### ▶ Inadequate

- ▶ None of the items are addressed by the student.

# Sample Rubric - UH Core Assessment (Essays or Projects)

	4 - Exemplary	3-Proficient	2-Developing	1-Inadequate
<p><b>Understanding the Characteristics of Multiple Communities and/or Cultures</b></p> <p>Community is defined as any group of people with similar backgrounds or interests.</p> <p>Example: One could compare issues Asian immigrants to the US face vs. Latin American immigrants.</p> <p>Example: One could compare economic policies from the viewpoint of the ultra-wealthy vs. the working poor.</p>	<p>Articulates the perspectives, beliefs, traditions, or needs of the groups involved and is able to compare and contrast the characteristics of multiple groups.</p>	<p>Between Exemplary and Inadequate; closer to Exemplary</p>	<p>Between Exemplary and Inadequate; closer to Inadequate</p>	<p>Articulates the perspectives, beliefs, traditions, or needs of only one group with little regard or understanding of the viewpoints of other groups.</p>
<p><b>Applying Social Principles</b></p>	<p>Clearly addresses the interplay of elements such as history, politics, communication styles, economy, or religious beliefs of a group and how these elements influence behavior and decision making. Analysis for each group is thorough and connections are made between the groups.</p>	<p>Between Exemplary and Inadequate; closer to Exemplary</p>	<p>Between Exemplary and Inadequate; closer to Inadequate</p>	<p>Makes little or no attempt to address the interplay of elements such as history, politics, communication styles, economy, or religious beliefs of a group and how these elements influence behavior and decision making.</p>
<p><b>Recognizing Principles of Civic Responsibility</b></p>	<p>Is able to provide thorough analysis to explain arguments for or against competing principles in terms of societal and policy issues or is able to apply general principles to</p>	<p>Between Exemplary and Inadequate; closer to Exemplary</p>	<p>Between Exemplary and Inadequate; closer to Inadequate</p>	<p>Sees societal and policy issues only in terms of his/her own, personal or group interests.</p>



# Verbs for Writing Student Learning Outcomes for Social Responsibility

- ▶ Demonstrate
- ▶ Communicate
- ▶ Participate
- ▶ Articulate
- ▶ Analyze



# Ethical Decision-Making - Definition

- ▶ Ethical decision making includes reasoning about right and wrong human conduct. It requires students to be able to **assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions** (AAC&U Ethical Reasoning VALUE Rubric).
- ▶ Ethical decision-making refers to the **process of evaluating and choosing among alternatives in a manner consistent with ethical principles**. In making ethical decisions, it is necessary to perceive and eliminate unethical options and select the best ethical alternative.

## How Does This Align with the Mission of UH?

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# Assignment Types - Ethical Decision-Making

- ▶ Scenario or Dilemma Based Tasks
  - ▶ Case Studies
  - ▶ Hypothetical Scenarios that Prepare Students for Actual Experience
- ▶ Observation in Teamwork Assignments
  - ▶ Contributions to the Team
- ▶ Multiple Choice Questions Based on Varying Scenarios
- ▶ Personal Reflection Essays (pre and post activity)



# Sample Rubric - Analysis of a Scenario

School of Business Ethics Evaluation Rubric (approved by School of Business Curriculum April 10, 2012)

	Exemplary	Acceptable	Unacceptable
Identifies dilemma Weight ____	<ul style="list-style-type: none"> <li>Describes the dilemma in detail having gathered pertinent facts.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the dilemma, including pertinent facts.</li> </ul>	<ul style="list-style-type: none"> <li>Vaguely describes the dilemma.</li> </ul>
Identifies Stakeholders Weight ____	<ul style="list-style-type: none"> <li>Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Determines who should be involved in the decision making process and accurately identifies all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Insufficiently describes who should be involved in the decision making process.</li> </ul>
Analysis alternatives and consequences Weight ____	<ul style="list-style-type: none"> <li>Analyzes multiple alternatives and evaluates each on the basis of ethical principles in the context of stakeholder welfare.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes at least two alternatives and predicts their associated consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to appraise the relevant facts and assumptions and identifies no alternatives.</li> </ul>
Chooses Action Weight ____	<ul style="list-style-type: none"> <li>Chooses an action justified by arguments and reason, taking reasonable counter-arguments into account.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses an action justified by arguments and reason.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to identify and describe an appropriate action.</li> </ul>

# Sample Rubric - Ethical Decision Making/Ethical Reasoning (AACU Value Rubric)

RUBRIC	Needs Improvement	Proficient	Exemplary
<b>Ethical Self-Awareness</b>	Student states either their core beliefs or articulates the origins of the core beliefs but not both.	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.
<b>Understanding Different Ethical Perspectives/Concepts</b>	Student only names the major theory she/he uses.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.
<b>Ethical Issue Recognition</b>	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross- relationships among the issues.	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross- relationships among the issues.
<b>Application of Ethical Perspectives/Concepts</b>	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.
<b>Evaluation of Different Ethical Perspectives/Concepts</b>	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.

# Verbs for Writing Student Learning Outcomes for Ethical Decision Making

- ▶ Identify
- ▶ Apply
- ▶ Evaluate
- ▶ Articulate
- ▶ Analyze



# Is There an Opportunity to Use One Assessment Tool for Multiple Student Learning Outcomes?

YES!!!!

Essays and Projects - Cultural Competency and Social Responsibility  
Team Assignment - Teamwork and Ethical Decision Making





# Now It's Your Turn

What are some assignments you might use?

What are some identifiable behaviors that could be assessed?



Q&A

# References

- ▶ [Ethics Rubric - Bing images](#)
- ▶ [ethics-rubrics \(1\).pdf](#)
- ▶ [Mission, Vision & Values - University of Houston \(uh.edu\)](#)
- ▶ [SOCIAL\\_RESPONSIBILITY.pdf \(tsc.edu\)](#)
- ▶ Suskie., L. A. (2009). *Assessing student learning: a common sense guide*. Jossey-Bass.
- ▶ [VALUE Rubrics | AAC&U \(aacu.org\)](#)



# Thank you!

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