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**Annual Assessment Report Form: Fall 2009 Update
DUE NO LATER THAN January 30, 2010**

Directions: Please complete a form for each of the programs within your Division. Each box that is attached to each of the sections is designed to adjust to varying lengths. **Send the report form via email to dcoleman@chaminade.edu.**

1. Program Information:

Division	Humanities and Fine Arts
Program	Philosophy General Education Requirement
Academic Year	Fall 2009
Report Submitted by	David L. Coleman and Dr. Chitha Unni
Phone/email	X4826
Date Submitted	March 11, 2010

2. According to the Assessment Plan for this program, what were the planned assessment activities for this Assessment Cycle?

Outcomes assessed for this academic year	How was the assessment performed	Where are these results stored
<p>The assessment tool covered the three learning outcomes for the Philosophy General Education requirement. They are: HI-CHAM-GE-LO.PHIL.1 Demonstrate an understanding of the broad themes found in the Western philosophical tradition. HI-CHAM-GE-LO.PHIL.2 Demonstrate an understanding of the Socratic method and its application to discussions on fundamental questions of meaning in today's world. HI-CHAM-GE-LO.PHIL.3 Demonstrate facility in such philosophical skills as thinking clarifying and analyzing concepts, justifying evaluations, and integrating concepts into a theoretical system.</p>	<p>The assessment was given to three different courses that fulfill the Philosophy General Education requirement: PH 100 Introduction to Philosophy; PH 103 Critical Thinking; and PH 105 Ethics. The assessment was done on eCollege in the companion sites for these courses. The data on test validity, difficulty and discrimination were drawn from the eCollege test statistics. The data was entered into LiveText and which allowed for standards based analysis.</p>	<p>Results are stored in the course sites on eCollege and in Livetext. Summary data is stored in the office of the Dean of Humanities and Fine Arts.</p>

3. **Summary of aggregate data collected:** Include a summary table or statement of the data collected during the assessment process. Attach a copy of the assessment tool you used to collect the data.

In the first assessment of the Philosophy GE (PH 105) in Spring 2008 and Fall 2008 a pre- and post-test tool was used. The items covered 10 basic ideas in the philosophical study of ethics.

Spring 2008 Pilot Assessment of PH 105											
Pre-test	A	B	C	D	E	F	G	H	I	J	Total
Total	2	7	2	5	1	7	3	2	1	0	30
mean	0.11	0.37	0.11	0.26	0.05	0.37	0.16	0.11	0.05	0.00	1.58
std.dev.	0.32	0.49	0.32	0.46	0.24	0.50	0.32	0.32	0.24	0.00	0.86
Area possible	19	19	19	19	19	19	19	19	19	19	190
percent correct	10.53 %	36.84 %	10.53 %	26.32 %	5.26 %	36.84 %	15.79 %	10.53 %	5.26 %	0.00 %	15.79 %
Post-Test	A	B	C	D	E	F	G	H	I	J	Total
Total	15	18	13	15	15	14	16	13	15	16	150
mean	0.79	0.95	0.68	0.79	0.79	0.74	0.84	0.68	0.79	0.84	7.89
std.dev.	0.43	0.24	0.49	0.43	0.43	0.46	0.32	0.46	0.43	0.38	2.11
Area possible	19	19	19	19	19	19	19	19	19	19	190
percent correct	78.95 %	94.74 %	68.42 %	78.95 %	78.95 %	73.68 %	84.21 %	68.42 %	78.95 %	84.21 %	78.95 %
Fall 2009 Pilot Assessment of PH 105 (Emphasis in course changed to try to cover 10 areas more clearly and student exercises introduced.)											
Pre-test	A	B	C	D	E	F	G	H	I	J	Total
Total	11	4	2	3	3	2	1	3	2	8	39
mean	0.55	0.20	0.10	0.15	0.15	0.10	0.05	0.15	0.10	0.40	1.80
std.dev.	0.76	0.41	0.31	0.37	0.37	0.31	0.22	0.37	0.31	0.50	1.20
Area possible	20	20	20	20	20	20	20	20	20	20	200
percent correct	55.00 %	20.00 %	10.00 %	15.00 %	15.00 %	10.00 %	5.00 %	15.00 %	10.00 %	40.00 %	19.50 %
Post-Test	A	B	C	D	E	F	G	H	I	J	Total
Total	16	19	18	17	16	16	18	20	16	19	175
mean	0.84	1.00	0.90	0.85	0.80	0.80	0.90	1.00	0.80	0.95	8.75
std.dev.	0.37	0.00	0.31	0.37	0.41	0.41	0.31	0.00	0.41	0.22	0.64
Area possible	20	20	20	20	20	20	20	20	20	20	200
percent correct	80.00 %	95.00 %	90.00 %	85.00 %	80.00 %	80.00 %	90.00 %	100.00 %	80.00 %	95.00 %	87.50 %

