

Annual Key Assessment Findings and Curricular Improvements
School of Philosophy
Undergraduate Program in Philosophy (B.A./Ph.B.)
 December 7, 2012

Key Assessment Findings

The principal assessment measure for the B.A./Ph.B. degree in philosophy is the Senior Comprehensive Examination.

The School of Philosophy has devised a set of “rubrics” (attached) in which many of the elements of a successful performance on the examination are summarized, and a tally (also attached) has been made of overall student performance on the examination according to those terms. The grading scale that has always been used in grading the examinations renders a more fine-grained picture of student performance, however. Consequently, the following report is based upon the grades students have actually earned (see the attached grade summary, which also sets out overall grades, and grades broken out by question area, in graphical form)

This year, 16 philosophy majors took the examination (see Table 1). Of these, 14 passed with a grade of B– or better. 2 students earned a C+ overall, and no one earned a C or lower. No student failed the examination. As Table 1 also makes clear, there were no straight A grades on the comprehensive exam, but 2 students scored in the A–range. The average performance on the examination was 3.01 this year, which is in line with last year’s average of 3.08.

Table 1: Average grade on Senior Comprehensive Examination by School

| | Number of Students | Average Grade | A | A– | B+ | B | B– | C+ | C | C– |
|----------|--------------------|---------------|---|----|----|---|----|----|---|----|
| A&S | 8 | 2.83 | 0 | 1 | 2 | 1 | 2 | 2 | 0 | 0 |
| School | 8 | 3.19 | 0 | 1 | 4 | 2 | 1 | 0 | 0 | 0 |
| Combined | 16 | 3.01 | 0 | 2 | 6 | 3 | 3 | 2 | 0 | 0 |

The Outcomes Committee is pleased with these results. They show that our majors were generally well prepared by their coursework for what is in truth a fairly rigorous, and a genuinely comprehensive, examination, one that tests students’ knowledge of the broad history of philosophy (ancient, medieval, modern and contemporary), their ability to compare philosophers from different historical periods on chosen issues, their capacity to discuss a philosophical issue systematically, and their facility in interpreting new and unfamiliar philosophical texts.¹

¹ The examination assesses the students’ formation in philosophy over the whole course of their undergraduate career, by testing both the knowledge they have acquired in the major and their level of skill in the tasks specified.

The School of Philosophy has majors both in the School, and through the School of Arts and Sciences. While the course and distribution requirements are by and large quite similar, philosophy majors in the School of Philosophy are required to take two additional courses in philosophy to complete the major, namely, 14 courses instead of the 12 required for their peers in the School of Arts and Sciences. This may account somewhat for differences in grades by School enrollment evident in Table 1. These differences are consistent over all three parts of the examination, as is clear from Table 2, in which the raw scores by day of the comprehensive examination are aggregated, as follows:

Table 2: Average Senior Comprehensive Examination Raw Scores by Day and School

| | | |
|------------------------|----------|------|
| Day 1—Historical | A&S | 2.81 |
| | School | 3.17 |
| | Combined | 2.99 |
| Day 2—Systematic | A&S | 2.73 |
| | School | 3.13 |
| | Combined | 2.93 |
| Day 3—Textual Analysis | A&S | 3.00 |
| | School | 3.29 |
| | Combined | 3.15 |

As Table 2 also makes clear, philosophy majors performed slightly better on the third part of the examination, which requires textual analysis, than they did on the historical and systematic parts. Overall the differences were not so pronounced, however, as to lead the Committee to draw any conclusions, other than that there were no outstanding patterns of failure, in any particular areas tested.

Consistent with last year’s results, grades on the examination tended to follow student performance in courses at the university. That is, students with lower cumulative GPAs tended to receive lower grades on the examination. In addition, the average grades on the comprehensive exam were *overall* somewhat lower than cumulative GPAs and GPAs in philosophy courses only, as can be expected from a rigorous comprehensive exam.

