UNIVERSITY OF
SOUTHERN MAINE

Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College _____CAHS

Department _____**Philosophy**

Degree Program _____Philosophy

Contact Person for the Assessment Plan: _____Jason Read_____

Current Date: _____7/13/20_____

List the date of the most recent academic program review/self-study:_____2010_____

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?   **___Yes   __X__No**

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____. Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

 *(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

   To teach philosophy.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

   Philosophy is integral to a university education.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, <u>briefly</u> describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

For Goals I am pasting our recent Faculty Request:

The Philosophy Department at the University of Southern Maine has decreased in size in the last ten years. There have been four retirements during this time and only one replacement hire. In part this is consistent with the challenges facing philosophy and the humanities in general, which has seen reduced numbers of majors. However, the Philosophy Department at USM continues to serve a large number of core curriculum classes, as well offer courses and advising support for the Liberal Studies in the Humanities department. As it stands these commitments threaten to stretch the department too thin, jeopardizing courses for the major and other programs. Moreover, a small department of four faculty is incapable of offering the breadth of courses necessary to sustain existing majors and attract new students.

The field of philosophy is changing. In recent years there has been an increased emphasis on addressing the gaps and limitations of the established canon. More than any other discipline in the humanities, philosophy has largely been dominated by Western Philosophy, and even within those limits the canon is primarily white and male. The discipline as a whole has been working to expand the limits of the discipline, engaging with new areas of research on race and gender, and discovering traditions formerly excluded, such as African, Eastern, Islamic, and Native American Philosophy. At USM this change corresponds with the changing demographic of our student body as more students form Portland's African immigrant community join the student body and Portland becomes a more diverse city overall. Expanding philosophy into new and emerging areas of research benefits the discipline, program, and the university.

The Philosophy Department also hosts the Liberal Studies in Humanities Program, providing much of its advising and teaching many of its courses. The Liberal Studies in Humanities program is currently primarily staffed by part time instructors and cross listed courses. Adding faculty who have the LSH program as part of their teaching and central focus will offer the program much needed focus and direction.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:
https://usm.maine.edu/phi/overview

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 provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

Due to the COVID-19 pandemic and shut down of the University the philosophy department was unable to complete its Assessment measures which were scheduled for May.

These are our plans for assessment for next year:

- **Potential comparison between papers from 300-level and 200-level courses**
- **Assessment of how students are able to interpret the arguments**
- **Potential meeting in the Fall to discuss with students the process of research**

Step 2: Assessment Methods Selected and Implemented /Summary of Results

a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

Check Assessment Methods Used this Academic Year	_When Implemented_		
__Artistic Exhibition/Types of Performance	Fall	Spring	Summer
__Class assignments/Exams/Papers (completed in course)	Fall	Spring	Summer
__Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
__Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
__Exit Exam (created by department or program)	Fall	Spring	Summer
__Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer

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__Employer meetings/discussions on student outcomes          Fall     Spring   Summer
__Focus Groups (self-reports of outcome attainment)          Fall     Spring   Summer
__Internship/Fieldwork (evaluations of performance)          Fall     Spring   Summer
__Oral Performance/conference presentation                  Fall     Spring   Summer
__Portfolio of student work                                 Fall     Spring   Summer
__Reflection Essays (self-report of outcome achievement)     Fall     Spring   Summer
__Research Papers (used for course & program assessment)     Fall     Spring   Summer
__Supervisor/Employer Evaluation (performance outside of class)  Fall  Spring   Summer
__Student Survey information (student self-reports on outcomes)   Fall  Spring   Summer
__Thesis/Dissertation (used for course & program assessment)  Fall    Spring   Summer

__Other: please explain
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b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Step 3: Using the Assessment results to Improve Student Learning

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

   __Program instructors/faculty
   __Faculty committee
   __Ad hoc faculty group

__Dept Chair/Program Director/Dean
__Faculty advisor
__Students (assistants, interns)
__Other: please explain

b. How did they evaluate, analyze, or interpret those results? (check all that apply)

__ Used a rubric or scoring guide(s) for an assignment, paper, etc.
__ Scored exams/tests/quizzes
__Used professional judgments (no rubric or scoring guide)
__Compiled or reviewed survey results
__Reviewed qualitative methods (interviews, focus groups, open-ended   responses)
__External organization scored/analyzed data (licensure, comp exams)
__Other: please explain

c. Indicate how the program will use (or has used) the results (check all that apply):

__Assessment procedure change (student outcomes, curriculum map, rubric,

evidence collected, sampling procedure, communications with faculty, etc.)

__Course changes (course content, courses offered, new course, pre-requisites, course

requirements, etc.)

__Course pedagogy changes (teaching)

__Personnel or resource allocation changes

__Program policy changes (admission requirements, student probation policies,

course feedback forms, etc.)

__Student's out-of-course experiences (co-curricular requirements, program

website, program handbook, student workshops, etc.)

__Student Advising experiences (advisor-advisee relationship, communication of

changes or expectations, etc.)

__Results indicated no action needed, students met expectations

__Other: please explain

d. Briefly explain each of the program changes/improvements indicated above.

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

No assessment activities: If your program did <u>not</u> engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.