

Assessment of Student Learning Plan (ASLP): Philosophy Program

2015-16 Academic Year

A. College, Department, Date

College _____ CAHS _____
Department _____ Philosophy _____
Date _____ 6-1-16 _____

B. Contact Person for the Assessment Plan

Name and title _____ Jason Read _____

C. Degree Program

Name of Degree Program _____ Philosophy _____

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. Do you have your student learning outcomes published on your department's website? No

i. If yes, please indicate the url: _____

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

The fundamental outcomes for Philosophy are fairly straightforward: Critical thinking, reading, and writing. The basic outcomes of any philosophy course are that students should be demonstrate an ability to read and evaluate primary texts engaging with ethical, aesthetic, political, epistemological, and ontological

problems. Discuss and interrogate such texts according to their insights and limits. Finally, will be able to write in such a way that demonstrates familiarity with established philosophical problems and perspectives and an ability to critically assess and contribute their point of view.

Despite the fact that these outcomes are fairly straightforward there is a great deal of debate within philosophy as to whether such outcomes are measurable. On this point please see the position put forward by the American Philosophical Association <http://www.apaonline.org/?outcomes>. To summarize this debate, philosophy is a discipline in which assessment, what counts as good philosophy, is constantly being debated and reevaluated.

- b. *Please identify **which of your student learning outcome(s) were assessed this past academic year.** (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).*

During the past year we met to assess critical writing skills at the two hundred level course. Papers from philosophy students in all 200 level courses offered during the Spring 2016 semester. There was broad consensus on the department's goals for 200 level courses. The outcomes we agreed upon were a demonstrated ability to not only interpret primary texts, but also to apply them to analyze aspects of the world around them. This combination of interpretation and analysis was seen as appropriate to 200 level courses, 100 level courses may focus more on interpretation and 400 level courses would involve more analysis and research. (300 level courses in philosophy are dedicated to the study of the history of philosophy and are not necessarily part of a linear sequence with respect to 200 level courses).

Future assessment events will focus on later stages of student's career to get a full picture of progress through the program.

- c. *Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses?*

No

- i. *If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.*

Step 2: Assessment Methods Selected and Implemented

- a. *Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.*

This really only happens when students choose to do a senior thesis. The thesis is read and evaluated by the entire faculty. The thesis does serve as something of a barometer of student's progress, but it does so in a way that is isolated and fragmentary.

- b. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

The department regularly discusses assessment and the overall progress of students.

- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*

The department has regularly discussed the need to develop a course focusing on the basics of writing philosophy, doing research, constructing arguments, overcoming fallacies, etc. However, since much of our teaching is focused on non-majors, for example 200 level courses are primarily EISRC courses, it is difficult to implement such a course.

- c. *Date of most recent program review/self-study?* 2013

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

No

b. Please indicate what community engagement activities are included in your program’s curriculum, and whether the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	___	R	O
Student-Faculty Community Research Project	___	R	O
Internship, or a Field Experience	___	R	O
Independent Study (community-related project)	___	R	O
Capstone Course (community-related project)	___	R	O
Service-Learning (course-based)	___	R	O
Study Abroad, or an International Program	___	R	O
Interdisciplinary Collaborative Project (community related)	___	R	O
Student Leadership Activities (related to a team project)	___	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	___	R	O
Other Activities (not mentioned above):			

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses:

Mid-level courses:

Upper-level courses: