Figure 1: FALL 2008 -GROUP SUMMARY REPORT ETHICAL FOCUS - (FOR PROGRAM CHAIR)

Q4: This Ethics Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101 MW 1:30 PM - Moore</td>
<td>24.3%</td>
<td>18</td>
</tr>
<tr>
<td>PHIL 101 CABLE - Moore</td>
<td>8.1%</td>
<td>6</td>
</tr>
<tr>
<td>PHIL 120 WEB - Pine</td>
<td>13.5%</td>
<td>10</td>
</tr>
<tr>
<td>POLS 120 M W 10 AM - Meacham</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>POLS 120 WEB - Meacham</td>
<td>5.4%</td>
<td>4</td>
</tr>
<tr>
<td>POLS 130 WEB - Meacham</td>
<td>2.7%</td>
<td>2</td>
</tr>
<tr>
<td>REL 151 M W 10 AM - Panisnick</td>
<td>18.9%</td>
<td>14</td>
</tr>
<tr>
<td>REL 151 T 5:00 PM - Panisnick</td>
<td>8.1%</td>
<td>6</td>
</tr>
<tr>
<td>WS 151 M 5 PM - Roberts-Deutsch</td>
<td>18.9%</td>
<td>14</td>
</tr>
</tbody>
</table>

Replies 74; Forms 74

Q9: Approximately what percentage of this course was dedicated to contemporary ethical issues?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Less than 10%</td>
<td>2.7%</td>
</tr>
<tr>
<td>10% - 30%</td>
<td>31.5%</td>
</tr>
<tr>
<td>31% to 50%</td>
<td>65.8%</td>
</tr>
<tr>
<td>More than 50%</td>
<td>48</td>
</tr>
</tbody>
</table>

Replies 73; Forms 74; Mean 3.63

Q11: Approximately what percentage of time was spent in class discussions of contemporary ethical issues?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>2.7%</td>
</tr>
<tr>
<td>10% - 30%</td>
<td>41.9%</td>
</tr>
<tr>
<td>31% to 50%</td>
<td>50.0%</td>
</tr>
<tr>
<td>More than 50%</td>
<td>37</td>
</tr>
</tbody>
</table>

Replies 74; Forms 74; Mean 3.39

Q14: The ethical issues covered in this class related to the course content.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Disagree</td>
<td>0.0%</td>
</tr>
<tr>
<td>S. Agree</td>
<td>78.1%</td>
</tr>
</tbody>
</table>

Replies 73; Forms 74; Mean 4.74

Q15: I felt comfortable expressing my opinion on the ethical issues in class.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Disagree</td>
<td>2.7%</td>
</tr>
<tr>
<td>S. Agree</td>
<td>60.8%</td>
</tr>
</tbody>
</table>

Replies 74; Forms 74; Mean 4.38

Q16: The instructor introduced techniques for deliberating on ethical issues (For example: Philosophical Theories, Debate, Pro/Con Analysis)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Disagree</td>
<td>5.4%</td>
</tr>
<tr>
<td>S. Agree</td>
<td>70.3%</td>
</tr>
</tbody>
</table>

Replies 74; Forms 74; Mean 4.47

Q17: I feel more competent to evaluate ethical issues

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Disagree</td>
<td>5.4%</td>
</tr>
<tr>
<td>S. Agree</td>
<td>58.1%</td>
</tr>
</tbody>
</table>

Replies 74; Forms 74; Mean 4.41

Q18: We practiced ethical deliberation in the class

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Disagree</td>
<td>1.4%</td>
</tr>
<tr>
<td>S. Agree</td>
<td>52.1%</td>
</tr>
</tbody>
</table>

Replies 73; Forms 74; Mean 4.18

Q19: The instructor introduced a framework for making ethically-determined decisions

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Disagree</td>
<td>4.3%</td>
</tr>
<tr>
<td>S. Agree</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

Replies 70; Forms 74; Mean 4.47

Q7: Please describe briefly some of the contemporary ethical issues you have discussed in this class.

- The facts on gays and bisexuals and the role that they play in our society. we have discussed religion and how it affects us in so many ways. Also, current events and what's happening in our society as well as cultural events.
- We discussed religion and how people to choose correctly in life. we also talked about the meaning of existence.
- Some of the contemporary ethical issues we have discussed in this class were people's choices and decisions on life situations.
- Moral Consequences of the Genesis Mandate.
- We talked religious people and figures and the real meaning of the story. There's more than meets the eye when it comes to understanding why these people did what they did.
- We have discussed issues on honesty, trust, what is moral or immoral. We also discussed why people believe what they believe and how our behavior effects ourselves and others.
- We covered many ethical issues in this class.
- I remember discussing some things about morality, fairness, right or wrongs and we furthered discussed about about abortions, gay marriages, aides to Africa and how all this has some religious view on it that makes it more of an issue.
- Forgiveness,Ultimate concerns, Beliefs, Authority,Hopes and Expectations, morality, and many more.
Forgiveness, beliefs, ultimate concerns, hopes and expectations, etc.
I have no ideas what I learn in class. It is so confusing.
Mostly biotech issues, but also female circumcisions and ethics in research.
We encountered many ethical issues such as the difference between Western and Eastern philosophy and how that affected the way of thinking of many people—especially in the diverse state of Hawaii. By using our discussions and many philosophers such as Socrates, Plato, and the ideas of Cultural Relativism and other philosophical theories we were able to assess situations such as issues concerning a "just" war, abortion, assisted suicide, and expand on that to form our own moral theories.
We have described many ethical issues such as the legality of choice for abortion, the justification and reasoning for a "just" war, the conflicts of assisted suicide, and the Terry Schiavo case that led to the popularity of personal life directive. We also discussed the many issues regarding GTMO and female genital mutilation. I believe that many ethical dilemmas that are happening within our society was presented within Professor Moore's class.
We have talked about the morality of euthanasia, abortion, war, etc.
The discussion was without teacher guidance.
Types of decision making tools when contemplating moral or ethical situations. The history of different types of philosophical arguments pertaining to those ethical and moral decisions. We also discussed ethical dilemmas in personal situations.
The women of the past, present and future. How today is shaped partly because of what women in the past did to change the way things are. The way women of today are changing things to make for better gender equality. How the women of the future will be affected still by the changes of the past and affected by the changes of the present.
During this class the professor taught many different contemporary and ethical issues. Every time we meet there was a different topic that pertained to the issues that women face on a daily basis.
We described many varieties of women's ethics ranging from equality to harmful global issues being done to women.
We as a class discussed the issues of women from the past and present.
We discussed issues surrounding women living in a "men's" world. We discussed women's bodies and how they are portrayed. The fight for equality for women. A lot of the issues discussed are issues that will live with women forever. Some issues will go away but not anytime soon.
Women being categorized as a lady who has to stay home and do house chores. to be that motherly, wife figure to her children and husband. We also discussed about abortion, being gay, women rights, there's so much that I can't really list all, but I do and would recommend to other students.
In women studies, some of the issues we discussed in class were about domestic violence. Physical and sexual abuse were among the serious issues that touch me a lot. It help me gained knowledge about the programs that could help our women. I have learned that in Hawaii, many cultural backgrounds such as Micronesian and Asians are among those who don't report domestic violence. It is a big issue because people immediately blame the woman with the knowledge that hitting your spouse is okay. Never knowing that their laws are way differently from our own. It should be a natural instinct that hitting a women is never ever okay. We all came from a women, got our name from a women, and who would we be without our women.
Some of the issues I have discussed in this class are about women's rights and issues. We talked about how women are being treated unequally.
Women in other countries who are minorities and have little say against the law and culture
Women's discrimination in the family, workforce, politics, and in our community
gender equity
Learning about how women are treated in different religions and cultures.
politics
career mothers
sexual harassment
Religion itself brings up a slew of opposing arguments between the major religions. Looking at how people view their religions while they condemn others. Speaking about what religion really means and how each person has their own definition and that doesn't make their definition better or worse than theirs. I think that any religion class deals with ethical issues just because the topic matters. When discuss religion have the potential to open up a can of worms and offending people.
moral theories of Plato, Aristotle, Aquinas, kant, utilitarianism, existentialism.
all of what we discussed was about ethical issues.
Abortion, gay marriages, genocide, euthanasia
We discussed gay marriage, abortion, stealing organs...etc.
abortion, female genital mutilation, gay civil unions, black market, etc.
Abortion, organ stealing, homosexuality.
Surgery (unnecessary)
pregnancy
utilitarianism
Abortions, surgeries, war, and same sex marriage.
We have gone over different moral theories such as: Natural Law, Kantian Ethics, Existentialism, Rule of reversibility, and other moral theories.
moral theories: relativism, canteeh ethics, existentialism, our own moral theories.
Euthanasia, Abortion, War, Human rights, women's rights, Moral theories (cultural and our very own)
so ethical issues that I learned in class were understanding and knowing the differences in morality. Also to understand how to make your own moral theory.
abortion, gay marriage, euthanasia, utilitarianism, collateral damage, a lot
gay civil union
I'm not sure of any
abortion, assisted suicide, gay marriage, prostitution, to name a few...
Our classes main focus was on different ethical theories such as Aristotle and Socrates, Natural Law, Kantian Ethics, Cultural Relativism, etc. We discussed in detail on topics such as abortion, female genital mutilation, case studies that involved assistant suicide, gay civil union, and the torture at Abu Grav. These discussions helped on the homework and helped to improve critical thinking skills.
For our final assignment we discussed pre-implantation genetic diagnosis. We needed to provide our own judgment on the issue referring to philosophers' we'd read about. Female circumcision was another major topic covered.
Some of the issues that we discussed in our class had to do with the problems that we run into when cultures, technology, and values intersect. People always have different opinions on what they believe, but one of the problems also include the question "to what extent should a person's personal beliefs affect another person's fate or situation?" We also talked about how much power the government and religious groups should have in making policies concerning education, use of technology and medicine, and also over the creation of human life.
Informed consent, genetic testing, human rights, etc.
hot spots in the world, third world issues, discussions on future presidents issues, immigration.
I DON'T KNOW
The history and current political status of our country.
medical research based on human beings
organ donation
Pre-implantation Genetic Diagnoses
- Topics ranged from current foreign policy to the current state of the world today since the end of the Cold War.

