Program-Level Assessment: Annual Report

October,20

Primary Assessment Contact: Dr. Ed Hogan (Kenrick-Glennon Seminary)

In what year was the data upon which this report is based collected? 2019, 2021 (Data from 2020 are missing because of the COVID pandemic.)

In what year was the program's assessment plan most recently reviewed/updated? 2020

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Outcome 3: Students can construct arguments.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Student papers were collected from PLJ 4965: "Philosophy Capstone."
The course was offered face to face only, at Kenrick-Glennon Seminary.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Papers were scored using a "Construction Rubric" (included at the end of this report). Scoring was done by the Academic Dean and the Coordinator of Assessment at Kenrick-Glennon Seminary. Process is described in an attached document (2021 Process & Rubric).

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Data are attached in an Excel file. Teaching modality and location were the same for all classes.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

1. The data are surprising in the sense that they are not similar to the typical grade distribution for classes. The assessment puts most student scores in the "average" range, whereas grade distribution is usually not a normal " into the

nd b) these data come from the *end* of the program, so we should expect a
sense, the data show that the program is doing good work developing this

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Faculty received everything (Assessment Plan, Process overview, Rubric, Data) by e-mail on September 21, 2021. Faculty discussion was held on September 29, 2021. Faculty received a draft of this report on September 30, 2021 so that feedback could be given before final submission of the report.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	x Course content	x
	x Teaching techniques	
	x Improvements in technology	
	x Prerequisites	

<u>“CONSTRUCTION” RUBRIC FOR EVALUATION OF OUTCOME 3 (2021)</u>

SLO 3: Students can construct arguments.

Learning Outcome Component	Partially Meets Expectations (1 pt)	Adequately Meets Expectations (2 pts)	Exceeds Expectations (3 pts)
Demonstrated clarity of premises	Student’s presentation of the premises is sometimes but not always accurate, is occasionally but not consistently clear, and lacks focus. *(“I think I see what you mean…”)*	Student’s presentation of the premises is accurate, clear, and focused. *(“I see what you’re talking about.”)*	Student’s presentation of the premises is accurate, notably clear, focused, and shows depth of insight. *(“Hey – that’s quite good.”)*
Demonstrated clarity of conclusions	Student’s presentation of the conclusions is sometimes but not always accurate, is occasionally but not consistently clear, and lacks focus. *(“I think I see what you mean…”)*	Student’s presentation of the conclusions is accurate, clear, and focused. *(“I see what you’re t.0[(a)2(nd u1.3)5(w)9(hat)0( )0(y)1(o)5(u’r)4[w 0(us)3(e)3bo*	

Process2019, and 2021.(Due to thepandemic– and its effects on classes and assignments –
e Spring of 2020.)
2021.

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Demonstrated clarity of premises	S		

First Reviewer

ID Number	Premises	Conclusion	Movement	Total
1	2	2	1	5
2	3	3	2	8
3	3	2	2	7
4	1	2	1	4
5	2	2	2	6
6	3	2	3	8
7	3	3	3	9
8	3	3	3	9
9	2	2	3	7
10	2	2	1	5
11	2	2	3	7
12	2	2	2	6
13	3	3	3	

Second Reviewer

ID Number	Premises	Conclusion	Movement	Total
1	2	3	2	7
2	2	2	2	6
3	2	3	3	8
4	2	2	2	6
5	3	3	2	8
6	3	2	2	7
7	3	3	3	9
8	2	3	3	8
9	2	3	3	8
10	1	3	2	6
11	3	3	3	9
12	2	3	2	7