

# Assessment Plan: Philosophy Minor

Sanford Levy, Fall 2014-15

## Program Learning Outcomes

Our graduates will:

1. Be able to explain the views of important historical figures in philosophy.
2. Construct a clear philosophical thesis.
3. 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					
Any 300 or 400-level PHL classes	3		I				
Any 300 or 400-level PHL classes	3			M			

## 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					
Any 300 or 400-level PHL classes	3		x				
Any 300 or 400-level PHL classes	3			x			

## Response Threshold

*At least 75% of students will be rated "meets expectations" for each outcome.*

## 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		

## 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: Date 2014-15**

### **Department of History and Philosophy**

#### **Minor in Philosophy**

##### **Outcome 2:**

- 1) What was done? Based on our assessment plan, we evaluated the course learning Outcome 2: Construct a clear thesis.
- 2) What data were collected? We collected four final papers written by philosophy minors from PHL 361 (History of Ancient and Medieval Philosophy) Fall 2014. There were only four total from the relevant class so we could not take a random sample.
- 3) What was learned? All of our sample papers successfully met or exceeded expectations for this outcome. This is not surprising since it is one of the basic things that we talk about in the context of philosophical essays.
- 4) How we responded? We will continue to teach students the importance of a clear thesis for papers.

##### **Outcome 3:**

- 1) What was done? Based on our assessment plan, we evaluated the course learning Outcome 3: present critiques that effectively engage with arguments
- 2) What data were collected? We collected four final papers written by philosophy minors from PHL 361 (History of Ancient and Medieval Philosophy) . There were only four total from the relevant class so we could not take a random sample.
- 3) What was learned? 75% of our minor students met or exceeded expectations and one did not. However, the student who did not meet expectations nevertheless had the basic idea and just did not carry it far enough.
- 4) How we responded? We will continue to focus our students' attention on the need to effectively engage critically with the arguments of others. This is done by getting students to read diverse views on the topic they are writing on and to search out authors they *disagree* with as well as ones they agree with.