Colorado State University – Pueblo Academic Program Assessment Report for AY 2014-2015

Program:_____ Philosophy minor_____

Completed by:_____ John O'Connor_____

Assessment contributors (other faculty involved in this program's assessment): _____

Please complete this form for <u>each undergraduate, minor, certificate, and graduate program</u> (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2015. You'll also find the form at the assessment website at <u>http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx</u>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the	B. When	C. What	D. Who was	E. What is	F. What	G. What were the	H. What
program SLOs	was this	method was	assessed?	the	were the	department's	changes/improvements
were assessed	SLO last	used for	Please fully	expected	results of the	conclusions about	to the <u>program</u> are
during this	assessed?	assessing the	describe the	achievement	assessment?	student	planned based on this
cycle? Please	Please	SLO? Please	student	level and		performance?	assessment?
include the	indicate	include a copy	group(s) and	how many			
outcome(s)	the	of any rubrics	the number	or what			
verbatim from	semester	used in the	of students	proportion			
the assessment	and year.	assessment	or artifacts	of students			
plan.		process.	involved.	should be at			
				it?			
SLO 1: Students	SLO 1 was	A rubric	The set of	Per the	Four of the	Strengths: Student	Because a new full-time
will be able to	last	(attached)	assessed	assessment	five students	work continues to	philosopher will be hired

Due: June 1, 2015

Date: ___May 29, 2015_____

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	relevance of	2013						, S

philosophical ideas and methods in the historical interplay of philosophy and culture				

Comments:

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s)	B. When was this	C. What were the	D. Were the	E. What were the results of the
did you address?	SLO last assessed?	recommendations for change	recommendations for	changes? If the changes were not
Please include	Please indicate the	from the previous	change acted upon? If not,	effective, what are the next steps or
the outcome(s)	semester and year.	assessment?	why?	the new recommendations?
verbatim from				
the assessment				
plan.				
SLO 2: Students	SLO 2 was last	The main recommendations	Yes. The recommendations	The changes have had a positive effect;
will be able to	assessed in Spring	(stemming from 2012) were	led to revisions of the	student papers have improved in both
construct and	2014. Prior to that	for instructors to pay greater	paper rubric for the four-	their adherence to the structural
present clear,	it was assessed in	attention to the structural	course history of	desiderata of academic writing and in
well-reasoned	Spring 2012.	desiderata of an academic	philosophy sequence. The	their use and treatment of textual
defenses of		paper, the importance of	rubric was revised in 2013	support. (This year's concern with SLO

theses both verbally and in writing.		textual justifications, and integration of quotations into the text.	and in 2014. The new rubric communicates the standards and desiderata of academic writing better than did the previous rubric. As a result, it is being used as both a teaching and an assessment tool.	2 is relegated to issues of writing clarity.)
SLO 3: Students will be able to recognize and assess the relevance of philosophical ideas and methods in the historical interplay of philosophy and culture	SLO 3 was last assessed in Spring 2013.	The instructor of the history of philosophy courses was to ensure a) that students' annotated bibliographies contained appropriate sources for background material <i>and</i> b) that in the research and drafting phases students received the guidance necessary to develop more nuanced and historically appropriate readings of the background material.	Yes, the recommendations were acted upon.	Student treatment of philosophical historical material has improved.

Comments:

Last year's peer-review comments included a concern that the rubrics used did not clearly indicate how the performance categories mapped on to the SLOs in question. This concern has been addressed; this year's rubric identifies SLOs and allows evaluation of different aspects of each.

Also, last year's assessment revealed a need for program improvement in advising and completion rates. As noted in the report "there is also a more significant issue of course scheduling that no amount of student planning will resolve. With only a single full-time philosopher available to offer the required advanced classes, Philosophy minors have limited scheduling options and often face intractable schedule conflicts with required major courses." We have recently taken small steps toward improving this situation by hiring a new VAP of Philosophy (beginning in

the Fall 15). However, since the current philosopher is devoting time to the Honors Program, we will not be able to double the course offerings. Even so, this arrangement should make available one or two more upper-level courses per year to well-prepared philosophy students. The programs (Honors & Philosophy) piloted this approach in Sp15 by offering an upper level Philosophy Honors elective and it worked well for students in both. We expect similar results when we repeat this in AY15-16.

Philosophy Minor Colorado State University-Pueblo Philosophical Writing & History Rubric

Intended learning outcomes assessed with this instrument:

- **SLO #1**. Students will be able to recognize, analyze, and logically evaluate arguments encountered in sources ranging from philosophical and academic texts to the popular media.
- **SLO #2.** Students will be able to construct and present clear, well-reasoned defenses of theses in writing.
- **SLO #3**. Students will be able to recognize and assess the relevance of philosophical ideas and methods in the historical interplay of philosophy and culture.

Student work assessed: Papers from student portfolio.

	Exemplary	Proficient	Emerging	Not Present
Presence of thesis	Thesis is <i>explicit</i> , <i>precise</i> ,	Thesis is <i>explicit</i> .	Thesis is <i>implied</i> and/or	
(SLO #2)	and <i>clear</i> .		unsophisticated.	
Presence of ideas, methods	Philosophical ideas,	Historical / cultural /	Historical / cultural /	
or arguments from the	methods or arguments are	philosophical ideas, methods	philosophical ideas, methods	
history of philosophy	<i>explicit</i> ; their historical /	or arguments are <i>explicit</i> .	or arguments are <i>implied</i> .	
(SLO #1 & #3)	cultural / philosophical			
	relevance is prominent.			
Treatment of philosophical	Ideas, methods or arguments	Usually accurate	Explanations are not usually	
ideas, methods or	are relevant & accurately	explanations of relevant	accurate, or the ideas,	
arguments	explained in context.	ideas, methods or arguments.	methods and arguments	
(SLO #1 & #3)			employed are not usually	
			relevant	
Quality of reasoning	Reasoning is generally good	Reasoning is generally good.	Reasoning is not generally	
(SLO #1, #2 & #3)	(i.e. strong or valid) and		good (i.e. work is	
[includes student assessment	well-explained.		characterized by weak	
of philosophical / historical /			reasoning).	
cultural relevance of ideas,				
methods or arguments].				
Writing style & execution	Clear, compelling,	Consistently clear language;	Sometimes vague, confusing	
(SLO #2)	grammatically correct	sequencing of ideas poses no	or hard to follow	
	language; fluid, easy-to-	barrier to communication		
	follow organization of ideas			