Assessment of Student Learning Plan (ASLP): Philosophy

2018-19 Academic Year

University of Southern Maine

A.   College, Department, Date

College   ____CAHS_____

Department   __Philosophy_____

Date   _____5/31/19_____

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.   *Are your student learning outcomes published on your department's website?*
   Yes/No <u>Yes</u>

If yes, please provide the url: _https://usm.maine.edu/phi/overview

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

   b.   *Please identify **which of your student learning outcome(s) were assessed
   this past academic year**.*

7. Display intellectual curiosity and creative engagement towards the world in which they live.

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

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

Step 2: Assessment Methods Selected and Implemented

    a.   **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** *(NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)*

    In order to gage students creativity and engagement with the broader world we looked at student attendance at philosophy events, conferences, and lectures, as well as talked to students at philosophy symposium meetings.

  b.   *Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

    Throughout the year.

Step 3: Using the Assessment results to Improve Student Learning

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

    Annual discussion by faculty at department meetings.

    b.   *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes*

will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)

It has little to do with the assessment process indicated above, but the department has changed its history of philosophy requirement to require four courses in the history of philosophy. This replaces the two required courses, 310 and 330 and the two electives. The reason for this change is that the required courses are not offered frequently enough and are sometimes a barrier for graduation.

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

E. **Other Assessment Activities**: *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

Perhaps our strongest assessment at the course level are the capstone courses, the senior seminars and senior thesis, as well as the Mackensen Award. Theses and entries for the Mackensen award are read by the entire faculty and serve as an ongoing project to assess our students and our program. Of course there is a sample bias in the senior thesis because only a handful of the most dedicated students endeavor to write one, and the Mackensen Award contenders are selected from the graduating seniors with the highest GPA. We correct for this by offsetting the sample with a random selection of papers from the senior seminars that are read by the entire faculty. This allows for a more thorough survey. The department has plan to do this again next year.

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.

1. Explore and examine the connection between philosophy and the broader world of culture, politics, and science;

This is not directly related to community engagement, but it is often met through the course commitment to world philosophy day. PHI 199 is a one credit course aimed towards the creation of a public event to bring philosophy to USM and the broader community.

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.

Community Engagement Activity	Required/Optional	
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	R	O
(e.g., advisory boards, committees, conference presentations)		
Other activities (please list):	R	O

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

Entry-level courses: __PHI 199_____   Mid-level courses:_____ Upper-level courses: _____