Student Outcomes Assessment and Success Report AY2018-19   *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: _____Philosophy_____   **Contact Name(s) and Email(s)** _Dr. Tina Kruger, Dr. Grcic_____

Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
1. Recognizing the myriad ways that ethical and other philosophical principles apply to everyday experience and life.	Final writing assignment of philosophy majors in: Phil 324, 325, 420, 424	80% of students will exhibit strong evidence of this outcome (score 4 on rubric)	1-0 2-2 3-3 4-12 (70.59%)	Encourage PHIL majors to study abroad in order to be exposed to other cultures, philosophies, and ethical ways of being; Encourage majors to take courses in other disciplines that shed light on ethical living (e.g., psychology, sociology, history), particularly those focused on other societies.
2. Cultivating critical and analytical thinking: penetrate deeply and critically into issues, rather than merely settling for a superficial understanding. Synthesize and contrast various ideas.	Final writing assignment of philosophy majors in: Phil 324, 325, 420, 424	80% of students will exhibit strong evidence of this outcome (score 4 on rubric)	1-0 2-2 3-6 4-9 (52.94%)	Encourage majors to take courses in other disciplines that shed light on ethical living (e.g., psychology, sociology, history), particularly those focused on other societies; Encourage more use of Writing Center
3. Communicating clearly and succinctly in writing.	Final writing assignment of philosophy majors in: Phil 324, 325, 420, 424	80% of students will exhibit strong evidence of this outcome (score 4 on rubric)	1-0 2-2 3-4 4-11 (64.70%)	Encourage more use of Writing Center

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Helpful Hints for Completing this Table
   a.   Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.

b.   Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.

c.   Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)

d.   Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use Blue Reports to generate the following information (as well as any other information helpful to you):

1) Cohort Sizes: 2017-3; 2018-0;2019-2
2) Year-to-Year Retention: Fall 2016-2017 – 66.67%
3) 5-Year Graduation Rates: Fall 2010 cohort (n=1) – 100%

What worked well in supporting student success this year? Advising continues to be intrusive and extensive. The Philosophy Club is active and meets regularly (and is promoted by faculty in the department). The Philosophy Club is preparing again to compete in the Ethics Bowl. Such rich co/extra-curricular activities involve students and connect them to the department and each other, facilitating retention and success.

What are the most significant opportunities for improvement upon which to focus in the coming year? Use writing center more; use tutoring more; encourage majors to study abroad and/or take additional courses that expose them to other cultures and ways of thinking about ethics. Another resources that would help improve the PHIL program is replacing the faculty line that was lost in 2017 when a tenure-track assistant professor resigned.

Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email. It is not expected that every course in your curriculum correspond to a career readiness competency.

All Career Readiness competencies that are not met via Foundational Studies are addressed in MST 401, which is the required capstone course for PHIL majors with catalog years 2017-2018 and later. Thus, current first and second year PHIL majors will complete the majority of their Career Readiness activities in MST 401 in 2020 or 2021.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
3) **what your assessment plan will focus on in the coming year**
4) **how this information will be shared with other stakeholders: they will be discussed at meetings and emailing to other stakeholders.**

Some faculty believe our students need to do more interdisciplinary work. We can look again at the philosophy major and allow more courses from other disciplines to count toward the major. We may also consider to require a minor in some other discipline as well. We could hold regular public discussions of current research by professors to which students could be invited. The department could also encourage more students to participate in study abroad. Inform and encourage students to attend student philosophy conferences and submit papers to those conferences. Department could also subscribe to some student philosophy journals.

We should use exit interviews to get information from graduating seniors about the program. Do we need new courses, faculty, etc.? We should also get in touch with graduates in the past 10 years and survey them: what are they doing now? What suggestions do they have about the program? Perhaps we could invite them to campus to talk with them and get their suggestions.

We could invite outside faculty to visit our department (we have done this in the past). They could talk with the faculty, students, visit some classes and come up with recommendations for improvement. The department is slated for a self-study this academic year.

We could ask the administration to hold a meeting of the college on assessment where departments could share their suggestions, problems and ideas.

Much of the technology used in classrooms is old and new more advanced equipment is needed.

We should encourage majors to participate in internship opportunities in the community.

Next year we will assess the following outcomes:
1. Thinking objectively about issues and arguments, not being swayed by emotion and irrational personal preferences.
2. Thinking independently rather than primarily relying on others' opinions.

Please prepare this report as a Word document. *Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.*

Dear Tina and Joseph,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: B.A. Philosophy	Overall Rating: Developing (1.875/3.00)
Strengths	**Recommendations**
- Learning outcomes are clear, specific, and measureable. - Courses and assignments used as measures are clearly described. Work is sampled from multiple courses across the curriculum. - Expected and actual student performance are clearly described, including a useful breakout of student performance by level on the rubric. This is great because it lets you see the distribution to better understand student performance relative to expectations. - Suggestions for improving student performance incorporate unique ideas for more experiential and interdisciplinary learning. Great suggestion to use an indirect measure like an alumni and/or current student survey to gain feedback on what can be done to improve. - Good information about plans for upcoming assessment.	- Provide more information about how the rubric is structured to demonstrate that scores are relative only to the outcomes they are aligned with (if using an analytical rubric broken into multiple components, assuring that only the score on the component relative to the outcome in question is reported). - While many of the suggestions for improvement are good and may be useful, most of them go beyond the control of the Philosophy program faculty. Are there solutions for how the subject matter not being successfully learned is taught in class, how assignments are structured, how formative feedback is given throughout the courses/curriculum that can improve student learning? This could be in concert with some of the other suggestions provided and reduce the amount of improvement that is left to chance or the priorities of outside partners. - Describe how fellow faculty are involved in discussing and using the results of assessment.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

| Analysis & Results | Data is collected using the measures and tools identified.

Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).

Results are shared in relation to performance goals.

Results are discussed in relation to college, institutional, and/or accreditor goals/standards. | Data is collected using the measures and tools identified.

Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).

Results are shared in relation to performance goals. | Data is collected using the measures and tools identified.

Results are reported with little description of analysis. | No data is being collected.

No results are provided. |
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| Sharing & Use of Results for Continuous Improvement | Clear information is provided about sharing and using results to inform practice.

Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.

A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined. | Clear information is provided about sharing and using results to inform practice.

Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. | Limited information is provided about sharing or using results to inform practice.

Some discussion of what was learned from results is provided. | No information is provided about sharing or using results to inform practice.

No evidence of reflection on results is provided (ex: discussion, conclusions drawn) |
| **Overall Rating** | □ **Exemplary** | □ **Mature** | □ **Developing** | □ **Undeveloped** |