Q21: What suggestions do you have for improving the ethics content of this course?

- none
- None.
- the course was good and interesting.
- The only suggestions is to give more situations of how ethics could be applied in our lives. More stories on people or about situations that involves us to think about what is ethical.
- no suggestions.
- Maybe covered a little bit more topics to discuss about.
- Books that helps students understand that material.
- None. Excellent and challenging class.
- I believe that the ethics content of the class were valuable enough to be a 100-course. I believe that we delved deep enough to see and understand other people's view points.
- I believe that the course itself was spot-on when it comes to ethical dilemmas. I would have liked it even better if we could tie in the dilemmas with some other political happenings around the world. (child trafficking in China, etc.)
- A real debate is having several answer-question sessions. We didn't have an extended debate. If the debate is more important than the coursework, we should have more time spent writing on the forums.
- N/A
- Needs to introduce a framework for making ethically-determined decisions.
- Great teaching have no say. Keep up the good work.
- Have more materials concerning what today's society think of our women such as clips of videos, new videos, papers etc.
- more research homework
- nothing
- more guest speakers
- none.
- introduce a framework for making ethically-determined decisions.
- none
- nothing
- Nothing.
- none from myself
- no
- none
- A larger variety of them. There was allot to discuss, yet more to talk about.
- no comment I can think of.
- There are no suggestions. It is a great course in itself
- learn more moral theories and have the course longer.
- find ways to help students think more outside the box and their own individual situations when analyzing different cases
- none great job
- none
- I don’t know, I just think we should have spent more time developing our moral theories, instead of picking theories from each situation. It's like our theories only work for those situations discussed.
- I would not change anything about this course
- Maybe we could search for and discuss ethical issues in the media ourselves as an assignment.
- Nothing. The ethics content of this course was excellent.
- N/A
- None. Very good ethics class.
- The content was good. To focus on the current ethical issues of this time it is necessary to learn the policies of the past.

