COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:

    Course Discipline Code and Number: <u>PHL 240</u>

    Course Title: <u>Social-Political Philosophy</u>

    Division/Department Codes: <u>HSS/HUM</u>

2. Semester assessment was conducted (check one):

    ☐ Fall 20___

    ☒ <u>Winter 2012</u>

    ☐ Spring/Summer 20___

3. Assessment tool(s) used: check all that apply.

    ☐ Portfolio

    ☐ Standardized test

    ☐ Other external certification/licensure exam (specify):

    ☐ Survey

    ☐ Prompt

    ☒ <u>Departmental exam</u>

    ☐ Capstone experience (specify):

    ☒ <u>Other (specify): Final Paper</u>

4. Have these tools been used before?

    ☐ Yes

    ☒ <u>No</u>

    If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

    <u>N/A</u>

5. Indicate the number of students assessed and the total number of students enrolled in the course.

    <u>21</u>

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*

    N/A

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

    This class has never been assessed before, given that it is a fairly new course, so there were no previous changes implemented as a result of a previous assessment.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

    ▪ <u>Learning Outcome #1:</u>
    Adequate identification and explanation of the general tenets of Political Naturalism, Social Contract Theory, Utilitarianism, Marxism, Contemporary Political Liberalism, and Feminist Political Theory

    ▪ <u>Learning Outcome #2:</u>
    Adequate explanation of how Political Naturalism, Social Contract Theory, Utilitarianism, Marxism, Contemporary Political Liberalism, and Feminist Political Theory conceive of Social Justice

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

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Success is defined as a class average of 2.8 or higher, for each of the defined tasks. The scoring rubric is as follows:
0 – answers 0 questions out of 4 adequately
1 – answers 1 out of 4 questions, of various kinds, adequately, where at least one question involves writing an essay
2 – answers 2 out of 4 questions, of various kinds, adequately, where at least one question involves writing an essay
3 – answers 3 out of 4 questions, of various kinds, adequately, where at least one question involves writing an essay
4 – answers 4 out of 4 questions, of various kinds, adequately, where at least one question involves writing an essay

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*
   In order to gather a more accurate and comprehensive view of student success, there were two different assessment tools used to assess both learning outcomes, namely, an In-Class Exam (which included essay questions) and a Final Paper. (In other words, each assessment tool assessed each outcome). The class average using the first measurement tool (i.e., the In-Class Exam) was 3.61, and the class average using the second measurement tool (i.e., the Final Paper) was 3.53, both of which are above the minimum required for success, namely, 2.8 on a 4.0 scale, as indicated in the answer to the previous question.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*
   Strengths: *With respect to the first measurement tool (i.e., the In-Class Exam), there were only 3 students out of 21 who did not pass the Exam; moreover, with the exception of only 1 student, all students who passed the Exam did so by earning a B or higher. With respect to the second measurement tool (i.e., the Final Paper) only 1 student did not pass this, though this was because the paper simply was not turned in. Due to these results, it is clear that an overwhelming majority of the students assessed were able both (1) to adequately identify and explain the general tenets of Political Naturalism, Social Contract Theory, Utilitarianism, Marxism, Contemporary Political Liberalism, and Feminist Political Theory (= Learning Outcome #1) as well as (2) to adequately explain how Political Naturalism, Social Contract Theory, Utilitarianism, Marxism, Contemporary Political Liberalism, and Feminist Political Theory conceive of Social Justice (= Learning Outcome #2).*

   Weaknesses: *There were no weaknesses in the class, as the students who did not achieve the learning outcomes were students who simply did not do the work.*

III. Changes influenced by assessment results
1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)*
   Given the success of the course as it is currently organized and taught, there is no plan for improvement; rather, the plan is to maintain the level of success currently being achieved in the course. In order for this to happen, it shall (should) be taught in future semesters in the same (or a very similar) manner as it was taught during the winter 2012 semester.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
   a. ☐ Outcomes/Assessments on the Master Syllabus
      Change/rationale:

   b. ☐ Objectives/Evaluation on the Master Syllabus
      Change/rationale:

   c. ☐ Course pre-requisites on the Master Syllabus
      Change/rationale:

   d. ☐ 1st Day Handouts

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Change/rationale:

e. ☐ Course assignments
Change/rationale:

f. ☐ Course materials (check all that apply)
   ☐ Textbook
   ☐ Handouts
   ☐ Other:

g. ☐ Instructional methods
Change/rationale:

h. ☐ Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?
   _N/A_

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

   The assessment tools used for measuring student success in terms of achieving the Learning Outcomes for this course were embedded tools, and as such they were assignments - specifically an In-Class Exam and a Final Paper, as was earlier indicated - that would have been used in any event to measure (at least part of) what the students learned in class. So, to this extent, they were effective tools for measuring student success and learning in the course.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?
   All ☒ Selected _____
   If "All", provide the report date for the next full review: ____Winter 2015_____.

   If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Print: _Corinne Painter_ Signature _____ Date: _05.13.2012_
Faculty/Preparer

Print: _Sena Blair_ Signature _____ Date: _5/3/12_
Department Chair

Print: _____ Signature _____ Date _MAY 07 2012_
Dean/Administrator