The discipline piloted a new assessment tool in Fall 2009 that was designed to assess 12 concepts that are common to the teaching of philosophy in the General Education core that are linked to the Philosophy General Education student learning outcomes. The three courses are PH 100 Introduction to Philosophy, PH 103 Critical Thinking, and PH 105 Ethics.

Philosophy GE Assessment (overall results)	PH 100	PH 103	PH 105	PH Total
Mean (possible 12)	5.4	4.72	6.24	5.66
Median	5	5	7	
Mode	5,6	5	8	
difficulty (Mean P-Value)	0.45	0.39	0.52	0.47
number of respondents	20	18	38	76

note: On difficulty, the desire was to have a mean that is greater than .29 and less than .80. The desired mean was 6.00 or 50%.

Standards Analysis

Philosophy GE Learning Outcome 1: Demonstrate an understanding of the broad themes found in the Western philosophical tradition.

LiveText Data (all FD09 respondents)	correct answers	incorrect 1	incorrect 2	incorrect 3	NA	Mean (possible = 1)	std.dev.
Item 1	30	40	1	2	0	0.41	0.49
Item 3	47	14	7	5	0	0.64	0.48
Item 4	43	20	5	5	0	0.59	0.49
Item 5	10	42	16	5	0	0.14	0.34
Item 6	24	25	17	6	0	0.33	0.47
Item 7	34	24	9	6	0	0.47	0.5
Item 8	39	21	10	3	0	0.53	0.5
Item 10	47	17	6	3	0	0.64	0.48
Item 11	39	23	7	4	0	0.53	0.5
Item 12	38	28	3	4	0	0.52	0.5
Philosophy GE LO 1	351	254	81	43	0	0.48	0.48
					cases:	729	

Philosophy GE Learning Outcome 2: Demonstrate an understanding of the Socratic method and its application to discussions on fundamental questions of meaning in today's world.

LiveText Data (all FD09 respondents)	correct answers	incorrect 1	incorrect 2	incorrect 3	NA	Mean (possible = 1)	std.dev.
Item 3	47	14	7	5	0	0.64	0.48
Item 4	43	20	5	5	0	0.59	0.49
Item 9	45	18	7	3	0	0.62	0.49
Item 10	47	17	6	3	0	0.64	0.48
Item 11	39	23	7	4	0	0.53	0.5
Philosophy GE LO 2	221	92	32	20	0	0.61	0.49
					cases:	365	

Philosophy GE Learning Outcome 3: Demonstrate facility in such philosophical skills as thinking clarifying and analyzing concepts, justifying evaluations, and integrating concepts into a theoretical system.

LiveText Data (all FD09 respondents)	correct answers	incorrect 1	incorrect 2	incorrect 3	NA	Mean (possible = 1)	std.dev.
Item 2	18	41	14	0	0	0.25	0.43
Item 6	24	25	17	6	0	0.33	0.47
Item 7	34	24	9	6	0	0.47	0.5
Item 8	39	21	10	3	0	0.53	0.5
Item 9	45	18	7	3	0	0.62	0.49
Item 10	47	17	6	3	0	0.64	0.48
Item 11	39	23	7	4	0	0.53	0.5
Item 12	38	28	3	4	0	0.52	0.5
Philosophy GE LO 3	284	197	73	29	0	0.49	0.48
					cases:	583	

Summary:

	correct answers	incorrect 1	incorrect 2	incorrect 3	NA	Mean (possible = 1)	std.dev.
Philosophy GE LO 1	526	328	115	52	0	0.48	0.48
Philosophy GE LO 2	284	197	73	29	0	0.61	0.49
Philosophy GE LO 3	887	576	198	89	0	0.49	0.48

Question analysis:

eCollege Assessment Exercise Results	PH 100	PH 103	PH 105	PH Total
Question Analysis	difficulty	difficulty	difficulty	avg. difficulty
Item 1	0.45	0.50	0.37	0.42
Item 2	0.30	0.06	0.32	0.25
Item 3	0.68	0.44	0.68	0.62
Item 4	0.70	0.39	0.61	0.58
Item 5	0.20	0.06	0.16	0.15
Item 6	0.25	0.22	0.42	0.33
Item 7	0.35	0.61	0.46	0.47
Item 8	0.60	0.50	0.47	0.51
Item 9	0.60	0.44	0.76	0.64
Item 10	0.50	0.56	0.68	0.60
Item 11	0.35	0.50	0.66	0.54
Item 12	0.45	0.44	0.68	0.56

note: On difficulty, the desire was to have a mean that is greater than .29 and less than .80.