Q22: Please provide any other comments about this E-focus course or any aspects of the E-Focus requirement at HCC.

- Good idea. But political leaders should go back to school for ethics training.
- I just wanted to thank Professor Moore for conducting a very “realistic” and effective Philosophy class.
- This was a very good course, I learned a great deal from Professor Moore.
- This class was very useful and it was easy to learn from Professor Marcia.
- n/a
- should be mandatory for all students
- none.
- Nothing
- n/a
- I liked how she used the philosophies, and compared them to the ethical issues in life.
- no comment
- This class was a great E-Focus. It was better than my last ethical course.
- HCC rocks ass and that this school is the bomb. Go HCC! Merry Christmas and a Happy New Year.
- this is good
- rather do written
- I had a lot of fun in this class and I would like to take more philosophy classes in the future. I enjoyed coming to class
- Overall, very thorough coverage of the background of important philosophical theories. Most important of all, understanding the questions and conflicts of human beings in relation to the cosmic perspective.
- This is an E-focus class that everyone should be required to take, and if anything, it would be a noteworthy improvement to students' overall education and henceforth well being to increase the amount of E-focus classes required in order to graduate from college.
- Great Class!!!!!! Very challenging
- N/A
- Lawrence Meachem is a great teacher. The course content was well organized and assisted with the delivery of the content.
Figure 2: **BAR GRAPH - ALL SCALED ITEMS - ORIGINAL ITEM ORDER BY MEAN VALUES**

**SCALE ITEMS**

- Ethical issues related to course content
- I felt comfortable expressing my opinion on the
- Introduced techniques for deliberating on ethical issues
- I feel more competent to evaluate ethical issue
- We practiced ethical deliberation in the class
- The instructor introduced a framework for making e

![Mean Values Graph]

Figure 3: **BAR GRAPH - ALL SCALED ITEMS - RANK ORDERED BY MEAN VALUES**

**SCALE ITEMS**

- Ethical issues related to course content
- Introduced techniques for deliberating on ethical issues
- The instructor introduced a framework for making e
- I feel more competent to evaluate ethical issue
- I felt comfortable expressing my opinion on the
- We practiced ethical deliberation in the class

![Mean Values Graph]

Figure 4: **TABLE - PERCENT DEVOTED TO ETHICAL ISSUES**

<table>
<thead>
<tr>
<th>Percent dedicated to ethical issues.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>0.0%</td>
</tr>
<tr>
<td>10% - 30%</td>
<td>2.7%</td>
</tr>
<tr>
<td>31% to 50%</td>
<td>31.5%</td>
</tr>
<tr>
<td>More than 50%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Totals</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of class time discussing ethical issues.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>2.7%</td>
</tr>
<tr>
<td>10% - 30%</td>
<td>5.4%</td>
</tr>
<tr>
<td>31% to 50%</td>
<td>41.9%</td>
</tr>
<tr>
<td>More than 50%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Totals</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 5: **VERTICAL LINE GRAPH - ALL SCALED ITEMS - GROUP MEAN VALUES**

- Ethical issues related to course content
- I felt comfortable expressing my opinion on the
- Introduced techniques for deliberating on ethical issues
- I feel more competent to evaluate ethical issue
- We practiced ethical deliberation in the class
- The instructor introduced a framework for making e