

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Dept of Poli Sci and Philosophy/Philosophy Program
Academic Year of Report: 2016/17 (Summer 2016, Fall 2016, Spring 2017)
Date Submitted: November 14, 2017
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

B. Mission Statement

Please review the Mission Statement for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Update:

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

D. Curriculum

Please review the Curriculum Grid for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a *minimum of three years* beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

Semester	Core and Gen Ed Courses to be Assessed											
	PHIL1000 Intro to Philosophy*	PHIL1120 Contemporary Moral Problems**	PHIL1250 Critical Thinking*	PHIL2200 Deductive Logic***		PHIL3010 Classical & Medieval	PHIL3020 Modern	PHIL3650 Aesthetics	PHIL4510 Metaphysics	PHIL4520 Epistemology	PHIL4600 Ethical Theory	PHIL4900 Capstone Seminar
Fall 2015												
Spring 2016												X
Fall 2016		X						X		X		
Spring 2017	X		X				X					X
Fall 2017				X					X		X	
Spring 2018						X						X
Fall 2018		X		X								
Spring 2019	X		X									X

Report due 11/15/2017

Semester	Core and Gen Ed Courses to be Assessed											
	PHIL1000 Intro to Philosophy*	PHIL1120 Contemporary Moral Problems**	PHIL1250 Critical Thinking*	PHIL2200 Deductive Logic***		PHIL3010 Classical & Medieval	PHIL3020 Modern	PHIL3650 Aesthetics	PHIL4510 Metaphysics	PHIL4520 Epistemology	PHIL4600 Ethical Theory	PHIL4900 Capstone Seminar
Fall 2019												
Spring 2020												X
Fall 2020		X		X				X		X		
Spring 2021	X		X				X					X
Fall 2021								X			X	
Spring 2022						X						X
Fall 2022		X		X								
Spring 2023	X		X									X

* Denotes a lower-division course that is assessed for both general education and course/department learning outcomes.

** Denotes a lower-division course that is assessed for only general education learning outcomes.

*** Denotes a lower-division course that is assessed for only course/department learning outcomes.

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

(this is a sample page for purpose of illustration only; a blank template can be found on the next page)

Evidence of Learning: Fall 2016 Courses

Evidence of Learning: Courses within the Major PHIL 4510 Epistemology, Fall 2016						
Program Learning Goal	Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Students will...					
Goal 1: Knowledge Of: Topical Knowledge	Demonstrate an understanding of the basic issues and terminology in epistemology	Term paper	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the “good” range.	Students averaged a 7.6 on this measure.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
		Final exam		Students averaged an 8.4 on this measure.		
Goal 2: Knowledge How: Critical Thinking	Demonstrate the ability to distinguish between and assess the strength of arguments and explanations	Term paper	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the “good” range.	Students averaged a 7.0 on this measure.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Knowledge How: Reading Comprehension	Demonstrate the ability to explain, interpret, and	Term paper	Students will average at least a 4 on the 10 point scale established on our	Students averaged a 7.3 on this measure.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: Courses within the Major
PHIL 4510 Epistemology, Fall 2016**

Program Learning Goal	Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Students will...					
	evaluate philosophical texts	Final exam	rubric, where a score of 4-7 is in the "good" range.	Students averaged an 8.1 on this measure.		
Goal 4: Writing Skills	a. Demonstrate the ability to present ideas clearly and with minimal grammatical and other writing errors	Term paper	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged a 6.9 on this measure.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
		Final exam		Students averaged a 7.9 on this measure.		
	b. Demonstrate the ability to conduct research in accordance with generally accepted standards within the discipline	Term paper	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged a 6.3 on this measure.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
		Final exam		Students averaged a 7.2 on this measure.		
	c. Demonstrate the ability to write in a way that reflects careful attention to language, logic, and subtleties of reasoning	Term paper	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged a 7.2 on this measure.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
		Final exam		Students averaged an 8.3 on this measure.		

