

9/23

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			Student consistently uses logical analysis to render other author's positions more clear than they did themselves, or demonstrates a grasp of logical principles exceeding those taught in introductory logic courses.
Student analyzes and defends philosophical position on a philosophical problem.	Student fails to understand key aspects of chosen problem, or fails to articulate a clear position, or fails to consider or respond to relevant criticisms of the position.	Student clearly articulates a philosophical problem, takes a clear position on that problem, and defends own position against relevant and plausible lines of criticism.	Student's grasp of the problem, novelty of position, or depth of analysis and sophistication of argumentation are commensurate with graduate or professional status.

Student gathers sources relevant to a philosophical problem.

Student fails to include necessary sources for the topic

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Phase

interpret, and synthesize relevant sources. There appears to be a connection between this one case and the data from the prior year, summarized in the AY 18-19 assessment report as follows:

. . . note the following two qualitative comments:

weak on citation of sources

student only completed one draft. I identified problems and I think the second draft will be better. I would have liked more drafts.

These two comments fit together with themes from an informal assessment discussion that occurred among philosophy faculty who were present for the students' oral presentations of their senior inquiry projects. Faculty noted that because the department's model for this capstone is the independent study, the methods for pedagogy, timelines of due dates, and standards of assessment vary widely from one faculty member to another. Some faculty admitted that directing these projects is often a low priority, especially as the end of term becomes hectic. Students who do not take their own initiative

came from the department. Faculty noted that because the department's model for this capstone is the independent study, the methods for pedagogy, timelines of due dates, and standards of assessment vary widely from one faculty member to another. Some faculty admitted that directing these projects is often a low priority, especially as the end of term becomes hectic. Students who do not take their own initiative

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B. How has this change/have these changes been assessed?

The change to a poster-presentation format for the end-of-year event was assessed via faculty discussion.
. The changes to data-gathering prompting procedures were assessed through the completion of this report.

C. What were the findings of the assessment?

Most were generally pleased with the poster format and wanted to try it again **this year to be sure.**

D. How do you plan to (continue to) use this information moving forward?

N/A

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.