Department of Philosophy, CLASS

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# **ASSESSMENT PLAN: B.A. in Philosophy**

### Updated Date: Spring, 2013, By Jennifer Eagan

| PROGRAM MISSION |
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| [CSUEB Missions, Commitments, and ILOs, 2012](http://www20.csueastbay.edu/about/strategic-planning/files/pdf/CSUEB%20Mission,%20Commitments%20and%20ILOs,%202012%20June%2019.pdf)  Philosophical education seeks to cultivate the intellectual and ethical virtues of our students. By its focus on analysis, comprehension and communication, philosophy develops qualities that are essential to personal fulfillment and civic responsibility. In developing the capacity for a thoughtful private and public life, philosophy teaches and encourages students to critically assess and integrate the different claims and values produced under disparate perspectives and methodologies, with an eye to constructing frameworks of understanding within which action can take on meaning.    Philosophy is a communal practice. As participants in an ongoing inquiry, our shared reflection connects us to the wealth of ideas and arguments furnished by other thinkers in the present as well as the past. Here philosophical education stresses dialogical honesty, as well as respect for both the views of others and the forceless force of the better argument.  Philosophical education aims at making us more complete human beings. It opens the intellect and the heart to the power of questioning and inquiry. It nourishes the faculties that guide us while, together with our friends, we construct frameworks of understanding and the good life. |

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) | |
| Students graduating with a B.A. in Philosophy will be able to: | |
| SLO 1 | write clear, academically rigorous, argumentative essays. |
| SLO 2 | read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing. |
| SLO 3 | demonstrate knowledge of philosophical and/or religious traditions, their relevant concepts, theories, methods, and historical contexts. |
| SLO 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. |
| SLO 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. |

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| Year 1: 2012-2013 |  | |
| 1. Which SLO(s) to assess | | SLO #1 write clear, academically rigorous, argumentative essays. | |
| 1. Assessment indicators | | Outlined in Department Writing Rubric | |
| 1. Sample (courses/# of students) | | Writing portfolios from 12 majors each consisting of two papers. | |
| 1. Time (which quarter(s)) | | Rubrics collected Fall 2012. Rubrics filled out by faculty reviewers during Winter 2013. Results compiled and discussed Spring 2013. | |
| 1. Responsible person(s) | | Eagan, Gorton, Hall, Moreman to review papers. | |
| 1. Ways of reporting (how, to who) | | Faculty Reviewers submit rubrics to Eagan to calculate the results. | |
| 1. Ways of closing the loop | | Discuss results and work collaboratively on ways to improve student writing. | |

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| Year 2: 2013-2014 |  | |
| 1. Which SLO(s) to assess | | SLO # 4 capacities for ethical decision-making, Socratic humility, openness to the ideas of others, reflective self-awareness, and a life-long curiosity about big questions. | |
| 1. Assessment indicators | | Responses from alumni survey. | |
| 1. Sample (courses/# of students) | | Survey will be sent to all alumni that we have contact information for. | |
| 1. Time (which quarter(s)) | | Survey sent Fall 2013, Results collected and discussed during Winter 2014, Develop a response in Spring 2014. | |
| 1. Responsible person(s) | | Department faculty will approve survey; Eagan will administer it via Survey Monkey. | |
| 1. Ways of reporting (how, to who) | | Eagan will present results to faculty. | |
| 1. Ways of closing the loop | | Discuss results and brainstorm how we can more effectively communication. | |

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| Year 3: 2014-2015 |  | |
| 1. Which SLO(s) to assess | | SLO #2 read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing. | |
| 1. Assessment indicators | | Outlined in Department Critical Thinking Rubric. | |
| 1. Sample (courses/# of students) | | Portfolios from a selection of majors, # to be determined. | |
| 1. Time (which quarter(s)) | | Rubrics collected Fall 2014. Rubrics filled out by faculty reviewers during Winter 2015. Results compiled and discussed Spring 2014. | |
| 1. Responsible person(s) | | Eagan, Gorton, Hall, Moreman to review papers. | |
| 1. Ways of reporting (how, to who) | | Faculty Reviewers submit rubrics to Eagan to calculate the results. | |
| 1. Ways of closing the loop | | Discuss results and work collaboratively on ways to improve student’s critical thinking and argumentation skills. | |

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| Year 4: 2015-2016 |  | |
| 1. Which SLO(s) to assess | | SLO #3 demonstrate knowledge of philosophical and/or religious traditions, their relevant concepts, theories, methods, and historical contexts. | |
| 1. Assessment indicators | | A collection of student papers selected by the faculty. | |
| 1. Sample (courses/# of students) | | One paper from each senior major, approximately 20. | |
| 1. Time (which quarter(s)) | | Collected Fall 2015. Rubrics filled out by faculty reviewers during Winter 2016. Results compiled and discussed Spring 2016. | |
| 1. Responsible person(s) | | Eagan, Gorton, Hall, Moreman to review papers. | |
| 1. Ways of reporting (how, to who) | | Faculty Reviewers submit rubrics to Eagan to calculate the results. | |
| 1. Ways of closing the loop | | Discuss results and work collaboratively on ways to improve student’s content knowledge. | |

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| Year 5: 2016-2017 |  | |
| 1. Which SLO(s) to assess | | SLO #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. | |
| 1. Assessment indicators | | Student interviews, focus groups, and video blogs. | |
| 1. Sample (courses/# of students) | | All current majors. | |
| 1. Time (which quarter(s)) | | Fall 2016 plan questions and format, Winter 2017 conduct interviews, focus groups, and video blogs. Results complied and discussed Spring 2017. | |
| 1. Responsible person(s) | | Eagan, Gorton, Hall, Moreman for designing questions and format. