

Philosophy (BA)

Program-33

Completed By: Stephanie Patterson

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Annual Assessment Plan

1

2 **4.2 - B - Research appropriate**

The ability to do and document research appropriate to philosophy.

Outcome(s)

1

Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2

Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 4 - Specialized Skills and Scholarship

3

Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---|--|------------------|
| PHIL 460 -- Seminar Paper Evaluation (SPE): Documentation Score #6 | At least 80% of the papers will score satisfactory or superior (2 or higher out of 3) in Seminar Paper | Every other year |

4

Results - Was the target met? What was the faculty discussion about these results?

5

Action Plans

6

Closing the Loop - What actions were taken to Improve Student Learning on This PLO during this academic year?3 **4.1 - A - Leading figures contributions**

Describe the major contributions of leading figures in the history of philosophy.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 2 - Breadth and Depth of Knowledge

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---|--|------------------|
| PHIL 460 -- Seminar Paper Evaluation: (SPE) Other Outcomes (OO #4) | At least 80% of the papers will score satisfactory or superior (2 or higher out of 3) in Seminar Paper | Every other year |
| Exit Survey (ES #4) | 4 out of 5 for each achievement target in category of exit interviews and learning outcome questions | Every year |

4 **Results** - Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop** - What actions were taken to Improve Student Learning on This PLO during this academic year?

4 **4.1 - B - Contemporary discussion**

Explain the basic outlines of the contemporary professional discussion of enduring philosophic questions

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 2 - Breadth and Depth of Knowledge

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---|--|------------------|
| PHIL 460 -- Seminar Paper Evaluation: (SPE) Other Outcomes (OO #4) | At least 80% of the papers will score satisfactory or superior (2 or higher out of 3) in Seminar Paper | Every other year |
| Exit Survey (ES #5) | 4 out of 5 for each achievement target in category of exit interviews and learning outcome questions | Every year |

4 **Results** - Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop** - What actions were taken to Improve Student Learning on This PLO during this academic year?

5 **4.2 - Clear and cogent arguments**

The ability to make clear and cogent written and oral arguments and be able to evaluate the arguments of others

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---|--|------------------|
| PHIL 460 -- Seminar Paper Evaluation: (SPE) Other Outcomes (OO #1) | At least 80% of the papers will score satisfactory or superior (2 or higher out of 3) in Seminar Paper | Every other year |
| Exit Survey (ES #1) | 4 out of 5 for each achievement target in category of exit interviews and learning outcome questions | Every year |

4 **Results** - Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop** - What actions were taken to Improve Student Learning on This PLO during this academic year?

6 **4.3 - Clear and persuasive writing**

The ability to write clearly and persuasively in the genre of contemporary philosophy

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|--|--|------------------|
| PHIL 460 -- Seminar Paper Evaluation (SPE): Overall Writing Assessment #7 | At least 80% of the papers will score satisfactory or superior (2 or higher out of 3) in Seminar Paper | Every other year |
| Exit Survey (ES #3) | 4 out of 5 for each achievement target in category of exit interviews and learning outcome questions | Every year |

4 **Results** - Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop** - What actions were taken to Improve Student Learning on This PLO during this academic year?

7 **4.4 - A - Potential outcomes**

Identify and describe potential options for employment, voluntary service, and/or graduate education in Philosophy.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 5 - Self-Awareness

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---------------------|--|------------|
| Exit Survey (ES #8) | 4 out of 5 for each achievement target in category of exit interviews and learning outcome questions | Every year |
| Exit Survey (ES #9) | 4 out of 5 for each achievement target in category of exit interviews and learning outcome questions | Every year |

4 **Results** - Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop** - What actions were taken to Improve Student Learning on This PLO during this academic year?

8 **4.4 - B - Suitability**

Identify one's own suitability for particular employment, voluntary service, and/or graduate education in Philosophy.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 5 - Self-Awareness

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---------------------|--|------------|
| Exit Survey (ES #8) | 4 out of 5 for each achievement target in category of exit interviews and learning outcome questions | Every year |
| Exit Survey (ES #9) | 4 out of 5 for each achievement target in category of exit interviews and learning outcome questions | Every year |

4 **Results** - Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop** - What actions were taken to Improve Student Learning on This PLO during this academic year?

9 **4.5 - A - Connect faith**

The ability fruitfully to connect the Christian faith with philosophy. This includes the ability: (i) to develop a coherent Christian worldview; (ii) to think fruitfully about the Christian faith using the tools of philosophy; and (iii), to think carefully about philosophical issues from a Christian perspective.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 3 - Faith Knowledge & Application

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|--|--|------------------|
| PHIL 460 -- Seminar Paper Evaluation (SPE): Other Outcome OO #6 | At least 80% of the papers will score satisfactory or superior (2 or higher out of 3) in Seminar Paper | Every other year |
| Exit Survey (ES #6) | 4 out of 5 for each achievement target in category of exit interviews and learning outcome questions | Every year |

4 **Results** - Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop** - What actions were taken to Improve Student Learning on This PLO during this academic year?

10 **4.5 - B - Engage alternatives**

The ability to respectfully engage alternatives to and within Christianity

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 3 - Faith Knowledge & Application

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|--|--|------------------|
| PHIL 460 -- Seminar Paper Evaluation (SPE): Other Outcome OO #7 | At least 80% of the papers will score satisfactory or superior (2 or higher out of 3) in Seminar Paper | Every other year |

4 **Results** - Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop** - What actions were taken to Improve Student Learning on This PLO during this academic year?

11 **4.5 - C - Evaluate beliefs**

Evaluate one's own beliefs and those of others with respect, honesty and rigor.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 3 - Faith Knowledge & Application

3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|--|--|------------------|
| Exit Survey (ES #2) | 4 out of 5 for each achievement target in category of exit interviews and learning outcome questions | Every year |
| PHIL 460 -- Seminar Paper Evaluation (SPE): Overall Writing Assessment #7 | At least 80% of the papers will score satisfactory or superior (2 or higher out of 3) in Seminar Paper | Every other year |
| PHIL 460 -- Seminar Paper Evaluation (SPE): Other Outcome OO #6 | At least 80% of the papers will score satisfactory or superior (2 or higher out of 3) in Seminar Paper | Every other year |

4 **Results** - Was the target met? What was the faculty discussion about these results?

5 **Action Plans**

6 **Closing the Loop** - What actions were taken to Improve Student Learning on This PLO during this academic year?

Assessment Rubric

1

Process

| | 1 | 2 | 3 | 4 |
|---|--|--|--|--|
| Is the plan being implemented faithfully and revised as needed? | ○ Assessment plan is not implemented. | ○ Most aspects of plan are being implemented or all aspects are implemented to some degree. | ○ Assessment plan is fully implemented. | ○ Plan is faithfully executed and modified/evaluated as needed. |

2

Explanations:

3

Engagement

| | 1 | 2 | 3 | 4 |
|--|---|---|--|--|
| <p>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</p> | <p style="text-align: center;">○</p> <p>Limited involvement beyond chair/director</p> | <p style="text-align: center;">○</p> <p>All department faculty are aware of process and results</p> | <p style="text-align: center;">○</p> <p>All department faculty participate in conversations regarding the use of assessment data to improve student learning</p> | <p style="text-align: center;">○</p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p> |

4

Explanations:

5

Program Learning Objectives

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| | | | | |

| | | | | |
|---|--|--|--|---|
| <p>Are the student learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p> | <p style="text-align: center;">○</p> <p>Objectives are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p> | <p style="text-align: center;">○</p> <p>Objectives are clear, mostly measurable, partially aligned with ULOs/GLOs.</p> | <p style="text-align: center;">○</p> <p>Objectives are clear, measurable, aligned with ULOs/GLOs, and represent an overview of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program, accounting for variations in learning outcomes due to tracks/concentrations</p> | <p style="text-align: center;">○</p> <p>Objectives are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning that is important for this program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and accounting for variations in learning outcomes due to tracks/concentrations.</p> |
|---|--|--|--|---|

| | |
|---|----------------------|
| 6 | <p>Explanations:</p> |
|---|----------------------|

| | | | | | |
|---|------------------------|---|---|---|---|
| 7 | <p>Measures</p> | 1 | 2 | 3 | 4 |
|---|------------------------|---|---|---|---|

| | | | | |
|--|--|--|--|--|
| <p>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</p> | <p style="text-align: center;">○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p> | <p style="text-align: center;">○</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p> | <p style="text-align: center;">○</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p> | <p style="text-align: center;">○</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p> |
|--|--|--|--|--|

8 Explanations:

| | | | | |
|-------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| <p>9 Targets</p> | <p style="text-align: center;">1</p> | <p style="text-align: center;">2</p> | <p style="text-align: center;">3</p> | <p style="text-align: center;">4</p> |
|-------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|

| | | | | |
|---|---|---|--|--|
| <p>Are the targets based on professional standards and/or experience with student work? Are targets challenging and achievable?</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Some targets are missing.</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Targets are challenging and achievable based on prior data, and reflect the level of performance a novice professional knows/can do.</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior data and experience with student work and reflect the level of performance a novice professional knows/can do. Targets are set at a level to inspire program improvement.</p> |
|---|---|---|--|--|

10 Explanations:

11 **Timeline**

| | 1 | 2 | 3 | 4 |
|---|--|--|---|---|
| <p>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Not identified clearly for all measures.</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p> | <p style="text-align: center;"><input type="radio"/></p> <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p> |

12

Explanations:

13

Action Plan

| | 1 | 2 | 3 | 4 |
|---|---|---|--|--|
| <p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p> | <p style="text-align: center;">○</p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p> | <p style="text-align: center;">○</p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p> | <p style="text-align: center;">○</p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p> | <p style="text-align: center;">○</p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p> |

14

Explanations:

15

Dissemination

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| | | | | |

| | | | | |
|--|--|---|---|--|
| <p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p> | <p style="text-align: center;">○</p> <p>No record of assessment results and changes made as a result of assessment findings.</p> | <p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p> | <p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p> | <p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p> |
|--|--|---|---|--|

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made: