

Assessment Report - Comprehensive Review

Program Assessment

Department:	Philosophy
Program:	Philosophy AA-T
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Date Submitted:	9/24/2017

A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1 Explicate and evaluate arguments.

2 Explain major philosophical or religious ideas.

3 Defend personal positions on important philosophical issues.

4 Demonstrate clear writing and speaking about philosophical or religious ideas.

B. How did your outcomes assessment results during the past three years inform your program planning? Use the bullet points below to organize your response.

Our assessments lead us to reflect on how we can help students overcome some of the major hurdles in our courses, which is poor writing quality, ambiguity in content, and punctuation errors, etc. One solution, for example, was that we consider spending more time helping students develop and revise paper drafts and requiring appointments with instructors or at the writing center.

C. Describe how the program monitors and evaluates its effectiveness.

Every year, we dedicate the spring semester to assessing our outcomes, whether they be program or student learning outcomes. We reserve a computer lab and share our results to our classroom assessments, which generates insightful conversation and strategies around improving instruction and department engagement with students.

D. Describe how the program engages all unit members in the self-evaluation dialog and process.

Our department function supremely well and works collaboratively by joining together every month in a department meeting to reflect on the departments goals, activities, successes/failures, values, mission, pedagogical strategies, etc. We also spend time collaborating on developing activities that support the institutional and program level outcomes.

E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

After assessing PLOs number 2 and 4, we discovered that about 81% of our aggregate scores were rated as exceed or meet expectations, highlighting the success and effectiveness of our pedagogical techniques and strategies. This is significant because we do not have prerequisites for any of our courses, except Phil B9. Given that the data suggests students within are program are meeting or exceeding expectations of explaining positions and demonstrating clear writing and speaking is a

F. How do you engage in collegial dialog about student learning outcomes?

Answered in D

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

G. What have the program's PLOs/AUOs revealed or confirmed in the past three years?

Our PLOs have confirmed that what we provide students is an essential service for them. We help them understand themselves, their own thoughts on relevant topics, positions on important issues (NFL kneeling protests, gun-control, etc. e.g.), and most importantly help them develop into whole and competent persons able to think critically and clearly in order to make life decisions, benefitting them in becoming thoughtful

H. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

Our greatest reward is student feedback and attendance numbers from our classes and campus activities that we create for students. Our classes are always bursting at the seams (measured by average class size - 41 students), attendance at our monthly Gadfly Café activity, which unites over 50+ students, as well at our student colloquium, which serves well over 30 students (measured by attendance numbers). Our number of majors is 54,

I. a. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO). b. How do the program learning outcomes align with Institutional Learning Outcomes?

The philosophy department is quite deliberate in ensuring each of the student learning outcomes for each course aligns with our program learning outcomes and institutional learning outcomes. To show this, we created a chart of sorts:

How to understand our chart: each of the our course level SLOs will have in parenthesis the corresponding ILOs and PLOs. This makes it very clear as to which SLO aligns with both program and institutional level outcomes.

INSTITUTIONAL PROGRAM**Institutional Level Outcomes (ILOs)**

1. Think critically and evaluate sources and information for validity and usefulness.
2. Communicate effectively in both written and oral forms.
3. Demonstrate competency in a field of knowledge or with job-related skills.

J. Include the activities your program is planning to close the achievement gaps during the next three years and the impact you expect from them.

Changes in the achievement gap cannot be achieved from a department year to year perspective as there is no comparison date in our data trend analysis data sheet. That said, we do notice that all our age and ethnicities groups are comparable to the campus-wide retention and success rates, save for two groups: African American and age 40 years or older groups. That said, nothing conclusive can be drawn because we do not know the size of these cohort groups. If the size is small, then the results would be inconclusive anyway. In any event, when we are able to assess the achievement gaps, you can be certain that we will devise several strategies to close

