

CLAS Deans' comments on BA Philosophy (non-accredited) report
Reviewer: Christopher J. Mitchell, Ph.D., Associate Dean

Last report submitted by department: Fall 2020 (Initial Assessment Plan)

Documents submitted for this review:

- SLO Table for Program

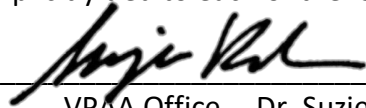
Comments:

In the initial assessment plan of 2020, we noted that the SLOs for the Philosophy BA are clear and measurable, and the table's 2-year results data confirms this nicely. The data reveals that expectations across the board are being met or exceeded, which is very impressive. You also suggest that SLOs are being refined continually, which is a laudable pursuit. In the "Improvements and Changes" section, you anticipate two suggestions we would make for the 4-year report in 2024: (1) inclusion of a table column indicating the relevant Undergraduate Learning Goal for each SLO; (2) noting where the faculty surveys and student self-reports are administered (in a course? if so, which ones? or is the administration separate from courses and given at some point in the academic year?). It also sounds like data analysis/sharing is in process, so we look forward to seeing the outcome of that as well in 2024. Nevertheless, we are happy to see data reflecting that the curriculum is functioning so well, so you have our congratulations!

Academic Affairs –Review & Feedback

B.A. Philosophy

The B.A. in Philosophy program has conducted faculty surveys and student surveys over the course of the two-year assessment period. The program has made significant curricular developments, including the new Integrative Studies major and the incorporation of the Catholic Scholars Program into the Religious Studies minor. The program has also sharpened its student learning goals. Data capture, however, needs further development. For instance, the program uses only indirect measures (i.e., surveys) to assess faculty and student perceptions in the area of the six learning objectives. Consequently, the program is strongly encouraged to develop one or two course-based direct measures that are explicitly tied to each of the learning objectives.



VPAA Office Dr. Suzie Park

2/28/23

Date

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM**

Degree and Program Name:

Philosophy B.A./ Philosophy Integrative Studies B.A.

Submitted By:

Jonelle DePetro
Grant Sterling

LEARNING OBJECTIVES	HOW/WHERE/ WHEN THEY ARE ASSESSED	EXPECTATION	RESULTS	# RESPONSES
Critical Thinking				
1.1 Analyze and understand philosophical concepts and arguments.	Faculty Surveys	Average of 3 on 4-point scale	3.81 MET	93
	Student Self-Reports	Improvement. Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.8 MET	5
1.2. Evaluate philosophical reasoning	Faculty Surveys	Average of 3 on 4-point scale	3.8 MET	93
	Student Self-Reports	Improvement of 1 point on 4-point scale. (If no intake, 3 expected on exit)	3.6 MET	5
Quantitative Reasoning				
2.1 Demonstrate understanding of scientific and quantitative reasoning	Faculty Surveys	Average of 3 on 4-point scale	3.8 MET	51
	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.8 MET	5
2.2 Demonstrate information literacy by integrating source materials appropriately	Faculty Course Surveys	Average of 3 on 4-point scale	3.89 MET	93
	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.8 MET	5
Speaking and Listening				
	Faculty Surveys	Average of 3 on 4-point scale	3.76 MET	68

LEARNING OBJECTIVES	HOW/WHERE/ WHEN THEY ARE ASSESSED	EXPECTATION	RESULTS	# RESPONSES
3.1 Demonstrate competence in oral communication	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.4 MET	5
	University Speaking Assessments	Above 3.5	3.87 MET	5
3.2 Demonstrates active and reflective listening that augments comprehension	Faculty Surveys	Average of 3 on 4-point scale	3.89 MET	87
	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.8 MET	5

Writing				
4.1 Write arguments in coherent form	Faculty Surveys	Average of 3 on 4-point scale	3.82 MET	90
	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.4 MET	5
4.2 Effectively express their own ideas in writing	Faculty Surveys	Average of 3 on 4-point scale	3.87 MET	91
	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.6 MET	5
	EWPs	3.5 Average for submissions from majors	3.96 MET	89
Ethics & Responsible Citizenship				
5.1 Demonstrate understanding of cultural and philosophical pluralism	Faculty Surveys	Average of 3 on 4-point scale	3.91 MET	57
	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.4 MET	5
5.2 Identify the implications of applying ethical arguments to	Faculty Surveys	Average of 3 on 4 pt. scale	3.91 MET	88

considerations of multi-culturalism, gender, race, age, sexual orientation, and class	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.2 MET	5
5.3 Reflect on, evaluate and identify their individual ethical responsibilities as citizens in a global community	Faculty Surveys	Average of 3 on 4 pt. scale	3.80 MET	90
	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.6 MET	
	Responsible Citizenship Surveys	Average of 4 See description below.		
Content Knowledge				
6.1 Demonstrate competence in understanding the historical periods of philosophy	Faculty Surveys	Average of 3 on 4 pt. scale	3.78 MET	89
	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.55 MET	5
6.2 Demonstrate competence with the relevant areas of philosophy	Faculty Surveys	Average of 3 on 4 pt. scale	3.87 MET	90
	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.2 MET	
6.3 Demonstrate competence with contemporary trends in philosophy	Faculty Surveys	Average of 3 on 4-point scale	3.2 MET	51
	Student Self-Reports	Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit)	3.0 MET	5

Improvements and Changes Based on Assessment

1. Curricular actions:

- We continue to implement the fairly new Integrative Studies major, allowing students to more fully integrate their philosophical abilities with other disciplines, such as law and medicine, for example. We have also incorporated the Catholic Scholars Program into our Religious Studies Minor.
- **Data shows significant improvement in every area except Student Self-Report Exit Surveys for 2017-2018 which was based on only 1 response**
- **We have refined certain SLOs in order to more directly identify outcomes.**

2. Improvements or declines:

- Data shows significant improvement in every area except Student Self-Report Exit Surveys for 2017-2018 which was based on only 1 response.
- We have refined data capture on our Exit surveys which is not captured on our Learning Assessment forms. We analyzed the data, but because of the differences in the forms, have nowhere to represent it. We will revise our template to accommodate this data in the future.
- We have not been able to retrieve Responsible Citizenship data.
- We still need to synch ULGs to SLOs.
- We still need to include information about when they are being assessed.

3. Faculty and committee engagement:

- Results are generally shared by department chair with all faculty during the Fall Philosophy Department meeting. Since we did not have the data analyzed, results will be shared in Spring 2023.

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)
August 28, 2018	Philosophy Department faculty	Assessment in Quan. Reasoning and Speaking and Listening/Refinement of SLOs
September 9, 2019	Philosophy Department faculty	Discussion of results where target not met in QR - no action taken at that time
November 17, 2022	Jonelle DePetro/Grant Sterling	Revision of template to be undertaken in the future.