

Department of Philosophy & Religious Studies CLASS

ASSESSMENT PLAN: B.A. Philosophy

Date Updated: Spring 2022

PROGRAM LEARNING OUTCOMES (PLOs)	
Students graduating with a B.A. in philosophy will be able to:	
PLO 1	write clear, academically rigorous, argumentative essays
PLO 2	read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing
PLO 3	demonstrate knowledge of philosophical and/or religious traditions, their relevant concepts, theories, methods, and historical contexts
PLO 4	develop their capacities for ethical decision making, Socratic humility, openness to the ideas of others, reflective self-awareness, and a life-long curiosity about big questions
PLO 5	cultivate an appreciation for a diversity of ideas and values across time and for human difference in areas such as: religion, culture, ethnicity, race, class, sexuality, and gender

Year 1: 2021-2022	
1. Which PLO(s) to assess	2. read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing.
2. Is it aligned to an ILO?	Yes
3. If yes, list ILO.	demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.
4. Course name and number	PHIL 300 - Reasoning and Writing for Philosophy Majors
5. SLO from course	N/A
6. Assessment activity	Assessment of presentations at conference and essays submitted for conference
7. Assessment Instrument	Faculty rating of student improvement and achievement
8. How data will be reported	Qualitative
9. Responsible person(s)	Chair and department faculty
10. Time (which semester(s))	Fall
11. Ways of closing the loop	Departmental discussion of assessment results, brainstorming of ways department can improve, selection of concrete actions steps, and assigning of responsibility

Year 2: 2022-2023	
1. Which PLO(s) to assess	4. develop their capacities for ethical decision making, Socratic humility, openness to the ideas of others, reflective self-awareness, and a life-long curiosity about big questions
2. Is it aligned to an ILO?	yes
3. If yes, list ILO.	act responsibly and sustainably at local, national, and global levels
4. Course name and number	N/A: annual essay contest for PHIL majors used to collect samples of student writing
5. SLO from course	N/A: see above
6. Assessment activity	Assessment of essays submitted to the journal
7. Assessment Instrument	Faculty rating of student improvement and achievement; discussion with former majors
8. How data will be reported	qualitative
9. Responsible person(s)	Chair and department faculty
10. Time (which semester(s))	Spring
11. Ways of closing the loop	Departmental discussion of assessment results, brainstorming of ways department can improve, selection of concrete actions steps, and assigning of responsibility
Year 3: 2023-2024	
1. Which PLO(s) to assess	3. demonstrate knowledge of philosophical and/or religious traditions, their relevant concepts, theories, methods, and historical contexts
2. Is it aligned to an ILO?	yes
3. If yes, list ILO.	work collaboratively and respectfully as members and leaders of diverse teams and communities;
4. Course name and number	N/A: annual essay contest for PHIL majors used to collect samples of student writing
5. SLO from course	N/A: see above
6. Assessment activity	Assessment of essays submitted to the journal
7. Assessment Instrument	Faculty rating of student improvement and achievement
8. How data will be reported	qualitative
9. Responsible person(s)	Chair and department faculty

10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Departmental discussion of assessment results, brainstorming of ways department can improve, selection of concrete actions steps, and assigning of responsibility

Year 4: 2024-2025

1. <i>Which PLO(s) to assess</i>	PLO #1: write clear, academically rigorous, argumentative essays
2. <i>Is it aligned to an ILO?</i>	yes
3. <i>If yes, list ILO.</i>	communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
4. <i>Course name and number</i>	N/A: annual essay contest for PHIL majors used to collect samples of student writing
5. <i>SLO from course</i>	N/A: see above
6. <i>Assessment activity</i>	Assessment of essays submitted to the journal
7. <i>Assessment Instrument</i>	Faculty rating of student improvement and achievement
8. <i>How data will be reported</i>	qualitative
9. <i>Responsible person(s)</i>	Chair and department faculty
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Departmental discussion of assessment results, brainstorming of ways department can improve, selection of concrete actions steps, and assigning of responsibility

Year 5: 2026-2027

1. <i>Which PLO(s) to assess</i>	5. cultivate an appreciation for a diversity of ideas and values across time and for human difference in areas such as: religion, culture, ethnicity, race, class, sexuality, and gender
2. <i>Is it aligned to an ILO?</i>	yes
3. <i>If yes, list ILO.</i>	apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities
4. <i>Course name and number</i>	N/A: annual essay contest for PHIL majors used to collect samples of student writing
5. <i>SLO from course</i>	N/A: see above
6. <i>Assessment activity</i>	annual essay contest for PHIL majors used to collect samples of student writing
7. <i>Assessment Instrument</i>	Faculty rating of student improvement and achievement
8. <i>How data will be reported</i>	qualitative
9. <i>Responsible person(s)</i>	Chair and department faculty
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Departmental discussion of assessment results, brainstorming of ways department can improve, selection of concrete actions steps, and assigning of responsibility