

Date of Report: May 10, 2011

Semesters or Academic Years the Assessment Report Covers: 2010-11

Division: Arts and Humanities

Department: Philosophy

Faculty: Alan Preti, Michael Thompson

Chair or Person Preparing the Report: Alan Preti

Profile

Number of Majors: 1 double major

Number of Minors: 2

Number of Faculty: 1 FT, 1 PT

Courses Offered in the Assessment Period: African-American Philosophy, Biomedical Ethics, Business Ethics, Ethics and Social Values, History of Western Philosophy I, Introduction to Philosophy (non-honors and honors), Introduction to Logic

Departmental Factors that Affect Assessment: As was the case with last cycle's assessment, the most serious factor affecting departmental assessment at the moment is the lack of declared majors. This assessment report will thus likewise focus on the extent to which the outcomes selected were met by **all** students in the classes included in this report.

Learning Outcomes

Outcome 1.1: In either Critical Thinking or Introduction to Logic, 80% of philosophy students will earn a final grade in the 'B' range or above (signifying 80% or better out of the total number of possible points).

Outcome 1.2: On a standardized rubric that assesses argument development and cogency, 80% of philosophy students will score from 'satisfactory' to 'excellent.'

Outcome 2.1: On examinations, paper assignments, and research assignments, 80% of philosophy students will score at least 80% out of the total number of points.

Outcome 2.2: On examinations, paper assignments, and research assignments, 80% of philosophy students will score at least 80% out of the total number of points, signifying their ability to demonstrate understanding of the origins of Judeo-Christian philosophical thought and its influence on Western culture.

Outcome 3.1: On the required Senior Thesis, 80% of philosophy majors will, on a standardized grading rubric, score at 'good' or above on each subcategory of the following: a) Writing quality (including grammar, organization, and style); and b) Philosophical quality (including thesis development, supporting

Outcome 4.1: In any of the ethics courses, at least 80% of all students will score a total of at least 2 or above in all five of the categories on the AAC&U Ethical Reasoning Value Rubric.

These outcomes are made available to students via the iWay

Assessment

I. Course: Introduction to Philosophy (Fall 2010)

Learning outcome assessed: Outcome 1.2

Assessment Measure: Standard Rubric

Results: Eleven out of a total number of twelve students (92%) met the outcome, exceeding the 80% expectation.

Learning outcome assessed: Outcome 2.1

Assessment Measure: Number of points out of total possible.

Results: Eight out of a total number of twelve students (66%) met the outcome, falling below the 80% expectation.

II. Course: Honors Introduction to Philosophy (Fall 2010)

Learning outcome assessed: Outcome 1.2

Assessment Measure: Standard Rubric.

Results: Assignment 1 -Ten out of a total number of thirteen students met the outcome.

Assignment 2 -Eleven out of a total number of thirteen students met the outcome.

Assignment 3 -Twelve out of a total number of thirteen students met the outcome.

In each of the above, the 80% expectation was either narrowly met or exceeded.

Learning outcome assessed: Outcome 2.1

Assessment Measure: Number of points out of total possible.

Results: Twelve out of a total number of thirteen students (92%) met the outcome, exceeding the 80% expectation.

III. Course: African-American Philosophy (Fall 2010)

Learning outcome assessed: Outcome 1.2

Assessment Measure: Standard Rubric

Results: Seven out of a total of seven students (100%) met this outcome, exceeding the 80% expectation.

IV. **Course:** History of Western Philosophy I

Learning outcome assessed: Outcome 2.2

Assessment Measure: Number of points out of total possible.

Results: Three out of a total of seven students (43%) met this outcome, below the 80% expectation.

V. **Course:** Ethics and Social Values (Spring 2011)

Learning outcome assessed: Outcome 4.1

Assessment Measure: AAC&U Rubric

Results: The numbers below indicate how many students out of a total of 15 scored a 2 or above in the respective category assessed. 15 out of 15 students (100%) met this outcome, exceeding the 80% expectation.

Ethical Self-Awareness: 14

Understanding Different Ethical Perspectives/Concepts: 15

Ethical Issue Recognition: 15

Application of Ethical Perspectives/Concepts: 15

Evaluation of Different Ethical Perspectives/Concepts: 14

VI. **Course:** Business Ethics (Spring 2011)

Learning outcome assessed: Outcome 4.1

Assessment Measure: AAC&U Rubric

Results: The numbers below indicate how many students out of a total of 27 scored a 2 or above in the respective category assessed. 27 out of 27 students (100%) met this outcome, exceeding the 80% expectation.

Ethical Self-Awareness: 27

Understanding Different Ethical Perspectives/Concepts: 27

Ethical Issue Recognition: 27

Application of Ethical Perspectives/Concepts: 27

Evaluation of Different Ethical Perspectives/Concepts: 27

VII. **Course:** Introduction to Logic (Spring 2011)

Learning outcome assessed: Outcome 1.1

Assessment Measure: Course grade

Results: Seven out of twenty students (35%) met this outcome, below the 80% expectation.

Changes Based on Assessment

Overall, the results suggest that little change is needed in the ethics courses (however, see below) and Introduction to Philosophy. The Introduction to Logic course will require some reevaluation, either in terms of the material covered or in terms of the expected outcome.

Recommendations for Improving the Assessment Process

For all ethics courses, design assignments tailored to each of the five categories assessed in the VALUE Rubric. An additional strategy would be to apply the rubric summatively.