

Program Outcomes Assessment

BA/BS in Philosophy

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Table of Contents

General Information	1
Standing Requirements	2
Mission Statement.....	2
Outcomes Library.....	2
Curriculum Map.....	3
Communication of Outcomes.....	3
Archive	4
Archive.....	4
2012-2013 Assessment Cycle	5
Assessment Plan.....	5
Assessment Findings.....	5
Action Plan.....	6
Status Report.....	8
2013-2014 Assessment Cycle	11
Assessment Plan.....	11
Assessment Findings.....	11
Action Plan.....	12
Status Report.....	12
2014-2015 Assessment Cycle	14
Assessment Plan.....	14
Assessment Findings.....	14
Action Plan.....	15
Status Report.....	15
2015-2016 Assessment Cycle	17
Assessment Plan.....	17
Assessment Findings.....	17
Action Plan.....	18
Status Report.....	18
2016-2017 Assessment Cycle	19

Assessment Plan.....	19
Assessment Findings.....	19
2017-2018 Assessment Cycle	20
Assessment Plan.....	20
Assessment Findings.....	20
2018-2019 Assessment Cycle	21
Assessment Plan.....	21
Assessment Findings.....	21
2019-2020 Assessment Cycle	22
Assessment Plan.....	22
Assessment Findings.....	22
Appendix	23

General Information (Program Outcomes Assessment)

Standing Requirements

Mission Statement

A Philosophy major can prepare students for careers in many fields, including teaching, business, government, journalism, law, and medicine. The coursework emphasizes reasoning, seeing the big picture, and critically examining different views. The primary goal of instruction is to foster these skills, for such fundamental skills never go out of date. Undoubtedly, the most valuable aspect of a philosophical education is that through it students are able to deepen their understanding of reality, life, civilization and man, thereby increasing their ability to think for themselves in a clear and coherent fashion on all aspects of their experience.

Outcomes Library

BA/BS in Philosophy (rev. 2014)

1. Critical Thinking Skills

Outcome	Mapping
1. Thinking objectively about issues and arguments, not being swayed by emotion and irrational personal preferences.	No Mapping
2. Thinking independently rather than primarily relying on others' opinions.	No Mapping
5. Cultivating critical and analytical thinking Cultivating critical and analytical thinking: penetrate deeply and critically into issues, rather than merely settling for a superficial understanding. Synthesize and contrast various abstract ideas.	No Mapping

2. Communication Skills

Outcome	Mapping
7. Communicating clearly and succinctly in writing.	No Mapping

3. Ethical Analysis

Outcome	Mapping
3. Developing open-mindedness, including understanding opposing views and appreciating the need for this understanding.	No Mapping
4. Recognizing the myriad ways that ethical and other philosophical principles apply to everyday experiences and life.	No Mapping

4. Historical (or "Base") Knowledge

Outcome	Mapping
6. Acquiring a broad perception of the world and the interconnectedness of its inhabitants Acquiring a broad perception of the world and the interconnectedness of its inhabitants, including a basic understanding of major historical philosophical figures and themes.	No Mapping

BA/BS in Philosophy Outcome Set

Curriculum Map

Active Curriculum Maps

 **BA/BS in Philosophy** (See appendix)

Alignment Set: BA/BS in Philosophy (rev. 2014)

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Communication of Outcomes

The Philosophy learning outcomes are communicated to Philosophy majors by the Philosophy advisor when students declare their Philosophy major. Philosophy faculty are also encouraged to include learning outcomes on their course syllabi where appropriate.

Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

Archive

File Attachments:

1. **Philosophy** (See appendix)
Philosophy Assessment Strategy
.....
2. **Philosophy- Revised/Approved fall 2005** (See appendix)
Philosophy Assessment Plan
.....

