

# Assessment: Reporting Unit Four Column

## Philosophy - B.A.

<i>Objectives</i>	<i>Assessment Methods</i>	<i>Results/Observations</i>	<i>Meaningful Changes</i>
<p><b>16-20 PLLO 1: Critical Thinking -</b> Philosophy majors will demonstrate proficiency in critical reading and critical thinking skills relevant to the comprehension and analysis of philosophical arguments when writing their senior thesis and/or writing papers or essays in upper division PHI courses.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. Philosophy, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Senior Thesis Assessment Rubric</p> <p><b>Criterion:</b> An average score on questions 4-7 of at least 80% "Agree" or higher, calculated by faculty members.</p> <p><b>Schedule:</b> Every other year</p>	<p><b>Result Status:</b> Result Closed-No further action needed</p> <p><b>Result/Observation Type:</b> Strength</p> <p>82% of the evaluations gave students "Agree" or higher. (04/10/2017)</p> <p><b>Related Documents:</b></p> <p><a href="#">15-16 Thesis Assessments.pdf</a></p> <p><a href="#">senior_thesis_proposal_formrevised_september_2014(7).pdf</a></p> <p><a href="#">Thesis Proposals .pdf</a></p>	<p><b>Meaningful Changes:</b> We instituted a requirement that students complete a senior thesis proposal form, in cooperation with their thesis advisor in our department, beginning in May 2015 for theses completed in the 2015-2016 academic year. We had identified a worrying trend that the quality of some of our theses were not what we had hoped they would be on questions 4-7 of our assessment rubric. In order to help rectify this, we instituted this form as a way to get our students to begin thinking and working on their theses earlier, in order to improve the quality of their work. (04/10/2017)</p>
		<p><b>Result Status:</b> Result Closed-No further action needed</p>	<p><b>Meaningful Changes:</b> We added a</p>

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	<p>General Education Assessment Rubric Element 3B</p> <p><b>Criterion:</b> At least 75% of students score "developing" or better on the following criteria: Comprehension, Theoretical Application, and Methods; when assessing a statistically significant sample of upper division PHI classes.</p> <p><b>Schedule:</b> Every semester that PHI general education courses are assessed, i.e. at least once every two years.</p>	<p><b>Result/Observation Type:</b> Strength</p> <p>The most recent data we have with respect to critical thinking for philosophy majors is strong, as 82% of the senior theses completed by our students were rated "Agree" or higher by our faculty members on questions 4-7 of the assessment. (04/10/2017)</p> <p><b>Related Documents:</b></p> <p><a href="#">15-16 Thesis Assessments.pdf</a></p>	<p>question to the Senior Thesis Assessment Rubric, "5. The paper contains sufficient evidence of proficiency in critical reading skills relevant to the discipline of philosophy." This will enable us to obtain more fine-grained data on specific critical thinking skills for our Philosophy B.A. students. (04/10/2017)</p>
<p><b>16-20 PLLO 2: Communication Skills -</b> Philosophy majors will demonstrate proficiency in communication skills relevant to philosophical argumentation when writing their senior thesis and/or writing papers or essays in upper division PHI courses</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. Philosophy, Communication Skills Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Senior Thesis Assessment Rubric</p> <p><b>Criterion:</b> An average score of "agree" or better on question 9 of the rubric for at least 80% of the theses assessed by members of the faculty.</p> <p><b>Schedule:</b> At least every 2 years.</p> <p>Clarity of Expression Criterion on General Education Course Assessment 3B Rubric.</p> <p><b>Criterion:</b> At least 75% of students will score "developing" or better on the Clarity of Expression criterion when faculty assess a statistically significant sample of upper division PHI courses.</p> <p><b>Schedule:</b> Each semester that</p>		

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	<p>courses are subject to general education assessment, or every other year.</p>		
<p><b>16-20 PLLO 3: History of Philosophy -</b> Philosophy majors will demonstrate an understanding of the history of philosophy when writing their senior theses and/or writing essays in upper level history of philosophy courses.  <b>Objective Status:</b> Active  <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. Philosophy, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Senior Thesis Assessment Rubric  <b>Criterion:</b> At least 80% have an "agree" or better score on questions 2 and 3 of the rubric.  <b>Schedule:</b> Every 2 years, department evaluates current senior theses.</p>		
	<p>General Education Course Assessment Rubric 3B, Comprehension Criterion.  <b>Criterion:</b> At least 75% of students score "developing" or better on the comprehension criterion in the rubric, as assessed by members of the department, when assessing a statistically significant sample of sections of PHI 300 and PHI 320  <b>Schedule:</b> Every semester that general education courses are assessed, at least every two years.</p>		
<p><b>16-20 PLLO 4: Diversity of Views -</b> Philosophy majors will demonstrate an ability to understand and examine diverse and opposing viewpoints when writing their senior philosophy theses and/or writing essays in their upper level PHI courses.  <b>Objective Status:</b> Active  <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. Philosophy, Critical Thinking Learning Objective, Diversity, Program-Level Learning Objectives (PLLO)</p>	<p>Senior Thesis Assessment Rubric  <b>Criterion:</b> At least 80% receive "agree" or better on questions 3 and 6 on the rubric, as assessed by the faculty.  <b>Schedule:</b> Every other year.</p>		
	<p>General Education Assessment Rubric, 3B, Comprehension Criterion  <b>Criterion:</b> At least 75% of students will score "developing" or better when assessing a statistically significant sample of PHI 300 and 320 sections.  <b>Schedule:</b> Every semester that our general education courses are assessed by our department, at least</p>		

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<p><b>16-20 PLLO 5: Critical Thinking (Philosophy Minors)</b> - Philosophy minors will demonstrate proficiency in critical reading and critical thinking skills relevant to the comprehension and analysis of philosophical arguments when writing papers or essays in upper division PHI courses.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. Philosophy, Critical Thinking Learning Objective, Philosophy Minors, Program-Level Learning Objectives (PLLO)</p>	<p>General Education Course Assessment Rubric, 3B</p> <p><b>Criterion:</b> At least 75% of students score "developing" or better on the following criteria: Comprehension, Theoretical Application, and Methods; when assessing a statistically significant sample of upper division PHI classes.</p> <p><b>Schedule:</b> Every semester our general education courses are assessed, at least every two years.</p>		
<p><b>16-20 PLLO 6: Critical Thinking (Applied Ethics Minors)</b> - Applied ethics minors demonstrate proficiency in critical reading and critical thinking skills related to ethical argumentation when writing papers or essays in PHI 130.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. Philosophy, Critical Thinking Learning Objective, Philosophy Minors, Program-Level Learning Objectives (PLLO)</p>	<p>General Education Assessment Rubric, Element 3B.</p> <p><b>Criterion:</b> At least 75% of students score "developing" or better on the following criteria: Comprehension, Theoretical Application, and Methods; when assessing a statistically significant sample of sections of PHI 130.</p> <p><b>Schedule:</b> Every semester general education courses are assessed, every two years.</p>		
<p><b>16-20 PLLO 7: Diversity of Views (Religion Minors)</b> - Religion minors will demonstrate an ability to understand and examine diverse and opposing viewpoints when writing papers or essays in REL 301.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A.</p>	<p>General Education Assessment, Element 3B.</p> <p><b>Criterion:</b> At least 75% of students assessed will score "developing" or higher on the Comprehension criterion.</p> <p><b>Schedule:</b> Every semester general education courses are assessed, at least every two years.</p>	<p><b>Result Status:</b> Result Closed-No further action needed</p> <p><b>Result/Observation Type:</b> Strength</p> <p>Our most recent data was strong, as 93% of students sampled in REL 301 scored Developing or Higher on Question 1 of the General Education Arts and Humanities Rubric, higher than our goal of 75%. (04/10/2017)</p> <p><b>Related Documents:</b></p> <p><a href="#">PHI 240W Fall 2008 Syllabus.doc</a></p> <p><a href="#">PHI 240W Spring 2016 syllabus.docx</a></p>	<p><b>Meaningful Changes:</b> In order to continue this high rate of success, and ideally increase it, we revised one of our writing-intensive courses within the Religion minor, PHI 240W: Philosophy of Religion. The readings were changed to reflect diversity of views within the field of religion, but also to go</p>

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Philosophy, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO), Religion Minors			into more depth with respect to some issues. This is served by the inclusion of the books by C.S. Lewis, who was a Christian theist but whose ideas relate well to questions surrounding religious diversity. (04/10/2017)