Curricular Improvements

Once again, the findings from the School of Philosophy’s annual undergraduate program assessment were not such as to suggest that significant curricular changes or improvements were needed. Nor was there any evidence to suggest that experimental modifications of the

Its questions differ in form, accordingly, from questions in coursework, being broader and more topical in character. The examination is graded by all members of the faculty of the School of Philosophy who teach junior and senior philosophy majors.

curriculum might be desirable, or worth exploring. This is not to deny that the faculty are making curricular changes, and in particular, curricular improvements, as a matter of course. For while the range of course requirements and electives has been quite stable for some years, the faculty who teach these courses are constantly reviewing their approach to them, and introduce changes to the required readings in them, for example, as a matter of course. As regards systematic changes to the curriculum, however, the School of Philosophy has seen no evidence to suggest that any are warranted at this time. Consequently, there are none to report.

Student Learning Assessment Rubrics
School of Philosophy
Ph.B. (School of Philosophy) Program
December 7, 2012

Rubric for Senior Comprehensive Examination

| Traits | Level | | |
|--|---|---|--|
| | Exceeds expectations (3 pts) | Meets expectations (2 points) | Below expectations (1 pts) |
| 1. Knowledge and understanding of the history of philosophy: | Knowledge of the main periods in the history of philosophy shows notable breadth and accuracy; identifies some key differences between various philosophers and philosophical periods; alert to similarities within numerous points of apparent disagreement, and to differences within numerous points of apparent agreement. | Generally sound grasp, overall, of the main periods in the history of philosophy; identifies some important points of similarity and difference between various philosophers and philosophical periods. | Grasp of the main periods in the history of philosophy is superficial, uncertain or erroneous; identifies only trivial or vague similarities and differences between various philosophers and philosophical periods. |
| 2. Knowledge and understanding of systematic philosophy | Able to engage a range of important philosophical questions, problems, issues and themes with notable acuity, insight, subtlety and balance; makes a thoughtful case for a worthy thesis; deploys some important philosophical distinctions aptly and effectively; is alert to key presuppositions and implications of the position argued for; is alert to and able effectively to counter positions at odds with the student's own. | Treats a range of important philosophical issues, problems and themes with an adequate understanding of what is at stake; advances a clear thesis; able to draw some distinctions relevant to the matter at hand; shows some sensitivity to the presuppositions and implications of the position argued for; makes some effort to state and respond to counter positions. | At best a vague appreciation of important philosophical issues, problems and themes, with little or no evidence of what is really at stake; the student's argument is notably lacking in focus, organization, evidence, and consistency. |
| 3. Capacity to interpret philosophical texts | Analysis goes well beyond presenting the basic sense; advances many insightful observations; attentive to details; attentive to a number of levels on which the text functions. | Analysis not only grasps the basic sense but also makes a start on saying something illuminating; some sensitivity to detail, and some awareness of the various levels on which a text can function. | Only a minimal grasp of the most basic sense of the text, or the basic sense is simply misconstrued; shows scant attention to detail, and overlooks or misinterprets important features or elements of the text. |

Student Learning Assessment Rubrics
School of Philosophy
B.A. & Ph.B. (School of Philosophy) Program
December 7, 2012

Rubric for Senior Comprehensive Examination
Tally

| Traits | Level | | |
|--|------------------------------|-------------------------------|----------------------------|
| | Exceeds expectations (3 pts) | Meets expectations (2 points) | Below expectations (1 pts) |
| 1. Knowledge and understanding of the history of philosophy: | 3 X 3 = 9 | 5 X 2 = 10 | 0 |
| 2. Knowledge and understanding of systematic philosophy | 1 X 3 = 3 | 7 X 2 = 14 | 0 |
| 3. Capacity to interpret philosophical texts | 3 X 3 = 9 | 4 X 2 = 8 | 1 X 1 = 1 |
| Totals | 21 | 32 | 1 |

“Exceeds” signifies any grade in the A range.