2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in Philosophy Outcome Set

Department of Philosophy Student Outcomes

7. Communicating clearly and succinctly

Communicating clearly and succinctly both orally and in writing

▼ **Measure:** Paper
Direct - Student Artifact


Details/Description: Review one paper from each major in the two upper division fall 2012 courses

Target:

Implementation Plan (timeline): Collect data in fall 2012, report by March 1, 2013

Responsible Individual(s): Interim department chair

Supporting Attachments:

 Phil_-WRITTEN_COMMUNICATION_rubric[1].docx (Word Document (Open XML)) (See appendix)

Assessment Findings

Finding per Measure

BA/BS in Philosophy Outcome Set

Department of Philosophy Student Outcomes

7. Communicating clearly and succinctly

Communicating clearly and succinctly both orally and in writing

▼ **Measure:** Paper
Direct - Student Artifact


Details/Description: Review one paper from each major in the two upper division fall 2012 courses

Target:

Implementation Plan (timeline): Collect data in fall 2012, report by March 1, 2013

Responsible Individual(s): Interim department chair

Supporting Attachments:

 Phil_-WRITTEN_COMMUNICATION_rubric[1].docx (Word Document (Open XML)) (See appendix)

Findings for Paper

Summary of Findings: In order to assess "Student Outcome" # 7, "communicating clearly and succinctly in writing," the Philosophy faculty reviewed each of our major's portfolios, which

contains their papers from over the years. In order to assess their papers, we used our recently approved "Written Communication Value Rubric." Generally, our students' papers ranged from poor to excellent as judged by the criteria of understanding, argument development, logic, control of syntax, and focus. Overall, the weakest area of our students is logic.


Results: Target Achievement: Not Met

Recommendations : See action plan

Since some of our students are stressed between their personal lives and college, we will discuss with them how to navigate the demands of college and the major. We will suggest the Counseling Center to those students who seem to need its services.

Reflections/Notes : It was agreed that we need to insert more student papers into each portfolio.

Substantiating Evidence:

 PhilosophyAssessmentreport2-27-13.docx (Word Document (Open XML)) (See appendix)

These Findings are associated with the following Actions:

improve the students' performance in the category of logic
(Action Plan; 2012-2013 Assessment Cycle)

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

BA/BS in Philosophy Outcome Set

Department of Philosophy Student Outcomes

7. Communicating clearly and succinctly

Communicating clearly and succinctly both orally and in writing

▼ **Action:** improve the students' performance in the category of logic

This Action is associated with the following Findings

Findings for Paper

(Assessment Plan and Assessment Findings; 2012-2013 Assessment Cycle)

Summary of Findings: In order to assess "Student Outcome" # 7, "communicating clearly and succinctly in writing," the Philosophy faculty reviewed each of our major's portfolios, which contains their papers from over the years. In order to assess their papers, we used our recently approved "Written Communication Value Rubric." Generally, our students' papers ranged from poor to excellent as judged by the criteria of understanding, argument development, logic, control of syntax, and focus. Overall, the weakest area of our students is logic.

Action Details: 2. In order to improve the students' performance in the category of logic,
a. We agreed to give a pre-test to our students on logical fallacies when they declare the major, followed by a post-test on logical fallacies when they graduate
b. Since it was found that many students postpone taking the logic course much longer than they should, we agreed to get the emails of new students to require them to talk with the advisor when planning their courses. This meeting should be required of all new majors. When they come to see the advisor, it should be stressed that they need to take the logic course as soon as possible.
c. The advisor should be sent the schedule of all courses offered prior to the registration period for

the next semester.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

▼ **Action:** improvement in the category of "control of syntax and mechanics,"

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: For those students who need improvement in the category of "control of syntax and mechanics,"

- a. We will urge them to go to the Writing Center before writing their papers.
- b. In all our courses, except for logic, we will give students both written and oral instruction on how to write a paragraph. One model that will be used is:
"A good paragraph should have one central point and its lesser points should be related to the main point. If your paragraphs runs a page of more in length, they need to be broken up into more coherent unites. Each paragraph, other than the introductory paragraph and the concluding one should consist of the following:
The point being made;
A definition(s), if appropriate;
At least two sentences explaining the point;
A concrete example of the point to make the meaning clearer
- c. We will have a representative from the Writing Center speak to our courses.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

▼ **Action:** survey

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: b. We will provide graduating seniors with an exit survey so that they may share with us their views on the strengths and weaknesses of the program. The exit survey contains the following questions:

- What do you like most about the philosophy major program?
- What do you like least about the major program?
- Are there too many, too few, or the right number of required courses?
- Which course(s) now required would you like to see made optional?
- Which, if any course, would you like to see required?
- What courses currently not offered at all would you like to see offered?
- Are you satisfied with the scheduling of courses (times, days, semesters)?
- Would you prefer some courses from other departments count toward the major? If so, which ones?
- What are your views on the requirements of various courses (exams/papers, etc)?
- Any other comments?

