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| **ROSEMONT COLLEGE**  Yearly Discipline Assessment Report    **Discipline:** PHI  **Discipline Coordinator:**  Name: A. Preti Phone: x2345 Email: apreti@rosemont.edu  **Date Submitted:** June 7, 2023 | | | |
| **Mission Statement 2016**: *Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society.*  *Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the principles of Cornelia Connelly and the Society of the holy Child Jesus to meet the needs of the time. Rosemont College values: Trust in and reverence for the dignity of each person; Diversity with a commitment to building an international community; Persistence and courage in promoting justice with compassion; Care for the Earth as our common home.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **PART A:**  INSTRUCTIONS**:** Save this form as a Word file. Please fill in the fields below; they will expand as you type. You may separate out majors and non-majors in your descriptions of outcomes. Then fill in Part B. Return to the Director of Strategic Planning and Assessment by June 30th. | | | |
| **Student Learning Objectives/Outcomes** | **Courses taught during year assessing the objective/outcome** | **Results of Assessment (include majors and non-majors in the classes)** | **Planned Improvements Based on Assessment (List here; elaborate in Part B below)** |
| Objective 1: Students will demonstrate an understanding of perennial philosophical problems,  the scope and significance of these problems, and their treatment by historical and contemporary philosophers. | PHI 100  PHI 200  PHI 245  PHI 265 | Most students in all courses met or exceeded baseline levels for this competency. However, class discussion in PHI 100 and PHI 265 was generally uninspired, even if that in the remaining courses was vibrant throughout the semester. It should be noted that these courses ranged from 3 - 7 students.  There was one major in two courses (100, 200) whose work exceeded baseline levels, although final course grades suffered as a result of missed assignments and classes.  For the students that struggled in all of these courses, the most significant reason was missing assignments, quizzes, and deadlines. | Continue to develop strategies for involving more students in discussion.  Because the most significant reason for poor performance was missing assignments, quizzes, and deadlines, it is not clear that changes to existing assignments or pedagogical methods are relevant except for that noted above regarding discussion. |
| Objective 2: Students will demonstrate the ability to recognize arguments, distinguish arguments from nonarguments, identify fallacies, and evaluate arguments for validity, soundness, strength, and cogency. | PHI 230 | The baseline level was met by 75% of the students, with 30% meeting the capstone level There were no majors in either course. | I am still experimenting with ways in which this course can best address student needs. This semester I introduced a number of assignments intended to improve student’s argumentative writing at the expense of some of the more traditional formal techniques of argument analysis, with mixed results.  If I continue to restructure the course in this manner, I would include more assignments attending to developing extended arguments. |
| Objective 3: Students will demonstrate the ability to express philosophical concepts and arguments clearly in well-organized, thorough, and succinct essays or extended theses. | None offered in AY 2022-23 |  |  |
| Objective 4: Students will demonstrate proficiency in the analysis, evaluation, and application of a variety of ethical concepts and theories. | PHI 270 Business Ethics  PHI 272 Ethics and Social Values  PHI 272H Honors Ethics and SV  PHI 290 Environmental Ethics | Results indicate that the courses succeeded in their collective aim to assist students in the development of skill in moral reasoning, as the baseline level was met or exceeded by most students as a group. The area in which most improvement is necessary is in the  evaluation of ethical perspectives/concepts. | Give greater attention to assignments attending to the evaluation of ethical perspectives/concepts. |

**Part B: (Please use the space available to elaborate)**

List planned improvements here Timeline for planned improvement Reasons for change and desired results?

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| Objective 1: Implement new strategies for encouraging class discussion beyond a participation grade, e.g. breakout groups and reporting out to entire class; mini-debates.  Objective 2: Develop assignments to assist with research method skills by scaffolding writing assignments for argumentative essay (contingent on direction taken in restructuring course)  Objective 3: N/A (relevant courses not offered in current academic year)  Objective 4: Develop assignments in which students identify several objections to various ethical concepts/perspectives and articulate in their own words the relevant strengths and weaknesses of each. | Begin implementing fall 2023 until subsequent assessment for this goal (for all objectives). | Reason for change: discussion and dialectic is a crucial method for developing skill in philosophical analysis; the desired result would be more conversation and dialogue on the topics covered.  Reason for change: Such assignments may be of greater value to our student population than more traditional formal techniques of argument analysis; the desired result would be improved argumentative writing.  Reason for change: The evaluation of ethical perspectives/concepts is the area in which students struggled most; desired result would be improvement in this area. |

List previous plans here Status of planned improvement Evidence of changes in student learning

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| Objective 1: Introduce of a participation grade so as to stimulate discussion.  Objective 2: Assign group work or have students to work in teams for peer argument analysis.  Objective 3: N/A (relevant courses not offered during current A/Y)  Objective 4: Given the results from the previous assessment, extensive improvements were called for apart from standard adjustments expected of faculty as they reflect on what can be done to promote greater levels of student success. | Completed  Continuing  Continuing | There was some improvement in terms of the amount and quality of discussion, but its impact on student learning was not as effective as I would like to have seen. |