TEMPLATE No. 3: Assessment Data for the Evidence of Student Learning and the Use of Evidence

EVIDENCE OF STUDENT LEARNING

Learning Outcome to be assessed:

Program Learning Outcome 1: Engage in the disciplined practice of asking questions about God, the world, and of themselves, including questions for which there may be no easy answers.

Outcome Measure (assignment and schedule):

Signature Assignment: Summative paper on Cavanaugh's text, PHIL 381

Criteria for Success (if applicable):

We would like 75% of our students to achieve proficient or above.

Longitudinal Data Table:

AY	Course	N	Data	Comments
17-18	PHIL381	19	57% were excellent, 31% were between excellent and proficient and 10% were basic	88% were at least proficient
16-17	PHIL381	12	66.5% were Excellent, 7.5 were mid-way between excellent and proficient, 18% were proficient, and 8% were basic	92% were at least proficient
14-15	PHIL381	10	40% received an Excellent, 20% were mid-way between Proficient and Excellent, 40% were Proficient	100% of our students were at least proficient
12-13	PHIL381	14	Mean score: 2.5	Two faculty assessors

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USE OF EVIDENCE OF STUDENT LEARNING

Conclusions Drawn from Data:

The assessment shows that we are on track for achieving the outcomes. There is a higher rate of "excellence" for smaller class sizes, however.

Changes to be Made Based on Data:

At 19 students, the course was large relative to recent years, though smaller than last year, and this impacted the class atmosphere and required a change in both teaching approach as well as requirements. Moreover, the venue made it difficult to achieve the sort of robust class discussion that typified other years. The longitudinal data is insufficient to show whether or not this year is anomalous. However, this data does suggest the need for changes when the student enrollment is above 18-20. Changes: the course is typically taught as a seminar, discussion focused course. As such, there has been an emphasis on student presentations. While discussion and student presentation will remain an important component, there will be an added stress on discursive lecture, group activity, and movement/figure compare/contrast assignments when enrollment moves past the level sustainable in a seminar style environment.

Rubric Used:

**Philosophy Rubric for PLO #1 and PLO #3*

Failure: Shows minimal engagement with the topic. Failing to recognize multiple dimensions or perspectives; lacking even basic observations

Basic: Shows some engagement with the topic without elaboration; offers basic observations but rarely original insight

Proficient: Demonstrates engagement with the topic, recognizing multiple dimension and/ or perspectives; offers some insight

Excellent: Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives with elaboration and depth, offers considerable insight

*See www.roanoke.edu for source.

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Learning Outcome to be assessed:

Program Learning Outcome 2: Students will differentiate among interrelated movements or figures in the history of philosophy.

Outcome Measure (assignment and schedule):

Signature Assignment: Final Matching Exam: Students responded to an objective test that measured their proficiency according to the established rubric. The assessment tool is housed in PHL 302 Descartes through Hegel and is a matching exam at the end of the semester. Students will be asked to match philosophers with quotations from primary source readings. The quotes themselves are statements central to the philosopher and relevant to the movements within the historical period covered by the course.

Criteria for Success (if applicable):

We would like 75% of our students to achieve proficient or above.

Longitudinal Data Table:

14-15 PHIL 302 10 Mean Score: 90% Mean score falls within the "Excellent" range.
16-17 PHIL 302 23 Mean Score: 73% Mean score falls within the "Proficient" range. Individually, 57% scored in the "Excellent" range; 5% scored in the "Proficient" range; 38% scored in the "Basic" range.

17-18 PHIL 302 no offered this year

USE OF EVIDENCE OF STUDENT LEARNING

Conclusions Drawn from Data:

The mean score, successfully used in 14-15 to show success for the assessment, does not tell the entire story here. While the mean is acceptable in the proficient range, there is a disparity in students with the major percentage clumped either in the excellent range or the basic range of the rubric; the proficient range is under populated. This suggests that while most students were successful, a statistically significant minority were not. Moreover, the assessment did not achieve the desired result of 75% of students being proficient or above—62% fell in that category.

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Changes to be Made Based on Data:

At 23 students, the course was large relative to recent years and this impacted the class atmosphere and required a change in both teaching approach as well as requirements. Moreover, the venue made it difficult to achieve the sort of robust class discussion that typified other years. The longitudinal data is insufficient to show whether or not this year is anomalous. However, this data does suggest the need for changes when the student enrollment is above 18-20. Changes: the course is typically taught as a seminar, discussion focused course. As such, there has been an emphasis on student presentations. While discussion and student presentation will remain an important component, there will be an added stress on discursive lecture, group activity, and movement/figure compare/contrast assignments when enrollment moves past the level sustainable in a seminar style environment.

Rubric Used: Final Matching Exam Scoring
Failure (below 40%) Basic (40-59%) Proficient (60-79%) Excellent (80-100%)

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EVIDENCE OF STUDENT LEARNING

Learning Outcome to be assessed:

Program Learning Outcome 3: Evaluate the strengths and weaknesses of human reasoning or experience to provide an adequate account of significant issues that relates to our human condition, the world, ethics, and Christian life.

Outcome Measure (assignment and schedule):

Signature Assignment: Summative paper on Cavanaugh's text, PHIL 381

Criteria for Success (if applicable):

We would like 75% of our students to achieve proficient or above.

Longitudinal Data Table:

AY	Course	N	Data	Comments
17-18 16-17	PHIL381 PHIL381	19 17	57% were excellent, 31% were between excellent and proficient and 10% were basic 30% were excellent, 35% were mid-way between excellent and proficient, 30% were proficient, and 5% were between basic and proficient	88% were at least proficient 100% were at least proficient
14-15	PHIL381	10	100% of our students were at least proficient. 40% received an Excellent, 20% were mid-way between Proficient and Excellent, 40% were proficient	Two faculty assessors
12-13	PHIL381	14	Mean score: 2.46	Two faculty assessors

USE OF EVIDENCE OF STUDENT LEARNING

Conclusions Drawn from Data:

The assessment shows that we are on track for achieving the outcomes. There is a higher rate of "excellence" for smaller class sizes, however.

TEMPLATE No. 3: Assessment Data for the Evidence of Student Learning and the Use of Evidence

Changes to be Made Based on Data:

At 19 students, the course was large relative to recent years, though smaller than last year, and this impacted the class atmosphere and required a change in both teaching approach as well as requirements. Moreover, the venue made it difficult to achieve the sort of robust class discussion that typified other years. The longitudinal data is insufficient to show whether or not this year is anomalous. However, this data does suggest the need for changes when the student enrollment is above 18-20. Changes: the course is typically taught as a seminar, discussion focused course. As such, there has been an emphasis on student presentations. While discussion and student presentation will remain an important component, there will be an added stress on discursive lecture, group activity, and movement/figure compare/contrast assignments when enrollment moves past the level sustainable in a seminar style environment.

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