

Assessment Reports Electronic Template*

Rosemont College --Undergraduate

Form updated: 3/10/09

I. General information:

Date of Report: 5/8/12
Semesters or Academic Years Covered: Spring 2012
Division: Arts and Humanities
Department: Philosophy
Chair or Person Preparing the Report: Alan A. Preti

II. Departmental Profile:

Number of Majors: 1 Double Major
Number of Faculty: 1 *full time*
 3 *part time*

Courses Offered in the Assessment Period: 0100, 0200, 0230, 0270, 0272, 0370, 0420

Factors that Affect Assessment: The low number of majors makes it difficult to assess the extent to which the assessment plan is meeting its goals for majors. This assessment report will thus focus on the extent to which the outcomes selected were met by **all** students in the classes included in this report.

III. Assessment results

A. Learning Outcomes for Majors:

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 are brought to the attention of students upon having declared the major; they are also made available on the iWay.

B. Assessment of Majors. The following outcomes are assessed in this report:
1.1, 2.1, 2.2, 3.1, 4.1

I. Course: Introduction to Logic

Learning outcome assessed: Outcome 1.1

Assessment Measure: Course grade

Results: 19 out of 25 students met this outcome, just short of the 80% expectation.

II. Course: Honors Socrates

Learning outcome assessed: Outcome 2.1

Assessment Measure: Examinations and paper assignments

Results: 12 out of 15 students met this outcome, meeting the 80% expectation.

III. Course: History of Philosophy: Ancient and Medieval

Learning outcome assessed: Outcome 2.2

Assessment Measure: Examinations and paper assignments

Results: 15 out of 25 students met this outcome, below the 80% expectation.

IV. Course: Senior Seminar

Learning outcome assessed: Outcome 3.1

Assessment Measure: Standardized rubric.

Results: 1 out of 1 students met this outcome, above the 80% expectation.

V. Course: Ethics and Social Values

Learning outcome assessed: Outcome 4.1

Assessment Measure: AAC&U Rubric

Results: The numbers below indicate how many students out of a total of twenty-five scored a 2 or above in the respective category assessed. The results exceeded the 80% expectation.

Ethical Self-Awareness: 22

Understanding Different Ethical Perspectives/Concepts: 22

Ethical Issue Recognition: 22

Application of Ethical Perspectives/Concepts: 22

Evaluation of Different Ethical Perspectives/Concepts: 22

C. Changes Based on Assessment

None seem to be warranted at present.

D. Recommendations for Improving the Assessment Process

Revisit the manner in which several outcomes are being assessed; consider possible alternatives.