

Annual Assessment Report

Academic Year: 2012-2013

Department: History and Philosophy

Program(s): Philosophy

Assessment reports are to be submitted annually to report assessment activities and results by program. The reports are due every summer with a deadline of September 15th each year.

The use of this template is entirely optional.

Note: These reports have been required by MSU policy since 2004.

1. What Was Done

Based on our assessment plan, we evaluated program learning outcomes 2, 3, 5 and 6 this year.

2. Our graduates will be able write clearly structured papers in support of a philosophical thesis.
3. Our graduates will be able to identify and avoid formal and informal fallacies.
5. Our graduates will be able to analyze arguments.
6. Our graduates will be able to present critiques that effectively engage with arguments.

2. What Data Were Collected

2. A random sample of final papers from philosophy students were collected from PHL 328, Philosophy and Film.
3. Final exams from philosophy majors in PHL 236Q were collected. The exam included four fallacy-identification questions.
5. A sample of philosophy majors' final papers were collected from PHL 310, Moral Theory.
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3. What Was Learned

2. Five rubrics were used to score students' writing. Overall, more than 75% of our students met or exceeded expectations. There were, however, two areas of relative weakness. These were the requirements that students have a "clearly written philosophical thesis," and provide an "explanation of possible criticisms and responses."
3. Philosophy majors received an average of 72.9% on the exam.
5. It was found the 100% of the papers met or exceeded expectations, though only one third actually exceeded expectations.
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4. How We Responded

2. Faculty will address these two areas of relative weakness by spending more time talking about these requirements in classes when papers are assigned.
3. Faculty have arranged to have tutors assist students in PHL 236Q for the Spring 2014 term.
5. No response is required, but faculty will further focus on skills of analyzing arguments so as to have more students exceed expectations.
6. No response is required, but faculty will focus more on the need to effectively critically engage with arguments so as to have more students exceed expectations.

Submitted by: Philosophy faculty