

Assessment of Student Learning Plan (ASLP): Philosophy

2016-17 Academic Year

A. College, Department, Date

College CAHS _____
Department _____ Philosophy _____
Date _____ 5/30/17 _____

B. Contact Person for the Assessment Plan

Name and title _____ Jason Read, Chair _____

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

*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?***

- 1) Critical Reading: An ability to comprehend the argument of a text, grasp its specific context and comprehend its influence that exceeds the limitations and confines of context.
- 2) Writing: An ability to construct an argument that is coherent, persuasive, and engaging. This includes the ability to embrace and entertain counter arguments.
- 3) Speaking: An ability to discuss and debate different points of view.

4) A Philosophy Student should be able to grasp the historical development of different philosophical positions in the different subfields, ethics, epistemology, aesthetics, ontology, understanding that different claims have a history. The student should take a position of these different fields.

5) A Philosophy student should be able to utilize philosophy in conversation with other disciplines and other forms of knowledge, demonstrating not only the way in which the sciences and humanities draw on philosophical concepts but also the way in which the history of different scientific discoveries, political events, and aesthetic practices has transformed philosophy.

- 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).

Following a year in which had several Senior Theses in Philosophy, the department met to discuss the way in which these theses reflected our ability to effectively develop #4 and #5 above. Of course a sampling of theses is going to be necessarily self-selective since we are looking at the most dedicated and motivated students. The department still feels that the combination of #4 and #5 are the strength of our particular program of study, and it would be best if we could develop both in students.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? No

Step 2: Assessment Methods Selected and Implemented

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

Theses defenses: see above

- e. 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).
- b. What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?
- c. Date of most recent program review/self-study?

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.*

No.

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.
- b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</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

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