# Philosophy 134 Course Assessment Report

**Author: Semester:**

## Part 1: Assessment Data Collected

### Outcome 4: Graduates of the program will have an ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

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| **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 security issues in a case of software design.  |
| Number of Students |   |  |  |

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| **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 |   |  |  |

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| **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 |   |  |  |

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

### Outcome 4 conclusions

### Findings and Recommendations