

	A	B	C	D	E	F	G	H	I	J	K	L
1	Program Assessment Report Learning Outcomes Data 2013-14											
2												
3		Number of Students Whose Submissions Were Reviewed = 27 .										
4		Expectation: 1. At least 80% will score at Competent or Higher in each PLO; 2. At least 60% will score at Proficient in each PLO.										
5												
6												
7		Instrument/Program Learning Outcome	% Proficient (A)	% Competent (B)	% Novice (C)	% Inadequate (DFWI)						
8		Overall Philosophical Analysis *	40.8	48.1	11.1	0						
9		Individual Program Learning Outcomes										
10		Disciplinary Knowledge	40.7	48.1	11.1	0	Includes writing and reading in the discipline; logical analysis and critique.					
11		Inquiry, Analysis, Synthesis	40.7	48.1	11.1	0	Similar to AAC&U definitions.					
12		Critical & Creative Thinking	48.1	40.7	11.1	0	Includes critical and creative thinking skills similar to ACC&U.					
13												
14		Overall Senior Essay **	55.6	40.7	3.7	0						
15		Individual Program Learning Outcomes										
16		Disciplinary Knowledge	74.1	22.2	3.7	0	Includes writing and reading in the discipline; logical analysis and critique.					
17		Inquiry, Analysis, Synthesis	55.6	33.3	11.1	0	Similar to AAC&U definitions.					
18		Critical & Creative Thinking	59.3	33.3	7.4	0	Includes critical and creative thinking skills similar to ACC&U.					
19												
20		Combined Overall***	48.2	44.4	7.4	0						
21												
22		Course Grades										
23		PHIL 189	85.2	11.1	0	0						
24		GPA Graduating Semester	33.3	37.1	18.5	11.1						
25												
26												
27												
28	Analysis	1. Even our best students demonstrate their attainment of PLOs better in the extended written essay than in the timed exit exam.										
29		2. With the adjusted expectations from 70% at Proficient to a more reasonable 80% Competent/60% Proficient, our students actual skills attainment is better revealed.										
30		3. While the first adjusted expectation is met (>80% at Competent) these results leave room for program improvement to attain the second expectations >60% Proficient.										
31		4. Students' performance indicates that the Department is exceeding expectations in student attainment of disciplinary knowledge, while improvements are needed in other PLOs.										
32		5. Student performance in targetted and specific assessment instruments is generally better than their course grades reveal.										
33												
34	Recommendations	1. Develop PHIL 89 as a snapshot of student skill levels in the main PLOs at entry into the program would help differentiate the value added by study in the discipline.										
35		2. PHIL 89 could also serve to inculcate basic skills in the Values Rubric early in the student's career, to ensure by graduation they have mastered them.										
36		3. As all majors are eventually required to take PHIL 189, less reliance should be placed on other core courses for assessment purposes, to ensure consistency of data.										
37		4. Revise Program Values Rubric to clarify: Disciplinary Knowledge, Reading, Writing, Critical Thinking/Logic, Inquiry & Analysis/Synthesis, Creative Thinking.										
38												
39												
40		*** Combined Overall: Refers to the combined percentages in each category of proficiency attained by students completing both the Senior Essay and the Philosophical Analysis. The										
41		combined scores allow us to consider the two different modes of expression of the skills identified in the Program Values Rubric, the former in a sustained research essay, the latter in a										
42		Philosophical analysis written as a timed exit exam.										
43												
44		* This is the first year in which the vast majority of our graduating seniors were required to take the Senior Capstone PHIL 189, which was designed to serve as our primary program										
45		assessment opportunity. As a result, we no longer need to draw Philosophical Analyses from our other upper division core courses PHIL 180 and 181, to support our assessment efforts.										
46		Among the limitations of using PHIL 180 and 181 was the difficulty in assuring the essay was done by graduating seniors. This confirms for us the value of adding PHIL 189 to the program,										
47		both for its enhancement of the quality of the program and for its contribution to the quality of the students' work. This marks the second year we have used the PA administered as a										
48		timed exam for assessment purposes. It is the first year in which almost all graduating seniors have taken PHIL 189.										
49												
50												
51		** This assessment tool is used here as an intermediate indicator of student success, between the course grade for PHIL 189 and the score on the Philosophical Analysis. All graduating										
52		students are required to complete this requirement, but it is only enforceable for students in PHIL 189. Two graduating seniors not in PHIL189 did not submit.										