

PHILOSOPHY ASSESSMENT PLAN

Department/Program: Philosophy

Student Learning Objectives (SLO) for MAJORS

- 1. Students will explain the basic theories of major Western philosophers from the pre-Socratics through Kant.**
- 2. Students will contextualize philosophers in their historical period, and evaluate the strengths and weaknesses of those philosophers' philosophical views.**
- 3. Students will explain the basic concepts of central philosophical subdisciplines such as epistemology, metaphysics, ethics, and the philosophy of language.**
- 4. Students will identify the central argument of a text, position it among alternatives, and offer critiques of the position.**
- 5. Students will formulate and contextualize their own preliminary philosophical positions and defend them against possible objections.**
- 6. Students will think critically and apply formal systems of logic.**
- 7. Students will demonstrate competence in explaining and evaluating philosophical views and arguments orally.**
- 8. Students will demonstrate competence in explaining and evaluating philosophical views and arguments in writing.**

Outcome Measure	SLO's	Description of Departmental Use of Data
Comprehensive Exam in the History of Philosophy	1, 2, 7	Senior philosophy majors take the exam in the fall of each year, under the auspices of PHIL 401. It is the responsibility of the Chair or the Chair's designee. It is assessed by at least two philosophy faculty (designated by the chair) either that fall or the following spring, each of whom generates a short report explaining perceived weaknesses in student knowledge and/or ability in this area. The reports are submitted to the chair, who reviews them and writes an opinion as to whether the data call for curricular or instructional changes. In doing so, the chair also compares results from the previous 5 years with the current data, in order to detect long-term trends which otherwise might go unnoticed (and also to ensure a sufficient data pool). The chair then sends the reports and the opinion to all departmental faculty, and initiates a discussion about them. This discussion should lead to consensus about the meaning of the data and what steps, if any, should be taken to improve instruction.
Comprehensive Exam on philosophical topics	3, 4, 5, 8	Ditto.
Comprehensive Exam in logic	6	Ditto.
Student Course-Evaluations	any of 1-6, depending on the course topic	The Chair reviews all evaluations at the close of each semester. For each course, any significant trends relevant to our SLO's are noted in a written report which is then shared with the instructor of record.

1. **Results**—Review activities and findings by completing the Assessment Activities Table below. You can also provide a brief discussion afterward if you feel it would help the committee understand your assessment activities and findings during this cycle.

Assessment Activities Table

This year we assessed SLO(s)... (list each SLO in its own row)	...using Outcome Measure(s) (OMs). (See Report Instructions for description and example) Direct OM(s): Indirect OM(s):	Findings: program-performance for these SLOs, as indicated by these OMs, is: Excellent/Satisfactory/Needs Improvement (See Report Instructions for description and example)	Strategies for Improvement (in selected areas): (See Report Instructions for description and example)
SLO1	D: History Comp I: Course Evals		
SLO2	D: History Comp I: Course Evals		
SLO3	D: Topics Comp I: Course Evals		
SLO4	D: Topics Comp I: Course Evals		
SLO5	D: Topics Comp I: Course Evals		
SLO6	D: Logic Comp I: I: Course Evals		
SLO7	D: History Comp I: Course Evals		
SLO8	D: Topics Comp I: Course Evals		

Discussion (Optional):

2. What **revisions**, if any, to current SLOs and/or outcome measures did you make from previous plan?
3. **Plans**- What learning objectives will you be assessing in the next cycle?

CURRICULUM MAP 2

PHIL SLOs

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Instructions

Mark the courses/events/experiences/activities that currently address either Program SLOs or VU/Gen Ed SLOs for Gen Ed courses using the following:

Enter an **I** to indicate students are introduced to the SLO

R indicates the SLO is reinforced and students afforded opportunities to practice

M indicates that students have had sufficient practice and can now demonstrate mastery appropriate for the degree level

A indicates where evidence is collected and evaluated for program-level assessment as specified in the Departmental Assessment Plan

Course/ Experience	Program/Department SLOs									
	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	#	#
115	I		I	I	I			I		
120			I	I	I			I		
125	I		I	I	I			I		
130			I	I	I			I		
145				I	I	M		I		
150				I	I	M		I		
190			I	I	I			I		
205			I	I	I			R		
205			I	R	I			R		
220			I	R	I			R		
230			I	R	I			R		
250			I	R	I			R		
275	M	M		R				R		
280	M	M		R				R		
285	M	M		R				R		
286	M	M		R				R		
290			I	R	I			R		
310			M	M	M		M	M		
315			M	M	M		M	M		
320			M	M	M		M	M		
330			M	M	M		M	M		
335			M	M	M		M	M		
341			M	M	M		M	M		
345				M	M	M	M	M		
401	A	A	A	A	A	A	A	A		
425			M	M	M		M	M		
450			M	M	M		M	M		
475	M	M		M	M		M	M		