Evidence of Learning: Spring 2017 Courses

Evidence of Learning: Courses within the Major PHIL 1000 Introduction to Philosophy, Spring 2017						
Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Knowledge Of: Historical Knowledge	Identify the main ideas associated with at least three major historical philosophers	Six questions from Exam 3	70% or higher	Students averaged 76.8% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Knowledge Of: Topical Knowledge	Demonstrate knowledge of discipline-specific terminology	Twenty questions across 3 exams (7 from exam 1; 5 from exam 2; 8 from exam 3.)	70% or higher	Students averaged 69% on these questions	Students were very close to the meeting the expectations of the learning outcome, and improved on the second and third exams.	No curricular or pedagogical changes needed at this time
Goal 3: Knowledge How: Critical Thinking	Distinguish between and assess different kinds of arguments	Fifteen questions across three exams (8 from exam 1; 5 from exam 2, and 2 from exam 3.)	70% or higher	Students averaged a 68.7% on these questions	Students were very close to the meeting the expectations of the learning outcome, and improved on the second and third exams.	No curricular or pedagogical changes needed at this time
Goal 4: Knowledge How: Reading Comprehension	Identify and summarize the competing philosophical positions contained within a passage or text	Two essay questions from Exam 1	70% or higher	Students averaged 75% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 5: Knowledge How: Critical Thinking	Evaluate the reasoning contained within a philosophical passage or text	Two essay questions from Exam 3	70% or higher	Students averaged 79% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: Courses within the Major
PHIL 1250 Critical Thinking, Summer 2017**

Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Knowledge How: Critical Thinking	a. identify and reconstruct arguments contained within passages	Two questions on exam 1 on constructing Beardsley diagrams (a diagrammatic way of representing arguments)	70% or higher	Students averaged 79% on these questions.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
	b. determine whether an argument commits a logic fallacy and, if so, identify which one and explain how it is committed	Exam on logic fallacies	70% or higher	Students averaged an 84% on the exam	Students met expectations of learning outcome	No curricular or pedagogical changes needed at this time
	c. identify cognitive and perceptual errors that might be affecting an author's reasoning with an argumentative passage	Exam on logic fallacies	70% or higher	Students averaged an 84% on the exam	Students met expectations of learning outcome	No curricular or pedagogical changes needed at this time
	d. formulate and evaluate competing hypotheses for phenomena in need of explanation, so as to make an informed judgment about the hypotheses' comparative strengths	Two questions on exam 3 concerning causal reasoning	70% or higher	Students averaged an 83%	Students met expectations of learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: Courses within the Major
PHIL 3020 History of Philosophy: Modern, Spring 2017**

Program Learning Goal	Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Students will...					
Goal 1: Knowledge Of: Topical Knowledge	Demonstrate an understanding of the basic issues and terminology in the history of early modern philosophy	One paper assessed with a rubric using a scale from 0 (unacceptable) to 10 (mastery)	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged a 6.7	Students successfully demonstrated knowledge/skill at a sufficiently high level (anything above a 4 is considered acceptable)	No curricular or pedagogical changes needed at this time
Goal 2: Knowledge How: Critical Thinking	Demonstrate the ability to distinguish between and assess the strength of arguments and explanations	One paper assessed with a rubric using a scale from 0 (unacceptable) to 10 (mastery)	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged a 6.1	Students successfully demonstrated knowledge/skill at a sufficiently high level (anything above a 4 is considered acceptable)	No curricular or pedagogical changes needed at this time
Goal 3: Knowledge How: Reading Comprehension	Demonstrate the ability to explain, interpret, and evaluate philosophical texts	One paper assessed with a rubric using a scale from 0 (unacceptable) to 10 (mastery)	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged a 6.4	Students successfully demonstrated knowledge/skill at a sufficiently high level (anything above a 4 is considered acceptable)	No curricular or pedagogical changes needed at this time
Goal 4: Writing Skills	a. Demonstrate the ability to present ideas clearly and with minimal grammatical and other writing errors	a. One paper assessed with a rubric using a scale from 0 (unacceptable) to 10 (mastery)	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	a. Students averaged a 6.7	Students successfully demonstrated knowledge/skill at a sufficiently high level (anything above a 4 is considered acceptable)	No curricular or pedagogical changes needed at this time

