

Department of Philosophy Assessment Plan for General Education Courses

As directed on a prescribed university cycle, the Department of Philosophy will assess a general education program (GEP) course using *direct* measures.

1. The department will assess one GEP course every other year or as designated by the university.
2. The assessment will consist of a targeted evaluation of the specific criteria under the stated functional competencies to be satisfied by the course.

The instructor will identify two criteria related to the functional competency or competencies for the course, for instance, “students need to be able to reconstruct the author’s argument, distinguishing premises and conclusion” and “they need to be able to critically analyze the author’s argument” (FC in this case would be “Critical Analysis and Reasoning”). The instructor will then use a rubric to score student work (most likely papers or examination) and report the findings in the template below. The instructor will indicate how the students scored, i.e., “I found that 5% of the students had difficulty outlining the author’s premises” or “10% of the students had difficulty critically analyzing the author’s argument.” The instructor will also indicate any proposed changes to the course based on the findings (e.g., “I will require students to practice outlining arguments.”).

3. The department will have a meeting of the Assessment Committee every two years to review the data.

Chart for Reporting Assessment Results for UMBC General Education Courses

	Functional Competency #1	Other Competencies→
Course-specific goals linked to FC		
How do you assess or measure achievement of those goals?		
What did you find?		
Changes proposed based on assessment results		