“Meets” signifies any grade between C+ and B+

“Below” signifies any grade of C or below

Student Learning Assessment Rubrics
School of Philosophy
B.A. (A&S) Program
December 7, 2012

Rubric for Senior Comprehensive Examination

| Traits | Level | | |
|--|---|---|--|
| | Exceeds expectations (3 pts) | Meets expectations (2 points) | Below expectations (1 pts) |
| 1. Knowledge and understanding of the history of philosophy: | Knowledge of the main periods in the history of philosophy shows notable breadth and accuracy; identifies some key differences between various philosophers and philosophical periods; alert to similarities within numerous points of apparent disagreement, and to differences within numerous points of apparent agreement. | Generally sound grasp, overall, of the main periods in the history of philosophy; identifies some important points of similarity and difference between various philosophers and philosophical periods. | Grasp of the main periods in the history of philosophy is superficial, uncertain or erroneous; identifies only trivial or vague similarities and differences between various philosophers and philosophical periods. |
| 2. Knowledge and understanding of systematic philosophy | Able to engage a range of important philosophical questions, problems, issues and themes with notable acuity, insight, subtlety and balance; makes a thoughtful case for a worthy thesis; deploys some important philosophical distinctions aptly and effectively; is alert to key presuppositions and implications of the position argued for; is alert to and able effectively to counter positions at odds with the student's own. | Treats a range of important philosophical issues, problems and themes with an adequate understanding of what is at stake; advances a clear thesis; able to draw some distinctions relevant to the matter at hand; shows some sensitivity to the presuppositions and implications of the position argued for; makes some effort to state and respond to counter positions. | At best a vague appreciation of important philosophical issues, problems and themes, with little or no evidence of what is really at stake; the student's argument is notably lacking in focus, organization, evidence, and consistency. |
| 3. Capacity to interpret philosophical texts | Analysis goes well beyond presenting the basic sense; advances many insightful observations; attentive to details; attentive to a number of levels on which the text functions. | Analysis not only grasps the basic sense but also makes a start on saying something illuminating; some sensitivity to detail, and some awareness of the various levels on which a text can function. | Only a minimal grasp of the most basic sense of the text, or the basic sense is simply misconstrued; shows scant attention to detail, and overlooks or misinterprets important features or elements of the text. |

**Student Learning Assessment Rubrics
School of Philosophy
B.A. (School of Arts and Sciences) Program
December 7, 2012**

**Rubric for Senior Comprehensive Examination
Tally**

| Traits | Level | | |
|--|------------------------------|-------------------------------|----------------------------|
| | Exceeds expectations (3 pts) | Meets expectations (2 points) | Below expectations (1 pts) |
| 1. Knowledge and understanding of the history of philosophy: | 1 X 3 = 3 | 6 X 2 = 12 | 1 X 1 = 1 |
| 2. Knowledge and understanding of systematic philosophy | 0 X 3 = 0 | 7 X 2 = 14 | 1 X 1 = 1 |
| 3. Capacity to interpret philosophical texts | 2 X 3 = 6 | 5 X 2 = 10 | 1 X 1 = 1 |
| Totals | 9 | 36 | 3 |

“Exceeds” signifies any grade in the A range.

“Meets” signifies any grade between C+ and B+

“Below” signifies any grade of C or below

Senior Comps Final Grades

All students

Year: **2012**

Paste special (right mouse click) list of names; SPH flush left; A&S flush right!

