Assessment Overview

Discipline/Program Name: Philosophy Assessment Year 2009

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
<td>GE</td>
<td>Pre-post graded essay</td>
<td>0</td>
<td>0</td>
<td>Addendum C/box 2*</td>
<td>n/a</td>
<td>2010 results</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>GE</td>
<td>Pre-post graded essay</td>
<td>0</td>
<td>0</td>
<td>Addendum C/box 2*</td>
<td>n/a</td>
<td>2010 results</td>
</tr>
<tr>
<td>3. Basic Knowledge in Philosophy</td>
<td>Dept</td>
<td>Pre/post graded essay</td>
<td>0</td>
<td>0</td>
<td>Addendum C/box 2*</td>
<td>n/a</td>
<td>2010 results</td>
</tr>
<tr>
<td>4. Understanding of the contribution of philosophy</td>
<td>Dept</td>
<td>Pre/post graded essay &amp; pre-class questions</td>
<td>0</td>
<td>0</td>
<td>Addendum C/box 2*</td>
<td>n/a</td>
<td>2010 results</td>
</tr>
</tbody>
</table>

Describe the Learning Outcome That You Have Measured

<table>
<thead>
<tr>
<th>GE, Discipline or Other</th>
<th>Pre-Post Test, Judged Competition, Embedded Questions, Rubric Graded Essay</th>
<th>Number of Students Assessed</th>
<th># of Years This Outcome Has Been Assessed</th>
<th>Measurement Standard</th>
<th>Report the Results of Your Data Analysis</th>
<th>Strong: Exceeds Benchmark</th>
<th>Neutral: Meets Benchmark</th>
<th>Weak: Misses Benchmark</th>
</tr>
</thead>
</table>

Recommendation: Complete this Assessment Overview Table after you have completed your Assessment Summary in the following template.

* Student essays at end-of-course will be significantly better (at p<.05 level) in terms of grammar, usage, and mechanics than beginning-of-course essays as measured by a comparison of paired essays,

Note: This assessment will begin in Spring 2010 for reasons of assessment consistency. I have recently taken over the assessment responsibilities from Jeff.
Program / Discipline Assessment Report

Program/Discipline: Philosophy
Responsibility: Mark Gowan

Program/Discipline's Mission Statement:
The basic aim of education in Philosophy is not and should not be to impart information and test whether the student has memorized certain theories and/or ideas, but rather to teach the process of independent thinking and critical analysis of various kinds of deeply difficult intellectual problems, to interpret texts involving these problems, to analyze and criticize arguments, and to express themselves clearly and concisely.

These objectives may be achieved in different ways and through different kinds of methods, but the dialectical debate, problem solving, critical interpretation, historical comparison, as well as hypothetical construction of situations to test philosophical ideas lend themselves to the nature of philosophy. Ideally these will be combined, though one approach or another may prevail.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?
  New: in place as of Spring 2010

By using the assessment process as an evaluative technique, what changes to student learning have been noted?
n/a

What unintended consequences, if any, have occurred because of the assessment process?
n/a

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)
The philosophy department, including adjuncts & Lance Rubin

Part 1: Previous Academic Year Assessment Summary

Previous Academic Year: This is a new assessment program.
Part 2: Current Academic Year Assessment Plan

- Your program may wish to examine how retention differs among sections of an important course or you may choose to do an analysis of grade inflation across courses within your program/discipline. Such items aren’t truly student outcomes, but they certainly affect learning. As such, these outcomes will be classified as "Other" in the summary you create next year. (Measuring such outcomes is purely optional.)

- Two or more instruments of measuring an objective may provide greater clarity and validity, but only one is required. The department or program makes the decision. The Program Assessment committee and deans are available for consultation.

- In the past, some programs have been identified purely by prefix or in some cases by the type of section offered. Sometimes, a very limited pool of students have been available for such a program to assess, or the program lacks full-time faculty to plan, assess, and report outcomes. If your program has such difficulties, please contact either the Program Assessment committee’s chair or your School’s Program Assessment committee representative. We will work with you to find a solution.

- CTE programs with external accreditation may use the accreditation report to in addition or in lieu of these forms, please contact the Program Assessment committee representative if this format is desired. In absence of this contact, these forms are expected.

- Outcomes are to be measured annually. Exceptions are made with VPI approval for outcomes that clearly need a less (or more) frequent review.

Outcome minimums

- At least two outcomes are to be program/discipline-related.

- At least two outcomes are to be General Education in nature. One General Education outcome must be continued from the prior year to develop a historical trend. General Education outcomes need to be assessed and reported annually, regardless of the frequency of reporting for other outcomes.

- Both outcomes above are classified as "student learning" outcomes, requiring benchmarks and analysis. It is strongly recommended that you use the table provided in Part 1 of this report for this function. Definitions and examples of these outcomes are provided in Appendix A at the end of this document. Your Program Assessment committee is available to assist.

- An assessment report is requested annually. Such a report may only consist of a report on General Education outcomes and a plan summarizing where your program is in an assessment with multi-year frequency.
Current Academic Year: 2009

Intended Learning Outcomes (only include if they differ from those noted in Part 1)

<table>
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<th>1. Communication</th>
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<td>3. Basic Knowledge in Philosophy</td>
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<td>4. Understanding of the contribution of philosophy</td>
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Assessment Method(s) (only include if they differ from those noted in Part 1)

Pre/post graded essay question & pre-class questions for information on previous philosophy classes

Benchmarks (only include if they differ from those noted in Part 1)

Student essays at end-of-course will be significantly better (at p≤.05 level) in terms of grammar, usage, and mechanics than beginning-of-course essays as measured by a comparison of paired essays.

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)

No

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson (Cheyne Bamford: cheyne.bamford@arapahoe.edu). If you have any questions about the process, please contact the chairperson.