

# Assessment Plan: Philosophy Minor

Sanford Levy, Fall 2015-16

## 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       | 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 2015-16**

**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 final papers written by philosophy minors from upper division courses taught Fall 2015 and Spring 2016. Because we have relatively few minors, the sample was small. They were evaluated by two faculty members.

3) What was learned? Of our sample, 75% met expectations and 25% did not meet expectations. None of the papers had a clear thesis stated right at the beginning of the paper. But in 75% we were able to figure out what the thesis is part way through the paper. In the 25% which did not meet expectations, the precise thesis remained unclear.

4) How we responded? We will continue to teach students the importance of a clear thesis for papers. We need to emphasize more strongly (for example, in paper instruction sheets) the importance of the thesis and the need to locate it at the beginning of the paper. Note: most of our majors and our minors have been good about this in the past and we hope and expect that this was an atypical batch of papers.