

Part 1. General Information

Program(s) Discussed: Philosophy
Current Semester: SPRING 2020
Date of Assessment Meeting(s): Meeting was set for March 19, 2020.
Due to coronavirus, the department decided to collaborate online asynchronously.

All Annual Assessment Reports are available to the appropriate Associate Dean, Dean, and the Provost, as well as to other administrators for institutional effectiveness and accreditation purposes. Please indicate the degree to which your program would like this information more widely shared.

On-Campus Users

- Freely available
 Available upon request
 Unavailable

Off-Campus Users

- Freely available
 Available upon request
 Unavailable

Part 2. Assessment Process

2A. Learning Goals

Prompt: Paste your program learning goals here, then, address the following questions in a sentence or two: Did you gather data on all of your program's student learning goals? If not, which student learning goals did you measure in this assessment cycle?

1. Our students will write and speak knowledgably about central aspects of and problems within the history of philosophy, as well as about philosophy's major historical figures.
2. Our students will develop the skills necessary to critically evaluate arguments and evidence.
3. Our students will understand the relationship between philosophy and other academic disciplines.
4. Our students will develop the skills necessary to become critically engaged citizens.

Yes, we gathered data on all our program's student learning goals.

2B. Measuring Learning

Prompt: In one or two paragraphs, describe your assessment process. What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

This year we gathered data through canvas on a standardized form from both seminars. We created an aggregate graph showing four levels of achievement. The assessments were administered and scored by the two instructors of the courses.

Part 3. Findings

Prompt: Describe, in words, what your program learned about student learning during this assessment cycle. What were your strengths? In what ways did students fail to meet the goals you set for them? Along with this report, please submit the data charts the program used during the assessment meeting.

Our Strengths

The graph shows high scores in all areas. Last year we noted a deficit in critical evaluation. This area significantly improved this year.

Our Weaknesses

It is unfortunate that we continue to lack data for the critical engagement category, since this seems to be our fourth learning goal.

Name(s) of file(s) containing data charts:

Philosophy Data Spring 2020

Part 4. Planned Changes to the Assessment System

4A. Changes to the Assessment System

Prompt: What changes, if any, do you need to make to your assessment system? (Questions to consider include: 1) Do your measures and processes provide useful data with a reasonable amount of effort? and 2) Are your measures reliable, valid, and sufficient?) On which student learning goals do you plan to focus your attention during the next assessment cycle? Do you need to implement additional formative assessment tools to better understand some of your findings? If so, describe those here.

Last year, we wrote: “Next year, we should be sure to score the assessment in accordance with what our students should be accomplishing with foundational training. This will more accurately reflect our dissatisfaction with the current lack of foundational training and validate our effort to reinstate it.” We did this again. We don’t see any need for further changes at this time.

4B. Changes to the Program in Response to Data

Prompt: What changes, if any, do you need to make to your program in response to what you now know about student learning? (Possibilities include changes to learning goals, pedagogy, assignments in particular classes, activities, and curricular requirements and/or structure.) What is your anticipated timeline for both implementation and assessment of the planned changes?

Last year, we wrote that after the entire department has provided input on our new Methods Course, we will get it approved, and teach it. We have done these things. We are teaching the new Methods Course this term as planned.

Part 5. Institutional Assessment Committee Interactions

5A. Feedback from IAC

Prompt: Briefly summarize the feedback you received from the Institutional Assessment Committee about your last report.

The Committee indicated that we should make it clear that our new Methods course is meant to address deficiencies in both fundamental philosophical analysis and foundational writing. We are collecting assessment data from this course this term, which should provide a fuller picture of the student experience overall, and it should help answer the question about what constitutes foundational competency in philosophy.

5B. Response to Feedback

Prompt: Briefly describe how your program has made use of the feedback.

See above.

5C. Request for Feedback

Prompt: Do you have questions or concerns you would like the IAC or the Office of Institutional Effectiveness to address?

No.

Part 6. Evidence

6A. Of Changes

Prompt: Look at previous Annual Assessment Reports to see what changes that the program planned to make at that time. If the changes have been made, please submit evidence of the change (department meeting minutes, syllabi or Bulletin pages from before and after the change). If you have decided to not make change, please provide your rationale.

We are at last teaching the new Methods Course we have been planning. We have no data on it yet. Data is being collected for use in our next report.

6B. of Impact of Changes

Prompt: Consider the changes reported in Part VI of this and previous reports. What impact has the change had? When the impact of the changes has been assessed, discuss whether changes have had the intended impact and how you know. If the change is too recent or assessment is ongoing, you may wait for a future report.

We are waiting for a future report.

6C. Academic Program Review Action Plan Update

Prompt: If your program has completed an Academic Program Review since 2011, please review your Action Plan from your most recent Academic Program Review, and add a column indicating the progress made on each item. Attach your update to this report.

N/A