

Philosophy Program (Degree with Designation in Philosophy) Assessment

Center for Arts and Humanities

Community College of Denver

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Program Student Learning Outcomes Philosophy

PSLO 1: Students will interpret the arguments from philosophical sources.

PSLO 2: Students will interpret philosophical texts within their historical contexts.

PSLO 3: Students will demonstrate proficiency in responding to philosophical texts.

1. Students will interpret arguments from philosophical sources. Specifically:
 - a) Students will utilize terminology used in philosophical arguments to understand the enduring questions.
 - b) Students will analyze complex arguments and then summarize them.
2. Students will interpret texts within their historical contexts. Specifically:
 - a) Students will articulate the historical context of the work and its relation to the author's philosophy.
 - b) Students will analyze the biographical details of the philosopher's life to glean antecedents and meaning from the philosopher's work.
 - c) Students will demonstrate competency in relating a philosopher's ideas to the history of philosophy.
3. Students will demonstrate skills in responding to texts. Specifically:
 - a) Students will make explicit connections between philosophers' personal biases, limitations, and the cultural influences affecting their thoughts.
 - b) Students will articulate an open-mindedness and sympathy in regard to divergent and often conflicting philosophies.
 - c) Students will engage in a careful dialogue between the reader's self and the text viz. relating abstract concepts to their personal experiences.

PROGRAM ASSESSMENT USING INTERPRETIVE ESSAYS ON PLATO'S *ALLEGORY OF THE CAVE*

DWD in Philosophy (Introduction to Philosophy)

1. PSLOS to focus on:

PSLO # 1: Students will interpret arguments from philosophical sources. Specifically:

- a) Students will recognize, define, and utilize terminology used in philosophical arguments to understand the enduring questions.
- b) Students will analyze complex arguments and then summarize them.

2. What will you assess?

Student ability to perform the PSLO # 1 above in a brief two to three page take home interpretative essay.

3. Assessments Methods

Take home essays will be reviewed by departmental instructors and chair.

4. Time Frame

Students will complete essays in the second half of the semester in all PHI 111 spring 16 courses.

5. How will do the Assessment?

Department Chair and appointed committee.

6. Type of feedback.

After randomly collecting 20% of all of the student essay prompts (one out of every five essays), the committee will then evaluate the selected samples according to the agreed

grading rubric. The committee will then write a yearly report describing the strength and weaknesses that the essays demonstrated.

7. Closing the Loop

The philosophy faculty will meet as a whole to discuss findings and suggest recommendations on improving departmental curriculum and effective pedagogies instrumental toward student success in the discipline.

PHI 111

Philosophy Assessment: Plato's *Allegory of the Cave*



allegory.html

Prompt & Grading Rubric for PHI 111 Assessment Identification

Student Prompt

Critically read and interpret Plato's *Allegory of the Cave*.

- What does the allegory reveal about Plato's *epistemology* – assess the distinction between the senses and the intellect.
- Assess Plato's argument concerning the limitations of the senses.
- Finally, express Plato's justification for the privileged position of the intellect.

PHI PROGRAM ASSESSMENT RUBRIC

PHI Program Assessment Rubric

- PSLO 1. Students will interpret the arguments from philosophical sources. Specifically:
- a. Students will utilize terminology used in philosophical arguments to understand enduring questions.
 - b. Students will analyze complex arguments and then summarize them.

	Exemplary Demonstration of Outcome	Outcome Demonstrated	Outcome Developing	Zero to minimal evidence of progress toward outcome
Students will utilize terminology used in philosophical arguments to understand the enduring questions.	Specific, precisely accurate, and thorough identification of philosophic terminology demonstrated	Philosophic terms are used to identify multiple elements, and are most often used precisely.	Philosophic terms are used to identify multiple elements, but command of terms is imprecise.	Philosophic terms absent or used entirely inaccurately.
Students will analyze complex arguments and then summarize them.	A complete understanding of arguments into major reasons and conclusions	Some ideas are incomplete and not always successful in finding the major reasons and conclusion.	Many ideas are incomplete and often unsuccessful in detecting the major reasons and conclusion.	Inability to break down complex arguments, and failure to locate major reasons and conclusion.

Assessment Process Matrix

What Who will conduct it? When

Preparation

We will develop an assessment plan, distribute previously developed philosophy essay (Plato's *Allegory of the Cave*) assessment tool to instructors of *Introduction to Philosophy* classes. Revision of these materials is ongoing and will be revised in departmental meetings this fall and spring. Conducted by departmental faculty for fourth spring assessment 2016.

Data Collection

Philosophy interpretative and application essay on Plato's *Allegory of the Cave* for all *Introduction to Philosophy* courses. Instructors of PHI 111 will deliver, provide instructions, and materials to students during the spring term. This will happen by the end of each fall semester (eventually outcomes and courses will likely rotate).

Analysis

Each spring, the PHI program assessment committee faculty (full time and adjunct) will score essays using the rubric we've developed, producing quantitative data. Department faculty will conduct the assessment. This will happen early in spring semesters.

Reporting /Use

The PHI program assessment committee will produce a report including scoring data and discussion of trends/patterns in data. The PHI dept. will meet to discuss the report and recommended changes to procedures, curricula, or suggest best practices to best support student success in accomplishing PSLOs. Department faculty will assess. Report will be completed each spring and early fall will set recommendations to be implemented going into the next assessment loop.

Curriculum Mapping

Program Philosophy

Program Student Learning Outcomes

I – Introduction

D – Development

M – Mastery

CURRICULUM MAPPING

PROGRAM: PHILOSOPHY

PROGRAM STUDENT LEARNING OUTCOME

Key

I = Introduced

E = Emphasized

U = Utilized

A = Currently Formally Assessed

COURSE	PSLO1	PSLO2	PSLO3
PHI 111	I, E, U, A/Essay	I, E, U	I, E, U
PHI 112	I, E, U	I, E, U	I, E, U
PHI 113	I, E, U	I, E, U	I, E, U
PHI 114	I, E, U	I, E, U	I, E, U
PHI 214	I, E, U	I, E, U	I, E, U
PHI 218	I, E, U	I, E, U	I, E, U
PHI 220	I, E, U	I, E, U	I, E, U