| | | | |
|------|----|------|----|
| n.n. | C+ | 2.19 | 1 |
| n.n. | B- | 2.64 | 2 |
| n.n. | B | 2.92 | 3 |
| n.n. | A- | 3.66 | 4 |
| n.n. | B+ | 3.29 | 5 |
| n.n. | B+ | 3.18 | 6 |
| n.n. | B | 2.86 | 7 |
| n.n. | C+ | 2.22 | 8 |
| n.n. | B- | 2.69 | 9 |
| n.n. | A- | 3.66 | 10 |
| n.n. | B+ | 3.44 | 11 |
| n.n. | B+ | 3.25 | 12 |
| n.n. | B+ | 3.35 | 13 |
| n.n. | B- | 2.52 | 14 |
| n.n. | B+ | 3.32 | 15 |
| n.n. | B | 2.93 | 16 |
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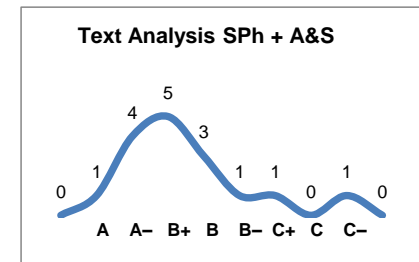
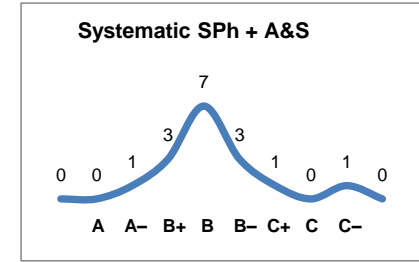
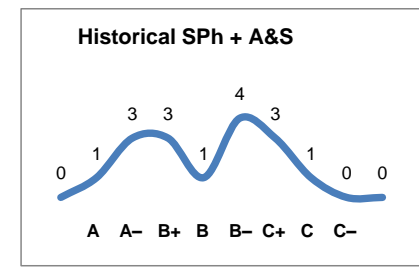
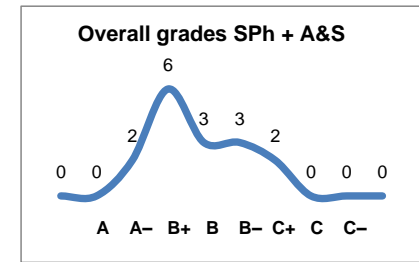
| | How many times this grade...? | How many are equal or higher? | How many are equal or lower? |
|--------------------|-------------------------------|-------------------------------|------------------------------|
| Overall grades all | A+ | 0 0.0% | A+ 16 100.0% |
| | A | 0 0.0% | A 16 100.0% |
| | A- | 2 12.5% | A- 16 100.0% |
| | B+ | 6 37.5% | B+ 14 87.5% |
| | B | 3 18.8% | B 11 68.8% |
| | B- | 3 18.8% | B- 14 87.5% |
| | C+ | 2 12.5% | C+ 2 12.5% |
| | C | 0 0.0% | C 0 0.0% |
| | C- | 0 0.0% | C- 16 100.0% |
| | F | 0 0.0% | F 16 100.0% |
| Average: | | | 3.01 B |

| | How many times this grade...? | How many are equal or higher? | How many are equal or lower? |
|-----------------------|-------------------------------|-------------------------------|------------------------------|
| Day 1 - Historica all | A+ | 0 0.0% | A+ 16 100.0% |
| | A | 1 6.3% | A 16 100.0% |
| | A- | 3 18.8% | A- 15 93.8% |
| | B+ | 3 18.8% | B+ 12 75.0% |
| | B | 1 6.3% | B 9 56.3% |
| | B- | 4 25.0% | B- 8 50.0% |
| | C+ | 3 18.8% | C+ 4 25.0% |
| | C | 1 6.3% | C 1 6.3% |
| | C- | 0 0.0% | C- 16 100.0% |
| | F | 0 0.0% | F 0 0.0% |
| Average: | | | 2.99 B |

| | How many times this grade...? | How many are equal or higher? | How many are equal or lower? |
|------------------------|-------------------------------|-------------------------------|------------------------------|
| Day 2 - Systematic all | A+ | 0 0.0% | A+ 16 100.0% |
| | A | 0 0.0% | A 16 100.0% |
| | A- | 1 6.3% | A- 16 100.0% |
| | B+ | 3 18.8% | B+ 15 93.8% |
| | B | 7 43.8% | B 12 75.0% |
| | B- | 3 18.8% | B- 11 68.8% |
| | C+ | 1 6.3% | C+ 2 12.5% |
| | C | 0 0.0% | C 1 6.3% |
| | C- | 1 6.3% | C- 16 100.0% |
| | F | 0 0.0% | F 0 0.0% |
| Average: | | | 2.93 B |