**Evidence of Learning: Courses within the Major
PHIL 3020 History of Philosophy: Modern, Spring 2017**

Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	b. Demonstrate the ability to conduct research in accordance with generally accepted standards within the discipline	b. One paper assessed with a rubric using a scale from 0 (unacceptable) to 10 (mastery)	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	b. Students averaged a 6.0	Students successfully demonstrated knowledge/skill at a sufficiently high level (anything above a 4 is considered acceptable)	No curricular or pedagogical changes needed at this time
	c. Demonstrate the ability to write in a way that reflects careful attention to language, logic, and subtleties of reasoning	c. One paper assessed with a rubric using a scale from 0 (unacceptable) to 10 (mastery)	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	c. Students averaged a 6.7	Students successfully demonstrated knowledge/skill at a sufficiently high level (anything above a 4 is considered acceptable)	No curricular or pedagogical changes needed at this time
Goal 5: Historical Knowledge	Demonstrate knowledge of at least three major historical figures from the early modern period	A final exam was assessed with a rubric using a scale from 0 (unacceptable) to 10 (mastery)	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged a 5.5	Students successfully demonstrated knowledge/skill at a sufficiently high level (anything above a 4 is considered acceptable)	No curricular or pedagogical changes needed at this time

**Evidence of Learning: Courses within the Major
PHIL 3650 Aesthetics, Fall 2016**

Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Knowledge Of: Topical Knowledge	Demonstrate an understanding of the basic issues and terminology in aesthetics	End-of-term paper assessed using the departmental rubric for upper-division courses.	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged a 7.125.	Students exceeded the minimal threshold.	No curricular or pedagogical changes needed at this time
Goal 2: Knowledge How: Critical Thinking	Demonstrate the ability to distinguish between and assess the strength of arguments and explanations	End-of-term paper assessed using the departmental rubric for upper-division courses.	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged a 6.625	Students exceeded the minimal threshold.	No curricular or pedagogical changes needed at this time
Goal 3: Knowledge How: Reading Comprehension	Demonstrate the ability to explain, interpret, and evaluate philosophical texts	End-of-term paper assessed using the departmental rubric for upper-division courses.	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged an 8	Students exceeded the minimal threshold.	No curricular or pedagogical changes needed at this time
Goal 4: Writing Skills	a. Demonstrate the ability to present ideas clearly and with minimal grammatical and other writing errors	End-of-term paper assessed using the departmental rubric for upper-division courses.	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged an 8.5	Students exceeded the minimal threshold.	No curricular or pedagogical changes needed at this time
	b. Demonstrate the ability to conduct research in accordance with generally accepted	End-of-term paper assessed using the departmental rubric for upper-division courses.	Students will average at least a 4 on the 10 point scale established on our rubric, where a score	Students averaged a 10	Students exceeded the minimal threshold.	No curricular or pedagogical changes needed at this time

**Evidence of Learning: Courses within the Major
PHIL 3650 Aesthetics, Fall 2016**

Program Learning Goal	Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Students will...					
	standards within the discipline		of 4-7 is in the "good" range.			
	c. Demonstrate the ability to write in a way that reflects careful attention to language, logic, and subtleties of reasoning	End-of-term paper assessed using the departmental rubric for upper-division courses.	Students will average at least a 4 on the 10 point scale established on our rubric, where a score of 4-7 is in the "good" range.	Students averaged a 6.375	Students exceeded the minimal threshold.	No curricular or pedagogical changes needed at this time

**Evidence of Learning: Courses within the Major
PHIL 4900 Senior Capstone Seminar, Spring 2017**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<u>Topical Knowledge:</u> Demonstrate an understanding of the basic issues and terminology in the following areas: logic, metaphysics, epistemology, and ethics.	Measure 1: Students complete a set of exams over ChiTester covering each of the four areas being assessed.	Measure 1: Each exam will be passed by at least 80% of students within two attempts of taking it.	Measure 1: Three out of three students taking the course in spring 2017 passed all the exams within two attempts.	Measure 1: Students successfully demonstrated adequate understanding of issues and terminology in the four areas being tested.	Measure 1: No curricular or pedagogical changes needed at this time.
	Measure 2: Students complete a Capstone paper on a topic of their choice.	Measure 2: At least 80% of students will successfully complete Capstone paper.	Measure 2: Two out of three students taking the course in spring 2017 passed the Capstone paper, averaging a 9.0 on a 10-point scale (proficiency is anything higher than 7.0)..	Measure 2: Students successfully demonstrated adequate understanding of topic on which they were writing.	Measure 2: No curricular or pedagogical changes needed at this time.
<u>Critical Thinking:</u> Demonstrate the ability to distinguish between and assess the strength of arguments and explanations.	Measure 1: Reasoning skills evaluated in capstone paper on a topic of their choice.	Measure 1: At least 80% of students will demonstrate the ability to construct and defend plausible arguments in support of their main thesis.	Measure 1: Two out of three students taking the course in spring 2017 passed the Capstone paper, averaging a 9.0 on a 10-point scale (proficiency is anything higher than 7.0)	Measure 1: Students successfully demonstrated critical thinking skills.	Measure 1: No curricular or pedagogical changes needed at this time.
<u>Reading Comprehensions:</u> Demonstrate the	Measure 1: Explicative, interpretive, and	Measure 1: At least 80% of students will demonstrate the	Measure 1: Measure 1: Two out of three students taking the	Measure 1: Students successfully demonstrated	Measure 1: No curricular or