Items 2 and 5 showed difficulty ratings that may indicate a need to edit the questions.

eCollege Assessment Exercise Results	PH 100	PH 103	PH 105	PH Total
Question Analysis	discrimination	discrimination	discrimination	avg. discrimination
Item 1	0.12	0.13	0.17	0.14
Item 2	0.21	0.05	0.17	0.14
Item 3	0.30	0.55	0.64	0.50
Item 4	0.52	0.00	0.42	0.31
Item 5	0.22	0.05	0.36	0.21
Item 6	0.26	0.09	0.23	0.19
Item 7	0.09	0.45	0.44	0.33
Item 8	0.32	0.31	0.35	0.33
Item 9	0.09	0.37	0.56	0.34
Item 10	0.44	0.42	0.10	0.32
Item 11	0.46	0.31	0.48	0.42
Item 12	0.33	0.07	0.43	0.28

note: On discrimination, scores between -.30 and .30 indicate that there is little correlation between how the students did on the question and how they did on the exam. Scores greater than .30 indicate students who did well on the exam also did well on this question. Scores less than -.50 indicate that students who did well on the question did not do well on the exam.

Discrimination scores for Items 1, 2, 5, 6, and 12 indicate that there is a relative randomness in the answers recorded by the students. The questions will be examined for possible editing.

4. **Results, conclusions, and discoveries.** What are the results of the planned activities listed above? What conclusions or discoveries were made from these results?

Results, conclusions, and discoveries
<p>The data from Spring 2008 showed improvement from the pre- to the post-test, but the final scores did not meet the standard sought by the discipline (80%) in seven of the ten areas tested. The content of the course lectures was modified and collaborative learning exercises were introduced for the problem areas. The results in Fall 2008 were dramatically improved with all ten areas reaching or surpassing the desired level of achievement of 80%.</p> <p>As the division and discipline continued to work on assessment of the general education, an assessment tool that linked the items to the Philosophy General Education Core Learning Outcomes was required. Unlike the previous assessment tool, this new tool had to cover all of the course options for satisfying the requirement. There are three such courses at the present time: PH 100, PH 103, and PH 105. The discipline faculty first discussed the common concepts shared by the courses and how they are linked to the GE learning outcomes, and then developed an assessment tool that was piloted with the data results summarized in #3 above.</p>

Summary Table of Standards Linked data:

	correct answers	incorrect 1	incorrect 2	incorrect 3	NA	Mean (possible = 1)	std.dev.
Philosophy GE LO 1	526	328	115	52	0	0.48	0.48
Philosophy GE LO 2	284	197	73	29	0	0.61	0.49
Philosophy GE LO 3	887	576	198	89	0	0.49	0.48

The goal was to reach a mean of .50 for each of the standards. This was achieved in Learning Outcome 2. It was missed by .02 and .01 for standards one and three respectively.

The question analysis indicated that overall the questions were of moderate difficulty. Questions #2 (difficulty = .25) and #5 (difficulty = .15) indicated a level of difficulty that may need to be adjusted for this introductory course level. The relative level of discrimination on the test questions was acceptable, but questions 1, 2, 5, 6, and 12 indicate that there is a relative randomness in the answers recorded by the students. In all other questions the discrimination scores indicate students who did well on the exam also did well on these questions. The questions will be examined for possible editing.

5. **Use of Results.** Did the results lead to program changes? If so, describe the changes made. If not, describe why changes were not needed.

The faculty is discussing the whether the expectation of a mean of 0.50 is an appropriate target for the GE outcomes. The assessment will be repeated in Spring 2010 and then it may be modified based on the results. The discussions arising from the assessment process have moved the faculty toward the possible development of a single course for the requirement that will achieve the learning outcomes. The course will integrate the history philosophy, critical thinking strategies and ethical reasoning.

6. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

The results were shared with the discipline faculty and discussed in discipline meetings. The Dean and discipline faculty organized the reports. This summary report is also posted on the WASC site.