| | How many times this grade...? | How many are equal or higher? | How many are equal or lower? |
|---------------------------|-------------------------------|-------------------------------|------------------------------|
| Day 3 - Text analysis all | A+ | 0 0.0% | A+ 16 100.0% |
| | A | 1 6.3% | A 16 100.0% |
| | A- | 4 25.0% | A- 15 93.8% |
| | B+ | 5 31.3% | B+ 11 68.8% |
| | B | 3 18.8% | B 13 81.3% |
| | B- | 1 6.3% | B- 14 87.5% |
| | C+ | 1 6.3% | C+ 2 12.5% |
| | C | 0 0.0% | C 1 6.3% |
| | C- | 1 6.3% | C- 16 100.0% |
| | F | 0 0.0% | F 16 100.0% |
| Average: | | | 3.15 B |

Total number of students: **16**



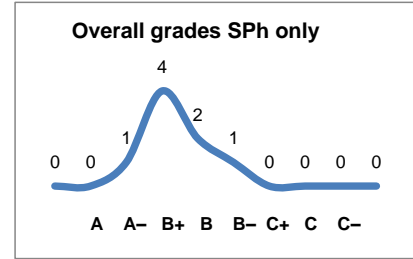
Senior Comps Final Grades

School of Philosophy only

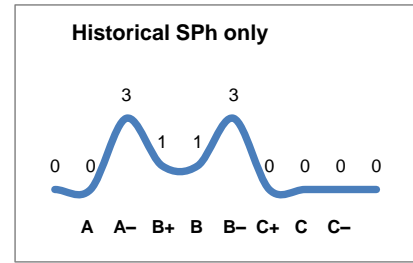
| # | | | |
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| 3 | | n.n. B | 2.92 |
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| 7 | | n.n. B | 2.86 |
| 8 | | | |
| 9 | | n.n. B- | 2.69 |
| 10 | | n.n. A- | 3.66 |
| 11 | | n.n. B+ | 3.44 |
| 12 | | n.n. B+ | 3.25 |
| 13 | | n.n. B+ | 3.35 |
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| 15 | | n.n. B+ | 3.32 |
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| Overall grades SPH | How many times this grade...? | | How many are equal or higher? | | How many are equal or lower? | | | | |
|--------------------|-------------------------------|------|-------------------------------|----|------------------------------|-------------|-----------|------|--------|
| | A+ | 0 | 0.0% | A+ | 0 | 0.0% | A+ | 8 | 100.0% |
| | A | 0 | 0.0% | A | 0 | 0.0% | A | 8 | 100.0% |
| | A- | 1 | 12.5% | A- | 1 | 12.5% | A- | 8 | 100.0% |
| | B+ | 4 | 50.0% | B+ | 5 | 62.5% | B+ | 7 | 87.5% |
| | B | 2 | 25.0% | B | 7 | 87.5% | B | 3 | 37.5% |
| | B- | 1 | 12.5% | B- | 8 | 100.0% | B- | 1 | 12.5% |
| | C+ | 0 | 0.0% | C+ | 8 | 100.0% | C+ | 0 | 0.0% |
| | C | 0 | 0.0% | C | 8 | 100.0% | C | 0 | 0.0% |
| | C- | 0 | 0.0% | C- | 8 | 100.0% | C- | 0 | 0.0% |
| F | 0 | 0.0% | F | 8 | 100.0% | F | 0 | 0.0% | |
| Average: | | | | | | 3.19 | B+ | | |

