

# Assessment of Student Learning Plan (ASLP): Philosophy/Liberal Studies

2017-18 Academic Year

## Philosophy

### A. College, Department, Date

College CAHS \_\_\_\_\_  
Department Philosophy \_\_\_\_\_  
Date 5/30/18 \_\_\_\_\_

### 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? Not yet, but a large part of the assessment work of this year was spent developing a set of student learning outcomes that could be published. It is our intent to publish the outcomes below as soon as possible.

- 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?**

1. Demonstrate the ability to read astutely, think critically, and argue persuasively;
2. Demonstrate an understanding of the major figures and movements in ancient, modern, and contemporary philosophy, with an understanding of both historical context and continued relevance of philosophical positions inside and outside the established canons of philosophy;

3. Formulate and evaluate different philosophical positions critically and systematically;
4. Demonstrate the ability to formulate their own philosophical question or problem and conduct research and analysis that culminates in a hypothesis;
5. Defend their own views in both written and oral formats with strong arguments, but also remain open to disagreement and critique;
6. Explore and examine the connection between philosophy and the broader world of culture, politics, and science;
7. Display intellectual curiosity and creative engagement towards the world in which they live.

- 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).

Outcomes #4 and #5.

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

Outcome number one is covered in all courses.

Outcome number two is integral to Three Hundred level courses which focus on the history of philosophy.

Outcomes three through five are immanent to all courses.

Outcome six is the specific focus of Two Hundred level courses.

Outcome seven should be the result of a philosophical education.

- 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.*  
In the past year we have focused on looking at the senior thesis and seminar papers, focusing on the end point of the academic career. Prior assessments had focused on the middle career point.
- 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).*

Fall semester

### **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).*

This is a regular topic of discussion at Department meetings.

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

The department is focusing on making writing skills and research methods an integral part of the two required courses in the history of Philosophy, PHI 310 and PHI 330.

- c. *Date of most recent program review/self-study? 2010*

**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*

## Liberal Studies in Humanities

### E. College, Department, Date

College CAHS \_\_\_\_\_  
Department Liberal Studies in Humanities \_\_\_\_\_  
Date 5/30/18 \_\_\_\_\_

### F. Contact Person for the Assessment Plan

Name and title \_\_\_\_\_ Jason Read \_\_\_\_\_

### G. Degree Program

Name of Degree Program: Liberal Studies in Humanities

## H. 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?**

Liberal Studies in an online degree completion drawing from courses in Philosophy, English, and History. Students have incredibly different learning outcomes depending on their trajectories, histories, and interests.

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).

None.

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**

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

- d. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*
- e. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*
- f. *Date of most recent program review/self-study? 2017*

**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? NO*