**Evidence of Learning: Courses within the Major
PHIL 4900 Senior Capstone Seminar, Spring 2017**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
ability to explain, interpret, and evaluate philosophical texts.	evaluative skills are evaluated in capstone paper on a topic of their choice.	ability to accurately explain, interpret, and evaluate philosophical texts.	course in spring 2017 passed the Capstone paper, averaging a 9.0 on a 10-point scale (proficiency is anything higher than 7.0)	explicative, interpretive, and evaluative skills.	pedagogical changes needed at this time.
<u>Writing:</u> The ability to present ideas clearly and with minimal grammatical and other writing errors.	Measure 1: Writing skills assessed in capstone paper.	Measure 1: At least 80% of students will demonstrate the ability to present ideas clearly and with minimal grammatical and other writing errors.	Measure 1: Two out of three students taking the course in spring 2017 passed the Capstone paper, averaging a 10.0 on a 10-point scale (proficiency is anything higher than 7.0)	Measure 1: Students successfully demonstrated the ability to present ideas clearly and with minimal grammatical and other writing errors.	Measure 1: No curricular or pedagogical changes needed at this time.
<u>Writing:</u> The ability to conduct research in accordance with generally accepted standards within the discipline.	Measure 1: Students will demonstrate ability to research, document, and cite sources in capstone paper.	Measure 1: At least 80% of students will demonstrate the ability to research, document, and cite sources in capstone paper.	Measure 1: Two out of three students taking the course in spring 2017 passed the Capstone paper, averaging a 9.0 on a 10-point scale (proficiency is anything higher than 7.0)	Measure 1: Students successfully demonstrated effective research skills.	Measure 1: No curricular or pedagogical changes needed at this time.
<u>Writing:</u> The ability to write in a way that reflects careful attention to language, logic, and subtleties of reasoning.	Measure 1: Writing skills assessed in capstone paper.	Measure 1: At least 80% of students will demonstrate the ability to present ideas clearly with careful attention to language, logic, and subtleties of reasoning.	Measure 1: Two out of three students taking the course in spring 2017 passed the Capstone paper, averaging a 9.0 on a 10-point scale (proficiency is	Measure 1: Students successfully demonstrated the ability to present ideas clearly with careful attention to language, logic, and subtleties of reasoning.	Measure 1: No curricular or pedagogical changes needed at this time.

**Evidence of Learning: Courses within the Major
PHIL 4900 Senior Capstone Seminar, Spring 2017**

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
			anything higher than 7.0)		

b. Evidence of Learning: High Impact Practices (HIPs)

List the activities you have within your academic program that you consider to be high impact. For key elements of high impact practices, see: [Key Elements of High-Impact Practices](#).

WSU has a long tradition of participating in the Intercollegiate Ethics Bowl. Each year, multiple teams of students prepare “cases” to present at regional and, frequently, national competitions.

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at [http://weber.edu/oie/Complete Rubrics.html](http://weber.edu/oie/Complete_Rubrics.html); they can replace this page.)

