

Assessment Plan: Philosophy Major

Sanford Levy, Fall 2014-15

Program Learning Outcomes

Our graduates will:

1. Understand (and be able to explain) the views of important historical figures in philosophy.
2. Write clearly structured papers in support of a philosophical thesis.
3. Identify and avoid formal and informal fallacies.
4. Identify and explain the views and arguments of others in written texts.
5. Analyze arguments.
6. Present critiques that effectively engage with arguments.

Curriculum Map

<add courses in curriculum, mark with **I** (introduce), **D** (develop), **M** (mastery) >

	Cr	Outcomes					
		1	2	3	4	5	6
PHL 361 History of Ancient & Med. Phil.	3	D					
PHL 362 History of Modern Philosophy	3	D					
PHL 494 Seminar	3		M				
PHL 236 Logic	3			I			
Any 300 level PHL	3				D	D	D

Student Performance: Data Sources

	Cr	Outcomes					
		1	2	3	4	5	6
PHL 361 History of Ancient & Med. Phil.	3	x					
PHL 362 History of Modern Philosophy	3	x					
PHL 494 Seminar	3		x				
PHL 236 Logic	3			x			
Any 300 level PHL	3				x	x	x

Response Threshold

At least 75% of students will be rated "meets expectations" or higher.

Schedules

Outcomes

	Year					
Outcome	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
1			x			x
2		x		x		
3	x			x		
4		x				x
5		x			x	
6		x			x	

Process for Assessing the Data

Annual Assessment Process

1. Data is collected from identified courses.
2. Random samples of collected assignments are scored by two faculty members using prepared scoring rubrics.
3. The assessment coordinator tabulates the scores. Areas where the acceptable performance threshold has not been met are highlighted.
4. The scores are presented to the faculty for assessment.
5. The faculty reviews the assessment results, and makes decisions on how to respond. If an acceptable performance threshold has not been met
 - Gather additional data next year to verify or refute the result.
 - Change something in the curriculum to try to fix the problem.
6. Faculty can respond to assessment results even if the acceptable performance threshold has been met.
7. A summary of the year's assessment activities and faculty decisions will be reported to the Provost's Office in your Department's Annual Assessment Activities report.

Annual Assessment Report History and Philosophy 2014-15

Major in Philosophy

Outcome 2:

- 1) What was done? Based on our assessment plan, we evaluated the course learning Outcome 2: Write clearly structured papers in support of a philosophical thesis.
- 2) What data were collected? We collected a random sample of seven final papers written by philosophy majors from PHL 494 (Seminar) taught Fall 2014. They were evaluated by two faculty members.
- 3) What was learned? All the papers met or exceeded expectations. Four met expectations and three exceeded expectations.
- 4) How we responded? We will continue to teach students to write clearly structured papers in support of philosophical theses.

Outcome 3:

- 1) What was done? Based on our assessment plan, we evaluated the course learning Outcome 3: Identify and avoid formal and informal fallacies.
- 2) 2) What data were collected? We collected a random sample of five exams that that dealt with fallacies from two semesters of logic, PHL 236.
- 3) What was learned? Three of the exams exceeded expectations, one met expectations, and one did not meet expectations. This reached our target threshold of 75% meeting or exceeding expectations.
- 4) How we responded? We will continue to train students in the ability to identify and avoid formal and informal fallacies. Though 75% of our majors met or exceeded expectations, it is undesirable that one failed to meet expectations. Though this is rather unusual, we will seek to identify and help majors who are not progressing adequately in this task.