

2016-2017 Department of Philosophy Assessment Report for GEP Courses

The Department of Philosophy assessed PHIL 372: Philosophy of Science in Spring 2017 for student achievement with respect to UMBC General Education Functional Competency III: Critical Analysis and Reasoning. See findings and suggested changes below.

PHIL 372	Functional Competency: Critical Analysis and Reasoning	Functional Competency: Critical Analysis and Reasoning
Course-specific goals linked to FC	Students write essays requiring exegesis of authors' arguments relevant to their essay topic.	Students write essays requiring them to construct their own arguments about the topic, including considering potential objections.
How do you assess or measure achievement of those goals?	A rubric was used to assess their success in achieving this goal on Essay 2. See the attached rubric. This focused on question 2: Understanding of the Material: Do you display an understanding of the authors' arguments and other material related to the topic we've discussed in class?	A rubric was used to assess their success in achieving this goal on Essay 2. See the attached rubric. This focused on question 3: Cogency of your Arguments(s): Are your arguments well-reasoned? Do you consider potential problems with your arguments and do a good job addressing these? Are there potential problems you fail to address?
What did you find?	<p>Superb: 0 Excellent: 5/27 Very good: 7/27 Good: 7/27 Proficient: 5/27 Developing: 4/27 Needs Significant Work: 5/27 Novice: 0 Unacceptable: 0</p> <p>22% achieved very good or better; 67% were proficient or better.</p>	<p>Superb: 1/27 Excellent: 1/27 Very good: 7/27 Good: 7/27 Proficient: 6/27 Developing: 1/27 Needs Significant Work: 3/27 Novice: 1/27 Unacceptable: 0</p> <p>33% achieved very good or better; 81.5% were proficient or better</p>
Changes proposed based on assessment results	A significant percentage 33% were determined not to be proficient in this. This was largely due to a misunderstanding of what was expected on one of the paper topics. While the essay description was explicit about this, this is something	No changes are suggested. The students seemed to do a good job of achieving this learning objective, especially since the course is made up of a large number of non-majors.

	<p>that might need further emphasis in class discussion of the essay topics. Given that this was largely localized to one essay topic, no further changes are recommended at this time.</p>	
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