

Minnesota State University Moorhead
2006-2007 Assessment Report Cover Sheet

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Note: All programs will complete this form.

Academic Program: Philosophy B.A.

Department: Philosophy

College: Arts & Humanities

Date: October 23, 2006

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Theodore Gracyk

2. List of All Student Learning Outcomes. (List all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

*1: Philosophy majors should be able to read and understand standard philosophical texts.

*2: Philosophy majors should be able to write philosophical essays.

*3: Philosophy majors should be able to engage in philosophical discussion and make oral presentations of their research.

*4: Philosophy majors should know the views of major philosophers, know the primary issues in the major subject areas, and know both contemporary and non-mainstream approaches to philosophy.

*5: Philosophy majors should be able to evaluate and construct philosophical arguments.

*6: Philosophy majors should be able to engage in original philosophical research.

3. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Reporting Forms
2. Records of department meetings when Assessment Report was discussed and approved.

**Minnesota State University Moorhead
2006-2007 Assessment Reporting Form**

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Instructions: Complete, print, and save a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Philosophy B.A.

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

#1: Philosophy majors should be able to read and understand standard philosophical texts.

2. Assessment measure used for this learning outcome.

Assessed as part of senior project assessment (currently limited to senior portfolios).

Instrument: Evaluation of Philosophy Student Portfolio, Learning Outcome 1

3. Expected Student Performance (from assessment plan)

During each six-year assessment cycle, 95% of graduates meet expectations by achieving an average score of 2 or above on the assessment instrument.

4. Actual Results (attach additional information, if necessary)

100% achievement since our last report (10 of 11 achieved score of 2; 1 of 11 achieved score of 3)

5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

No action planned.

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Academic Program: Philosophy B.A.

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

#2. Philosophy majors should be able to write philosophical essays.

2. Assessment measure used for this learning outcome.

Assessed as part of senior project assessment (currently limited to senior portfolios).

Instrument: Evaluation of Philosophy Student Portfolio, Learning Outcome 2

3. Expected Student Performance (from assessment plan)

During each six-year assessment cycle, 95% of graduates meet expectations by achieving an average score of 2 or above on the assessment instrument.

4. Actual Results (attach additional information, if necessary)

82% achievement since our last report (2 of 11 achieved score of 1; 6 of 11 achieved score of 2; 3 of 11 achieved score of 3)

5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

Action can be accomplished within existing resources. Philosophy is currently requesting that PHIL 300, a course required of every major, be designated a writing intensive course, and we are making a change to the course description to add "Research paper required." Beginning Fall 2007, these changes will make the course instructor of PHIL 300 responsible for addressing this learning outcome. We expect an improved achievement rate to follow.

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Academic Program: Philosophy B.A.

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

#3. Philosophy majors should be able to engage in philosophical discussion and make oral presentations of their research.

2. Assessment measure used for this learning outcome.

Assessed as part of senior project assessment (currently limited to senior portfolios).

Instrument: We have no instrument beyond self-reporting in senior portfolio project.

3. Expected Student Performance (from assessment plan)

During each six-year assessment cycle, 95% of graduates meet expectations by achieving an average score of 2 or above on the assessment instrument.

4. Actual Results (attach additional information, if necessary)

9% achievement since our last report (1 out of 11 students). Of the remaining 10, 1 was considered below expectations by the faculty and 9 could not be assessed due to lack of proper instrument.

5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

Action cannot be accomplished within existing resources. Philosophy will submit an Instructional Improvement Grant to request resources to cover development costs for creating an appropriate instrument and incorporating it into required philosophy courses.

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Instructions: Complete, print, and save a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Philosophy B.A.

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

#4. Philosophy majors should know the views of major philosophers, know the primary issues in the major subject areas, and know both contemporary and non-mainstream approaches to philosophy.

2. Assessment measure used for this learning outcome.

Assessed as part of senior project assessment (currently limited to senior portfolios).

Instrument: Evaluation of Philosophy Student Portfolio, Learning Outcome 4

3. Expected Student Performance (from assessment plan)

During each six-year assessment cycle, 95% of graduates meet expectations by achieving an average score of 2 or above on the assessment instrument.

4. Actual Results (attach additional information, if necessary)

100% achievement since our last report (10 of 11 achieved score of 2; 1 of 11 achieved score of 3)

5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

Action can be accomplished within existing resources. Although our result confirms student performance, we believe that the actual instrument is too crude to determine genuine achievement. As part of its 2006 Assessment Plan revision, Philosophy is proposing adding a graduation audit instrument to better determine achievement.

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Instructions: Complete, print, and save a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Philosophy B.A.

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

#5: Philosophy majors should be able to evaluate and construct philosophical arguments.

2. Assessment measure used for this learning outcome.

Assessed as part of senior project assessment (currently limited to senior portfolios).

Instrument: Evaluation of Philosophy Student Portfolio, Learning Outcome 5

3. Expected Student Performance (from assessment plan)

During each six-year assessment cycle, 95% of graduates meet expectations by achieving an average score of 2 or above on the assessment instrument.

4. Actual Results (attach additional information, if necessary)

100% achievement since our last report (8 of 11 achieved score of 2; 3 of 11 achieved score of 3)

5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

No action planned.

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Instructions: Complete, print, and save a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Philosophy B.A.

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

#6: Philosophy majors should be able to engage in original philosophical research.

2. Assessment measure used for this learning outcome.

Assessed as part of senior project assessment (currently limited to senior portfolios).

Instrument: Evaluation of Philosophy Student Portfolio, Learning Outcome 6

3. Expected Student Performance (from assessment plan)

During each six-year assessment cycle, 95% of graduates meet expectations by achieving an average score of 2 or above on the assessment instrument.

4. Actual Results (attach additional information, if necessary)

100% achievement since our last report (10 of 11 achieved score of 2; 1 of 11 achieved score of 3)

5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

Action can be accomplished within existing resources. Although our result confirms student performance, we believe that the actual instrument is too crude to determine genuine achievement. As part of its 2006 Assessment Plan revision, Philosophy is proposing adding a second instrument, Evaluation of Student Research Outcomes (Direct measure in writing intensive course), to be used to evaluate performance in PHIL 300, the course we are making writing intensive and which will require a research paper. This will take effect fall 2007.