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

📄 Status Report

Action Statuses

BA/BS in Philosophy Outcome Set

Department of Philosophy Student Outcomes

7. Communicating clearly and succinctly

Communicating clearly and succinctly both orally and in writing

▼ **Action:** improve the students' performance in the category of logic

Action Details: 2. In order to improve the students' performance in the category of logic,
a. We agreed to give a pre-test to our students on logical fallacies when they declare the major, followed by a post-test on logical fallacies when they graduate
b. Since it was found that many students postpone taking the logic course much longer than they should, we agreed to get the emails of new students to require them to talk with the advisor when planning their courses. This meeting should be required of all new majors. When they come to see the advisor, it should be stressed that they need to take the logic course as soon as possible.
c. The advisor should be sent the schedule of all courses offered prior to the registration period for the next semester.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for improve the students' performance in the category of logic

Current Status: Not Implemented

Resource Allocation(s) Status:

Next Steps/Additional Information: We did not continue giving the logic pre-test to pre-test to our students. Nor did we give them a post-test. However, our four-year plan stipulates that students should take the logic course as soon as they declare the major. When students declare the major and come to the advisor, they are told to take the logic course as soon as possible. Regrettably, many of our students do not see the advisor, although we have a letter that is sent out suggesting that they do so at the beginning of each fall semester (except for this fall). The advisor does request the schedule of all courses prior to the registration period for the next semester.

▼ **Action:** improvement in the category of "control of syntax and mechanics,"

Action Details: For those students who need improvement in the category of "control of syntax and mechanics,"

- a. We will urge them to go to the Writing Center before writing their papers.
- b. In all our courses, except for logic, we will give students both written and oral instruction on how to write a paragraph. One model that will be used is:
"A good paragraph should have one central point and its lesser points should be related to the main point. If your paragraphs runs a page of more in length, they need to be broken up into more coherent unites. Each paragraph, other than the introductory paragraph and the concluding one should consist of the following:
The point being made;
A definition(s), if appropriate:
At least two sentences explaining the point;
A concrete example of the point to make the meaning clearer
- c. We will have a representative from the Writing Center speak to our courses.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for improvement in the category of "control of syntax and mechanics,"

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information: We do urge our students who have poor control of syntax and mechanics to go to the Writing Center before writing their papers. We have also completed "b", providing both written and oral instruction on how to write a paragraph.

▼ **Action:** survey

Action Details: b. We will provide graduating seniors with an exit survey so that they may share with us their views on the strengths and weaknesses of the program. The exit survey contains the following questions:
What do you like most about the philosophy major program?
What do you like least about the major program?
Are there too many, too few, or the right number of required courses?
Which course(s) now required would you like to see made optional?
Which, if any course, would you like to see required?
What courses currently not offered at all would you like to see offered?
Are you satisfied with the scheduling of courses (times, days, semesters)?
Would you prefer some courses from other departments count toward the major? If so, which ones?
What are your views on the requirements of various courses (exams/papers, etc)?
Any other comments?

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for survey

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information: While we did provide graduating seniors with an exit survey, we did not continue the practice regularly. We are again committed to doing so in the future.

Status Summary

No text specified

Summary of Next Steps

No text specified

2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in Philosophy Outcome Set

Department of Philosophy Student Outcomes

6. Broad perception of the world

Acquiring a broad perception of the world and the interconnectedness of its inhabitants, including a basic understanding of major historical philosophical figures and themes.

▼ **Measure:** Portfolio analysis
Direct - Portfolio

Details/Description: Program faculty will evaluate the portfolios of graduating seniors.

Portfolios include a paper from a lower-level class and a paper from either PHIL 233 or PHIL 401 completed in the senior year.

Target:

Implementation Plan (timeline): Spring 2014

Responsible Individual(s): Advisor/program faculty

Assessment Findings

Finding per Measure

BA/BS in Philosophy Outcome Set

Department of Philosophy Student Outcomes

6. Broad perception of the world

Acquiring a broad perception of the world and the interconnectedness of its inhabitants, including a basic understanding of major historical philosophical figures and themes.

▼ **Measure:** Portfolio analysis
Direct - Portfolio

Details/Description: Program faculty will evaluate the portfolios of graduating seniors.

Portfolios include a paper from a lower-level class and a paper from either PHIL 233 or PHIL 401 completed in the senior year.

Target:

Implementation Plan (timeline): Spring 2014

Responsible Individual(s): Advisor/program faculty

Findings for Portfolio analysis


Summary of Findings: While many of the papers display "a broad perception of the world and the interconnectedness of its inhabitants," few show a basic understanding of major historical figures and themes.

Recommendations : In order to meet this outcome, it is important for us to steer our majors to take the three historical courses we offer: ancient philosophy, medieval philosophy, and modern philosophy. Two of these three courses are required for the major. The third course, medieval philosophy, is one of two courses that they must take to fulfill the major.

Consider developing rubrics to for each outcome.

Reflections/Notes :

Substantiating Evidence:

 philosophy assessment - 2013-14.pdf (Adobe Acrobat Document) (See appendix)

These Findings are associated with the following Actions:

Develop rubric

(Action Plan; 2013-2014 Assessment Cycle)

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

Actions

BA/BS in Philosophy Outcome Set

Department of Philosophy Student Outcomes

6. Broad perception of the world

Acquiring a broad perception of the world and the interconnectedness of its inhabitants, including a basic understanding of major historical philosophical figures and themes.

▼ **Action:** Develop rubric

This Action is associated with the following Findings

Findings for Portfolio analysis

(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

Summary of Findings: While many of the papers display "a broad perception of the world and the interconnectedness of its inhabitants," few show a basic understanding of major historical figures and themes.

Action Details: Develop rubric to evaluate achievement of outcome #6

Implementation Plan (timeline): 2014-15

Key/Responsible Personnel: undergraduate adviser and faculty

Measures: rubric completed

Resource Allocations:

Priority: High

 **Status Report**

Action Statuses

BA/BS in Philosophy Outcome Set

Department of Philosophy Student Outcomes

6. Broad perception of the world

Acquiring a broad perception of the world and the interconnectedness of its inhabitants, including a basic understanding of major historical philosophical figures and themes.

▼ Action: Develop rubric

Action Details: Develop rubric to evaluate achievement of outcome #6

Implementation Plan (timeline): 2014-15

Key/Responsible Personnel: undergraduate adviser and faculty

Measures: rubric completed

Resource Allocations:

Priority: High


Status for Develop rubric

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information: Use rubric for outcome #6 to evaluate student portfolios in 2016-17 cycle.

Substantiating Evidence:

 Philosophy Rubric - Outcome #6.docx (Word Document (Open XML)) (See appendix)

Status Summary

No text specified

Summary of Next Steps

No text specified

2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in Philosophy (rev. 2014)

3. Ethical Analysis

3. Developing open-mindedness, including understanding opposing views and appreciating the need for this understanding.

▼ **Measure:** Portfolio analysis
Direct - Portfolio


Details/Description: Our assessment method consists of reviewing the portfolios we have for each student, using an agreed upon rubric.

Target: Our target is to have 80% of our students in the most advanced category.

Implementation Plan (timeline): The assessment will be completed in May.

Responsible Individual(s): The person responsible for ensuring the evidence is collected and analyzed is Dr. Judy Barad, undergraduate advisor.

Supporting Attachments:

 Philosophy Rubric - Outcomes #3 and #4.docx (Word Document (Open XML)) (See appendix)

4. Recognizing the myriad ways that ethical and other philosophical principles apply to everyday experiences and life.

▼ **Measure:** Portfolio analysis
Direct - Portfolio


Details/Description: Our assessment method consists of reviewing the portfolios we have for each student, using an agreed upon rubric.

Target: Our target is to have 80% of our students in the most advanced category.

Implementation Plan (timeline): The assessment will be completed in May.

Responsible Individual(s): The person responsible for ensuring the evidence is collected and analyzed is Dr. Judy Barad, undergraduate advisor.

Supporting Attachments:

 Philosophy Rubric - Outcomes #3 and #4.docx (Word Document (Open XML)) (See appendix)

Assessment Findings

Finding per Measure

BA/BS in Philosophy (rev. 2014)

3. Ethical Analysis

3. Developing open-mindedness, including understanding opposing views and

▼ **Measure:** Portfolio analysis
Direct - Portfolio

appreciating the need for this understanding.

Details/Description: Our assessment method consists of reviewing the portfolios we have for each student, using an agreed upon rubric.

Target: Our target is to have 80% of our students in the most advanced category.

Implementation Plan (timeline): The assessment will be completed in May.