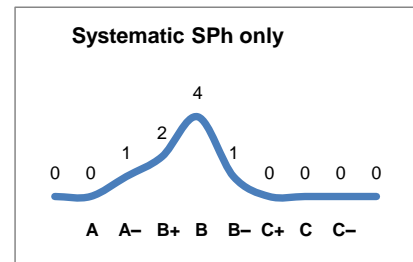
Number of SPH students: **8**



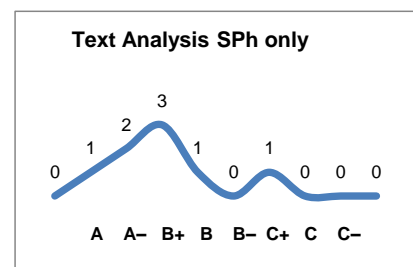
| Day 1 – Historical SPH | A+ | | 0 | 0.0% | A+ | | 0 | 0.0% | A+ | | 8 | 100.0% |
|------------------------|----|---|-------|------|----|-------------|-----------|------|--------|--|---|--------|
| | A | 0 | 0.0% | A | 0 | 0.0% | A | 8 | 100.0% | | | |
| | A- | 3 | 37.5% | A- | 3 | 37.5% | A- | 8 | 100.0% | | | |
| | B+ | 1 | 12.5% | B+ | 4 | 50.0% | B+ | 5 | 62.5% | | | |
| | B | 1 | 12.5% | B | 5 | 62.5% | B | 4 | 50.0% | | | |
| | B- | 3 | 37.5% | B- | 8 | 100.0% | B- | 3 | 37.5% | | | |
| | C+ | 0 | 0.0% | C+ | 8 | 100.0% | C+ | 0 | 0.0% | | | |
| | C | 0 | 0.0% | C | 8 | 100.0% | C | 0 | 0.0% | | | |
| | C- | 0 | 0.0% | C- | 8 | 100.0% | C- | 0 | 0.0% | | | |
| | F | 0 | 0.0% | F | 8 | 100.0% | F | 0 | 0.0% | | | |
| Average: | | | | | | 3.17 | B+ | | | | | |



| Day 2 – Systematic SPH | A+ | | 0 | 0.0% | A+ | | 0 | 0.0% | A+ | | 8 | 100.0% |
|------------------------|----|---|-------|------|----|-------------|----------|------|--------|--|---|--------|
| | A | 0 | 0.0% | A | 0 | 0.0% | A | 8 | 100.0% | | | |
| | A- | 1 | 12.5% | A- | 1 | 12.5% | A- | 8 | 100.0% | | | |
| | B+ | 2 | 25.0% | B+ | 3 | 37.5% | B+ | 7 | 87.5% | | | |
| | B | 4 | 50.0% | B | 7 | 87.5% | B | 5 | 62.5% | | | |
| | B- | 1 | 12.5% | B- | 8 | 100.0% | B- | 1 | 12.5% | | | |
| | C+ | 0 | 0.0% | C+ | 8 | 100.0% | C+ | 0 | 0.0% | | | |
| | C | 0 | 0.0% | C | 8 | 100.0% | C | 0 | 0.0% | | | |
| | C- | 0 | 0.0% | C- | 8 | 100.0% | C- | 0 | 0.0% | | | |
| | F | 0 | 0.0% | F | 8 | 100.0% | F | 0 | 0.0% | | | |
| Average: | | | | | | 3.13 | B | | | | | |



