# Philosophy 134 Course Assessment Report

**Author: Semester:**

## Part 1: Assessment Data Collected

### Outcome e: An understanding of professional, ethical, legal, security and social issues and responsibilities

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Indicator** | **1** | **2** | **3** |
| **beginning** | **satisfactory** | **exemplary** |
| **Given a case study, identify how professional competency might enter into software design. (assessed with an exam question)** | Lack of awareness of professional standards in software design. | Acknowledges that a software design is professionally sub-standard. | Capacity to formulate specific professional standards and how they apply to software design. |
| Number of Students |   |   |   |
|   |   |   |  |
| **Given a case study, identify legal and ethical issues of software design. (assessed with an exam question)** | Incapacity to recognize how software design introduces legal or ethical issues. | Can voice a fundamental ethical position regarding software design but tends to confuse ethical issues with legal issues. | Clearly articulates an organized response to ethical issues in software design and can distinguish ethical issues from legal issues. |
| Number of Students |   |   |   |
|   |   |   |  |
| **Given a case study, develop awareness of security issues problems in software design. (assessed with an exam question)** | Lack of awareness of security issues in a case of software design. | Intuitive or gut reaction to the prevalence of security issues in a case of software design. | Can clearly articulate and assess likelihood of securities issues in a case of software design.  |
| Number of Students |   |   |   |
|   |   |   |  |
| **Develop appropriate courses of action for when software design likely results in racial, gender or religious discrimination (assessed with a discussion assignment question)** | Failure to acknowledge that a case of software design has any impact on racial, gender or religious discrimination. | Recognizes that a case of software design has an impact on racial, gender or religious discrimination but fails to formulate a resolution. | Recognizes how a case of software design has an impact on racial, gender or religious discrimination and devises an action which will rectify the problem. |
| Number of Students |   |   |   |
|   |   |   |  |
| **Describe moral and legal issues of software use. (assessed with an exam question)** | Failure to recognize how software use introduces ethical or moral issues. | Recognizes that there are ethical and legal problems arising from software use but fails to distinction legal from ethical issues.  | Articulates a reasoned response to ethical and legal issues in software use and can distinguish ethical issues from legal issues. |
| Number of Students |   |   |   |
|   |   |   |  |
| **Develop practical and appropriate responses to security problems in software use. (assessed with an exam question)** | Failure to discern the existence of security problems in a case of software use. | Demonstrates an intuitive or gut reaction to the prevalence of security issues in a case of use. | Can clearly articulate and assess likelihood of securities issues in a case of software use.  |
| Number of Students |   |   |   |
|   |   |   |  |
| **Develop appropriate anti-discrimination actions in a case of software use. (assessed with a discussion assignment question)** | Lack of awareness that racial, gender or religious discrimination follow upon a case of software use. | Recognizes that a case of software use has an impact on racial, gender or religious discrimination but fails to formulate a resolution. | Recognizes how a case of software use has an impact on racial, gender or religious discrimination and devises an action which will rectify the problem. |
| Number of Students |   |   |   |

### Outcome g: An ability to analyze the local and global impact of computing on individuals, organizations, and society

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Indicator** | **1** | **2** | **3** |
| **beginning** | **satisfactory** | **exemplary** |
| **Given a case study, analyze the local and global impact of computing on individuals. (assessed with online discussion and report)** | Lack of awareness of the differences computing may have on individuals locally versus globally. No reflection on the changes computer technology brings to people's of different classes, ethnicities, or nations | Recognition that computing technology effects different demographic groups variously, but little explanation of the consequences of these effects. | Organized articulation of how computer technology effect indviduals locally versus globally. Reasonable projections as to how resultant social inequities might be addressed. |
| Number of Students |   |   |   |
|   |   |   |  |
| **Given a case study, analyze the local and global impact of computing on organizations. (assessed with online discussion and report)** | No indication of the effects of computer technological innovation has on organizational culture | An acknowledgement of the effects of computer technological innovations have on a organizational culture, with some consideration of constructive or harmful effects. | An organized expression of the effects of computer technological innovation with an evidence-based account of constructive and harmful effects. |
| Number of Students |   |   |   |
|   |   |   |  |
| **Given a case study, analyze the local and global impact of computing on society. (assessed with online discussion and report)** | No indication of the effects computer technological innovation on societal structures, either locally or globally. | Some analysis of the effects computer technological innovation on societal structures, locally or globally, but little or no conceptual understanding of the changes brought to society. | A well-organized and evidence-based account of the changes that computer technology brings to society, locally and globally, with some account of its strengths and weaknesses. |
| Number of Students |   |   |   |

## Part 2: Assessment Conclusions, Findings, and Recommendations

### Outcome e conclusions

### Outcome g conclusions

### Findings and Recommendations