Responsible Individual(s): The person responsible for ensuring the evidence is collected and analyzed is Dr. Judy Barad, undergraduate advisor.

Supporting Attachments:

 Philosophy Rubric - Outcomes #3 and #4.docx (Word Document (Open XML)) (See appendix)

Findings for Portfolio analysis

Summary of Findings: Owing to a change in leadership findings will be delayed until next cycle

Recommendations :

Reflections/Notes :

4. Recognizing the myriad ways that ethical and other philosophical principles apply to everyday experiences and life.

▼ **Measure:** Portfolio analysis
Direct - Portfolio


Details/Description: Our assessment method consists of reviewing the portfolios we have for each student, using an agreed upon rubric.

Target: Our target is to have 80% of our students in the most advanced category.

Implementation Plan (timeline): The assessment will be completed in May.

Responsible Individual(s): The person responsible for ensuring the evidence is collected and analyzed is Dr. Judy Barad, undergraduate advisor.

Supporting Attachments:

 Philosophy Rubric - Outcomes #3 and #4.docx (Word Document (Open XML)) (See appendix)

Findings for Portfolio analysis

Summary of Findings: Owing to a change in leadership findings are delayed until next cycle

Recommendations :

Reflections/Notes :

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

 **Status Report**

2015-2016 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in Philosophy (rev. 2014)

3. Ethical Analysis

3. Developing open-mindedness, including understanding opposing views and appreciating the need for this understanding.

▼ **Measure:** Papers in 201
Direct - Student Artifact

Details/Description: Our assessment method consists of reviewing a random sample of papers assigned in PHIL 201, using an agreed upon rubric.

Target: Our target is to have 60% of our students in the most advanced category in year 1, 75% in year 2 and 80% in year 3.

Implementation Plan (timeline): The assessment will be completed in May and repeated each May.

Responsible Individual(s): The persons responsible for ensuring the evidence is collected and analyzed are Drs. Michael Deem, Namita Gotswami and Joseph Grcic.

Supporting Attachments:

 Philosophy Rubric - Outcomes #3 and #4.docx (Word Document (Open XML)) (See appendix)

4. Recognizing the myriad ways that ethical and other philosophical principles apply to everyday experiences and life.

▼ **Measure:** Upper Level Papers
Direct - Portfolio

Details/Description: Our assessment method consists of reviewing a random selection of papers produced by majors assigned in 300/400 level PHIL courses using an agreed upon rubric.

Target: Our target is to have 70% of our students in the most advanced category in year 1, 75% in year 2 and 80% in year 3.

Implementation Plan (timeline): The assessment will be completed in May and repeated each May.

Responsible Individual(s): The persons responsible for ensuring the evidence is collected and analyzed are Drs. Michale Deem, Namita Goswami and Joseph Grcic.

Supporting Attachments:

 Philosophy Rubric - Outcomes #3 and #4.docx (Word Document (Open XML)) (See appendix)

Assessment Findings

Finding per Measure

BA/BS in Philosophy (rev. 2014)

3. Ethical Analysis

3. Developing open-mindedness, including understanding opposing views and appreciating the need for this understanding.

▼ **Measure:** Papers in 201
Direct - Student Artifact


Details/Description: Our assessment method consists of reviewing a random sample of papers assigned in PHIL 201, using an agreed upon rubric.

Target: Our target is to have 60% of our students in the most advanced category in year 1, 75% in year 2 and 80% in year 3.

Implementation Plan (timeline): The assessment will be completed in May and repeated each May.

Responsible Individual(s): The persons responsible for ensuring the evidence is collected and analyzed are Drs. Michael Deem, Namita Gotswami and Joseph Grcic.

Supporting Attachments:

 Philosophy Rubric - Outcomes #3 and #4.docx (Word Document (Open XML)) (See appendix)

Findings for Papers in 201

No Findings Added

4. Recognizing the myriad ways that ethical and other philosophical principles apply to everyday experiences and life.

▼ **Measure:** Upper Level Papers
Direct - Portfolio


Details/Description: Our assessment method consists of reviewing a random selection of papers produced by majors assigned in 300/400 level PHIL courses using an agreed upon rubric.

Target: Our target is to have 70% of our students in the most advanced category in year 1, 75% in year 2 and 80% in year 3.

Implementation Plan (timeline): The assessment will be completed in May and repeated each May.