| Day 3 – Text analysis SPH | A+ | | 0 | 0.0% | A+ | | 0 | 0.0% | A+ | | 8 | 100.0% |
|---------------------------|----|---|-------|------|----|-------------|-----------|------|--------|--|---|--------|
| | A | 1 | 12.5% | A | 1 | 12.5% | A | 8 | 100.0% | | | |
| | A- | 2 | 25.0% | A- | 3 | 37.5% | A- | 7 | 87.5% | | | |
| | B+ | 3 | 37.5% | B+ | 6 | 75.0% | B+ | 5 | 62.5% | | | |
| | B | 1 | 12.5% | B | 7 | 87.5% | B | 2 | 25.0% | | | |
| | B- | 0 | 0.0% | B- | 7 | 87.5% | B- | 1 | 12.5% | | | |
| | C+ | 1 | 12.5% | C+ | 8 | 100.0% | C+ | 1 | 12.5% | | | |
| | C | 0 | 0.0% | C | 8 | 100.0% | C | 0 | 0.0% | | | |
| | C- | 0 | 0.0% | C- | 8 | 100.0% | C- | 0 | 0.0% | | | |
| | F | 0 | 0.0% | F | 8 | 100.0% | F | 0 | 0.0% | | | |
| Average: | | | | | | 3.29 | B+ | | | | | |



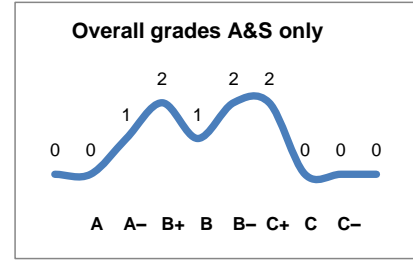
Senior Comps Final Grades

Arts & Sciences only

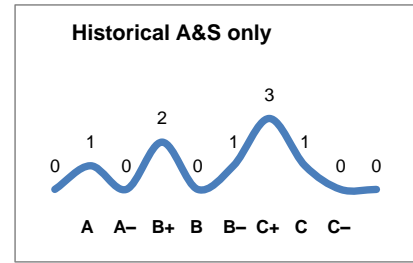
| # | Grade | Average |
|----|-------|---------|
| 1 | n.n. | C+ 2.19 |
| 2 | n.n. | B- 2.64 |
| 3 | | |
| 4 | n.n. | A- 3.66 |
| 5 | n.n. | B+ 3.29 |
| 6 | n.n. | B+ 3.18 |
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| 8 | n.n. | C+ 2.22 |
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| 14 | n.n. | B- 2.52 |
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| 16 | n.n. | B 2.93 |
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| Overall grades A&S | How many times this grade...? | | How many are equal or higher? | | How many are equal or lower? | | | | |
|--------------------|-------------------------------|------|-------------------------------|----|------------------------------|-------------|-----------|------|--------|
| | A+ | 0 | 0.0% | A+ | 0 | 0.0% | A+ | 8 | 100.0% |
| | A | 0 | 0.0% | A | 0 | 0.0% | A | 8 | 100.0% |
| | A- | 1 | 12.5% | A- | 1 | 12.5% | A- | 8 | 100.0% |
| | B+ | 2 | 25.0% | B+ | 3 | 37.5% | B+ | 7 | 87.5% |
| | B | 1 | 12.5% | B | 4 | 50.0% | B | 5 | 62.5% |
| | B- | 2 | 25.0% | B- | 6 | 75.0% | B- | 4 | 50.0% |
| | C+ | 2 | 25.0% | C+ | 8 | 100.0% | C+ | 2 | 25.0% |
| | C | 0 | 0.0% | C | 8 | 100.0% | C | 0 | 0.0% |
| | C- | 0 | 0.0% | C- | 8 | 100.0% | C- | 0 | 0.0% |
| F | 0 | 0.0% | F | 8 | 100.0% | F | 0 | 0.0% | |
| Average: | | | | | | 2.83 | B- | | |