Evidence of Learning: General Education Learning Goals PHIL 1000 Introduction to Philosophy, Spring 2017						
General Education Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Demonstrate knowledge of discipline-specific terminology, themes, concepts, and issues from diverse philosophical traditions	Twenty questions across 3 exams (7 from exam 1; 5 from exam 2; 8 from exam 3.)	70% or higher	Students averaged 69% on these questions	Students were very close to the meeting the expectations of the learning outcome, and improved on the second and third exam.	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy. (For our purposes, this will be interpreted as involving logical analysis of philosophy texts.)	Distinguish between and assess different kinds of arguments	Fifteen questions across three exams (8 from exam 1; 5 from exam 2, and 2 from exam 3.)	70% or higher	Students averaged 68.7% on these questions	Students were very close to the meeting the expectations of the learning outcome, and improved on the second and third exam.	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of philosophical issues in written, oral, or graphic forms	Identify and summarize the competing philosophical positions contained within a passage or text	Two essay questions from Exam 1	70% or higher	Students averaged 75% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

**Evidence of Learning: General Education Learning Goals
PHIL 1120 Contemporary Moral Problems, Fall 2016**

Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Students will...	Direct and Indirect Measures*				
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Demonstrate knowledge of discipline-specific terminology	20 multiple choice questions on Exam 1 concerning these issues	70% or higher	Students averaged a 73% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy. (For our purposes, this will be interpreted as involving logical analysis of philosophy texts.)	Distinguish between and assess different kinds of arguments	Students assessed on a term paper that required textual analysis and argument analysis	70% or higher	Students averaged an 84% on their papers	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of philosophical issues in written, oral, or graphic forms	Identify and summarize the competing philosophical positions contained within a passage or text	Three comparative essay exam questions	70% or higher	Students averaged an 81% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: General Education Learning Goals
PHIL 1250 Critical Thinking, Spring 2017**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Fallacies exam, which pulled examples from a variety of philosophical traditions and tested their knowledge of key philosophical terminology	70% or higher	Students averaged an 84% on the exam	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy	Five questions requiring the analysis of syllogistic reasoning contained within argumentative passages	70% or higher	Students averaged 75% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	Two essay questions on exam 3 concerning causal reasoning	70% or higher	Students averaged an 83% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

Additional narrative (optional – use as much space as needed):

G. Summary of Artifact Collection Procedure

For all classes except the Capstone Seminar, individual faculty compile data from their exams and papers and present this data to the Philosophy Program Director to store. Exams, papers, and raw data, including all rubrics used, will be stored by individual faculty.

Exam information for the Capstone Seminar is stored on ChiTester; capstone paper information is stored by the individual faculty member.

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: Spring 2016	Recommendation	Progress Description
Recommendation 1	One , we recommend that the Philosophy Department be considered for and given a fourth full time faculty person.	Dean Harrold has approved the hire of a fourth full-time philosophy faculty member, and we are currently in process of conducting a search to fill this position.
Recommendation 2	Second , we recommend that the faculty explore more possibilities for offering team-taught, interdisciplinary courses, which would engage with the faculty of other selected programs such as Psychology, Economics, Neuroscience, Art and Political Science, and so on. Such courses could be cross-listed with the other discipline as electives. These courses would expose more students to Philosophy and possibly serve as incentives for students not yet connected to Philosophy through previous course work to consider Philosophy as a second major or a minor. [A fourth full-time faculty member makes this strategy even more feasible than it would be with just the three current full time faculty. Perhaps Philosophy adjuncts could also be employed in this vein. Such interdisciplinary courses might also stimulate the development of additional “minor” tracks in Philosophy.]	We will take this under advisement and will begin to act on it once our fourth full-time faculty member begins employment in fall 2018.
Recommendation 3	We would recommend only that the faculty and students review this mission statement together and consider whether or not they	We will act on this recommendation once our fourth full-time faculty member begins employment in fall 2018. This will also

	wish to emend it, perhaps it a way to make its implied connection with the University's Mission Statement and its Vision and Values statement more explicit.	provide us the opportunity to review our program assessment procedures and learning outcomes.
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Additional narrative:

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty 2016-17	
Headcount	7
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	4
Full-time Tenured	3
Full-time Non-Tenured (includes tenure-track)	1
Part-time and adjunct	3
With Master's Degrees	3
Full-time Tenured	0
Full-time Non-Tenured	1
Part-time and adjunct	2
With Bachelor's Degrees	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time and adjunct	0
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	7
Full-time Tenured	3
Full-time Non-tenured	1
Part-time	3

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

No actions are required at this time.

- 2) We are interested in better understanding how departments/programs assess their graduating seniors or graduate students. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed. Finally, what were your findings from this past year's graduates?

All of our graduating seniors are assessed within the Senior Capstone Seminar by means of area exams and a capstone project (20-25 page research paper). Assessment results for this class appear above. In sum, 3 of 3 students successfully completed the area exams, while only 2 of 3 students completed the capstone project.