Responsible Individual(s): The persons responsible for ensuring the evidence is collected and analyzed are Drs. Michale Deem, Namita Goswami and Joseph Grcic.

Supporting Attachments:

 Philosophy Rubric - Outcomes #3 and #4.docx (Word Document (Open XML)) (See appendix)

Findings for Upper Level Papers

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

 **Status Report**

2016-2017 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2017-2018 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2018-2019 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2019-2020 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

Appendix

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- A. **BA/BS in Philosophy** (Curriculum Map)
 - B. **Philosophy- Revised/Approved fall 2005** (Adobe Acrobat Document)
 - C. **Philosophy** (Adobe Acrobat Document)
 - D. **Phil_-WRITTEN_COMMUNICATION_rubric[1].docx** (Word Document (Open XML))
 - E. **PhilosophyAssessmentreport2-27-13.docx** (Word Document (Open XML))
 - F. **philosophy assessment - 2013-14.pdf** (Adobe Acrobat Document)
 - G. **Philosophy Rubric - Outcome #6.docx** (Word Document (Open XML))
 - H. **Philosophy Rubric - Outcomes #3 and #4.docx** (Word Document (Open XML))
 - I. **Philosophy Rubric - Outcomes #3 and #4.docx** (Word Document (Open XML))
 - J. **Philosophy Rubric - Outcomes #3 and #4.docx** (Word Document (Open XML))
 - K. **Philosophy Rubric - Outcomes #3 and #4.docx** (Word Document (Open XML))
-

Department of Philosophy
Assessment Plan for Undergraduate Majors
(Revised/Approved: Fall 2005)

1. Mission

A Philosophy major can prepare students for careers in many fields, including teaching, business, government, journalism, law, and medicine. The coursework emphasizes reasoning, seeing the big picture, and critically examining different views. The primary goal of instruction is to foster these skills, for such fundamental skills never go out of date. Undoubtedly, the most valuable aspect of a philosophical education is that through it students are able to deepen their understanding of reality, life, civilization and man, thereby increasing their ability to think for themselves in a clear and coherent fashion on all aspects of their experience.

2. Intended Student Outcome

Over the course of their majors students should become increasingly adept at the following:

1. Thinking objectively about issues and arguments, not being swayed by emotion and irrational personal preferences.
2. Thinking independently rather than primarily relying on others' opinions.
3. Developing open-mindedness, including understanding opposing views and appreciating the need for this understanding..
4. Recognizing the myriad ways that philosophical principles apply to everyday experiences and life, such as how ethical theories apply to contemporary social issues.
5. Cultivating critical and analytical thinking: penetrate deeply and critically into issues, rather than merely settling for a superficial understanding. Synthesize and contrast various abstract ideas.
6. Accepting both personal and social responsibility.
7. Acquiring a broad perception of the world and the interconnectedness of its inhabitants, including a basic understanding of major historical philosophical figures and themes.
8. Communicating clearly and succinctly both orally and in writing.

3. Assessment Method

Purpose

The purpose is to increase students' consciousness of their own learning patterns, to track the progress of our majors, to analyze the strengths and weaknesses of their work, and to set departmental goals for the future. The Philosophy faculty will use assessment as an instrument for a rigorous evaluation of curriculum, courses, instruction, and methods in relation to the needs of students, while in the program and following their graduation. Moreover, the results of the assessment will lead to the revision and fortification of the academic program for future students.

Methodology

A. Entry Level: Upon declaring Philosophy as his/her major, the student will

1. be required to take PHIL 105 (Introduction to Logic) if he/she has not already done so.
2. be required to submit a paper from a lower-level class for evaluation by the faculty.
3. be given a copy of this assessment plan so that they are aware of the process, and so as to lessen the burden on the advisor to re-explain the process.

The paper will be placed in the major's department file, normally held by the department advisor. Thus a portfolio/file will be assembled for each student containing the following materials:

1. Any material furnished by the Admissions office, and perhaps an initial DARS report.
2. One short paper or term paper (preferably unmarked) chosen by the student, written as a course assignment during his/her first year as a philosophy major. If a major does not submit a paper in a timely fashion, then a (clean) copy of one of their introductory papers may be made by any faculty member for inclusion in the file. Majors will be informed of this, and faculty members need to coordinate with each other to be sure that a copy is made, if necessary.
3. A very brief statement about the major's work and grade in PHIL 105 will be included in the file as soon as possible. A copy of the final exam for PHIL 105 should also ideally be included. This is the responsibility of the professor who taught PHIL 105 to the major. (Introduction to Logic is required for the major anyway.)

