

Philosophy Assessment Data

Appendix A: Previous Core Competency Assessment Worksheets

2018 – Written Communication

<p>Do PLOs include or imply link to Core Competency?</p> <p>(AY 2016-2017: Oral Communication)?</p>	<p>Process of Core Competency Assessment:</p> <ol style="list-style-type: none"> 1. Course (400-level) 2. Assignment 3. Type of Student Artifact 4. Rubric or other instrument 	<p>Data (measurement of the competency)</p>	<p>Action Taken in Response to the Data (What will you do in response to the findings?)</p>
<p>Yes, "Students who successfully complete the major in Philosophy are expected to: Be able to think critically about philosophical issues and express philosophical ideas in an articulate and well reasoned manner."</p>	<ol style="list-style-type: none"> 1. PHIL 370 2. Each student will write an 8-10 page research paper that develops the background of the history of Daoism (4 pages) and an application to a modern issue using contemporary readings from the course (4 pages).Project presentation 3. Research Paper 4. GE Rubric for Written Communication 	<p>Line of reasoning: 3.7 Organization and Structure: 3.7 Content: 3.74 Language/Prose/Syntax: 3.74</p>	<p>We plan on continuing our efforts towards developing assignments that meet these learning outcomes: line of reasoning, organization and structure, content and language /prose/syntax.</p>

2017 – Oral Communication

<p>Do PLOs include or imply link to Core Competency?</p> <p>(AY 2016-2017: Oral Communication)?</p>	<p>Process of Core Competency Assessment:</p> <ol style="list-style-type: none"> 1. Course (400-level) 2. Assignment 3. Type of Student Artifact 4. Rubric or other instrument 	<p>Data (measurement of the competency)</p>	<p>Action Taken in Response to the Data (What will you do in response to the findings?)</p>
<p>Yes, goal #1 states, "Be able to think critically about philosophical issues and express philosophical ideas in an articulate and well reasoned manner"</p>	<ol style="list-style-type: none"> 1. PHIL 370 2. 15 minute presentations detailing results of community action projects 3. Project presentation 4. GE Rubric for Oral Communication 	<p>Nine presentations (n=9) were scored by the Assessment Committee. Average scores in each section of the rubric were pleasingly high. The average score was 3.39/4 for Organization, 3.61 for Content, 3.36 for Language, and 3.47 for Delivery. Scores tracked closely with the amount of time students had spent in the program, with graduating seniors accumulating the highest scores in all four sections of the rubric.</p>	<p>The fact that the Assessment Committee found that average presentation scores tracked closely with time in the program shows that the Department's emphasis on student-led discussions is having a positive effect on oral communication skills. One professor in the department will soon be retiring, so we will endeavor to replace him with another faculty member who will continue to work with students' presentation and communication skills.</p>

2016 – Information Literacy

Do PLOs include or imply link to Core Competency? (AY 2015-2016: Information Literacy)?	Process of Core Competency Assessment: 1. Course 2. Assignment 3. Type of Student Artifact 4. Instrument	Data (measurement of the competency)	Action Taken in Response to the Data (How are the Findings Used?)
See Goal # 2			
See Goal # 2: “Be able to recognize valid and invalid inferences expressed in ordinary language, and to recognize a range of formal and informal fallacies of reason”	<ol style="list-style-type: none"> 1. PHIL 375 – Feminist Philosophy 2. Students will generate thesis (argument) and defend a position in conjunction to a research question that must be approved by the teacher. 3. 10 page paper using three sources in MLA or APA format. 4. GE Rubric for Information Literacy. 	<p>Students averaged 2.38/4 in Document Conventions, 2.81 in Appropriateness of Sources, 2.81 in Evaluating Sources, and 3.13 in Integrating Sources. Though there was wide variance that reflected our diverse student body, we were pleased with students’ abilities in the last two categories. Though the assignment did explicitly call for documenting all sources, this was not a point of emphasis in the class. On Appropriateness of Sources, the major problem wasn’t using inappropriate sources, but not seeking out additional sources when they were necessary to prove a point. Students generally found near the minimum of required sources.</p>	<p>Evaluating and Integrating Sources is already a major point of emphasis in nearly all of our classes, but we agreed we could put more emphasis on properly documenting sources and seeking out additional sources to provide evidence for every claim an author makes.</p>

2015 – Quantitative Reasoning

(Note: The test was administered and scored by the GE committee rather than the department, so we did not get a chance to meet and reflect on its implications for our program.)

	n	Q1 Mean	Median	Q2 Mean	Median	Q3 Mean	Median	All Questions		Mode	Avg % Correct
Sophomore	0										
Junior	4	0.75	1.00	0.25	0.00	0.50	0.50	1.50	1.50	1 and 2	50%
Senior	7	0.86	1.00	0.14	0.00	0.43	0.00	1.43	1.00	1.00	48%
All	11	0.82	1.00	0.18	0.00	0.45	0.00	1.45	1.00	1.00	48%