

Assessment Reporting Spring 2010 – Spring 2011

As you now know an interim report on the assessment of student learning is due to WASC in fall of 2010. We have been asked to demonstrate that we are using assessment data to improve student learning (i.e., “closing the assessment loop”) and that the assessment process is sustainable. To that end, we are asking programs to report on their most complete student learning outcome (SLO) during this reporting cycle. Please identify your selected SLO in the box below and provide the requested information.

Program Information

Degree Program(s):	MA	Department:	Philosophy
Department Chair:	Manning	Phone:	44470
Report Prepared by:	Cook	Phone:	44526

Student Learning Outcome (SLO)

This is where you will type the actual SLO on which you have focused.

SLO 1: be able to identify, understand and critically discuss, both orally and in a sustained major written essay, and in a written exam taken without the benefit of notes, major figures, ideas, methods and core areas in various historical periods and in various traditions from around the world.

Evidence for Need:

What evidence was used to identify this SLO as a candidate for improvement (e.g., describe the prior assessment activities, data, and discussions that led to this decision)?

Assessment of this SLO was done by reviewing student papers in each of the graduate seminars required for the MA offered in Fall 2010 (Phil 290, 291) and through a review of the Comprehensive Examination that all MA students must pass after the bulk of their course work is completed.

In collecting data on this SLO in Fall 2010 it was determined that the content of the Comprehensive Exam was in need of being updated. This reflects the continued development of diversity in the Department’s curriculum in general. At this point, the Comprehensive Exam lags a bit behind Department curriculum.

Changes to Curriculum or Pedagogy:

What actions were taken to improve student learning related to this outcome (e.g., program changes, changes in pedagogy, process changes, resources requests, etc)?

Following discussion and assessment of this issue, an updating of the reading list and sample questions for the Comprehensive Examination are now being implemented. This process involves coordination between the Graduate Coordinators and those faculty members responsible for each curriculum area to assure that the Comprehensive Exam reading list is better in sync with the content of the core curriculum.

Evidence for Impact:

What is the evidence that the actions taken above impacted student learning for this outcome?

Since the Comprehensive Exams are administered only once or twice each academic year, it will most likely take two or three years to collect sufficient evidence to assess the impact of these changes fully. Nonetheless, the discussions between Graduate Coordinators and relevant faculty have already resulted in better coordination of key curriculum areas as they bear on the content and assessment aims of the Comprehensive Exam.