B. Exit Level: During his/her final year as Philosophy major, the following materials will be added to the portfolio:

1. One term paper chosen by the student, written as a course assignment during his/her senior year as a philosophy major. If a major does not submit a paper in a timely fashion, then a (clean) copy of one of their papers may be made by any faculty member for inclusion in the file.

2. Some brief comments from one or more faculty members on the overall work of the student as he/she nears graduation. The advisor will solicit comments from all faculty members, which can then be collected and put into the file (or typed up by the Office Assistant)

3. Any letters of recommendation for graduate school.

C. Alumni

1. The Department will give an exit questionnaire to the student shortly before graduation. If filled out and returned, the questionnaire will also be added to the portfolio and an additional copy will be kept on file in the department office.

2. Three years after graduation, the assessment file will be closed and kept on file.

4. Timeframe for Implementation

A. Although the primary responsibility for keeping and updating portfolios is the advisor's, all tenured and tenure-track faculty must participate in the assessment process. When students declare Philosophy as a major they will meet with their advisor who will explain the assessment process and will give the major a copy of this document.

B. By the end of each Spring semester, the department will meet to evaluate each portfolio and make sure that each file is as up to date as possible. Each faculty member should look over each file.

C. Faculty members will discuss and keep a record of any results which arise, such as clear strengths and weaknesses in students' work and ways that we can improve our program and/or curriculum.

D. The process will be repeated each year, beginning in the Fall 2006, with all new students declaring philosophy as a major.

5. Analysis and Results

Faculty members will evaluate majors' portfolios each spring according to the following four criteria, to the extent possible given the major's stage in the program.

1. Critical thinking skills (see student outcome #'s 1, 2, 3 & 5)
2. Communication skills (# 8)

3. Ethical analysis (# 4, 6)
4. Historical (or 'base') knowledge (# 7)

Faculty members will also rate the student as to whether or not the student has achieved the following three stages of development:

Stage #1: Knowledge of basic logic and philosophical terms. Basic knowledge of major philosophical issues.

Stage #2: Increased ability to reason about philosophical problems. Increased ability to understand and critically reason about philosophical writings. Adequate communication skills.

Stage #3: Demonstrated knowledge of major historical figures, and advanced critical thinking skills. A reflective problem solver who has achieved the student outcomes listed at the beginning of this document. More advanced ability to communicate clearly both orally and in writing.

To the extent possible, such results should be quantified, charted, and/or numerically rated so that students can be compared to each other and, more importantly, so that individual student progress can be more clearly tracked and measured.

College: CAS Department: PHIL
 Major: Philosophy Degree: AB / BS

If **Program Elimination** is pending you need not complete the form.)

	Question	Type of Answer	From Available Info	Answer
	By March 1	Nationally Accredited	Y/N	
		Organization		
Student Learning Outcomes Clearly Articulated		Y/N	E. Robbins Fall 07 Survey Answer:Y Y	See Assessment Plan (Section 2)
		File (or source of information)	2004 CoAS Report	
Students Know their Learning Outcomes		Y/N		Y
		File		On Assessment Plan (Section 3A3) and Course Syllabus
Program Actively Using Student Learning Outcomes		Y/N		Y
Does Assessment Plan Exist?		Y/N	E. Robbins Fall 07 Survey Answer:Y	
		When Was It Adopted?		Revised in 2005
		File/copy		Electronic file
By May 15	Data Actively Collected & CBE	Data Ever Collected?	E. Robbins Fall 07 Survey Answer:Y	
		Data Recently/ Actively Collected?	E. Robbins Fall 07 Survey Answer:Y	
		Evidence		
	Data Systematically Analyzed & CBE	Data Analyzed?	E. Robbins Fall 07 Survey Answer:N	
		Evidence		
	Analysis Discussed in Depts & CBE	Analysis Discussed?	E. Robbins Fall 07 Survey Answer:N	
		Evidence		
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	E. Robbins Fall 07 Survey Answer:Y	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed &CBE	Has the Assessment Plan been modified since 2001		
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		
		Evidence		

Completed by: Dr. Rocco Gennaro / Donna Dunbar