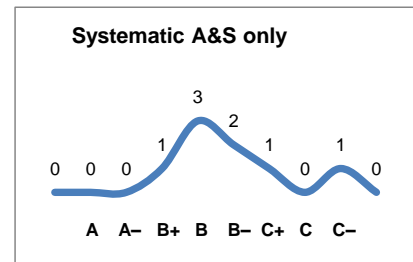
Number of A&S students: **8**



| Day 1 - Historica A&S | How many times this grade...? | | How many are equal or higher? | | How many are equal or lower? | | | | |
|-----------------------|-------------------------------|------|-------------------------------|----|------------------------------|-------------|-----------|------|--------|
| | A+ | 0 | 0.0% | A+ | 0 | 0.0% | A+ | 8 | 100.0% |
| | A | 1 | 12.5% | A | 1 | 12.5% | A | 8 | 100.0% |
| | A- | 0 | 0.0% | A- | 1 | 12.5% | A- | 7 | 87.5% |
| | B+ | 2 | 25.0% | B+ | 3 | 37.5% | B+ | 7 | 87.5% |
| | B | 0 | 0.0% | B | 3 | 37.5% | B | 5 | 62.5% |
| | B- | 1 | 12.5% | B- | 4 | 50.0% | B- | 5 | 62.5% |
| | C+ | 3 | 37.5% | C+ | 7 | 87.5% | C+ | 4 | 50.0% |
| | C | 1 | 12.5% | C | 8 | 100.0% | C | 1 | 12.5% |
| | C- | 0 | 0.0% | C- | 8 | 100.0% | C- | 0 | 0.0% |
| F | 0 | 0.0% | F | 8 | 100.0% | F | 0 | 0.0% | |
| Average: | | | | | | 2.81 | B- | | |



| Day 2 - Systematic A&S | How many times this grade...? | | How many are equal or higher? | | How many are equal or lower? | | | | |
|------------------------|-------------------------------|------|-------------------------------|----|------------------------------|-------------|-----------|------|--------|
| | A+ | 0 | 0.0% | A+ | 0 | 0.0% | A+ | 8 | 100.0% |
| | A | 0 | 0.0% | A | 0 | 0.0% | A | 8 | 100.0% |
| | A- | 0 | 0.0% | A- | 0 | 0.0% | A- | 8 | 100.0% |
| | B+ | 1 | 12.5% | B+ | 1 | 12.5% | B+ | 8 | 100.0% |
| | B | 3 | 37.5% | B | 4 | 50.0% | B | 7 | 87.5% |
| | B- | 2 | 25.0% | B- | 6 | 75.0% | B- | 4 | 50.0% |
| | C+ | 1 | 12.5% | C+ | 7 | 87.5% | C+ | 2 | 25.0% |
| | C | 0 | 0.0% | C | 7 | 87.5% | C | 1 | 12.5% |
| | C- | 1 | 12.5% | C- | 8 | 100.0% | C- | 1 | 12.5% |
| F | 0 | 0.0% | F | 8 | 100.0% | F | 0 | 0.0% | |
| Average: | | | | | | 2.73 | B- | | |



| Day 3 - Text analysis A&S | How many times this grade...? | | How many are equal or higher? | | How many are equal or lower? | | | | |
|---------------------------|-------------------------------|------|-------------------------------|----|------------------------------|-------------|----------|------|--------|
| | A+ | 0 | 0.0% | A+ | 0 | 0.0% | A+ | 8 | 100.0% |
| | A | 0 | 0.0% | A | 0 | 0.0% | A | 8 | 100.0% |
| | A- | 2 | 25.0% | A- | 2 | 25.0% | A- | 8 | 100.0% |
| | B+ | 2 | 25.0% | B+ | 4 | 50.0% | B+ | 6 | 75.0% |
| | B | 2 | 25.0% | B | 6 | 75.0% | B | 4 | 50.0% |
| | B- | 1 | 12.5% | B- | 7 | 87.5% | B- | 2 | 25.0% |
| | C+ | 0 | 0.0% | C+ | 7 | 87.5% | C+ | 1 | 12.5% |
| | C | 0 | 0.0% | C | 7 | 87.5% | C | 1 | 12.5% |
| | C- | 1 | 12.5% | C- | 8 | 100.0% | C- | 1 | 12.5% |
| F | 0 | 0.0% | F | 8 | 100.0% | F | 0 | 0.0% | |
| Average: | | | | | | 3.00 | B | | |

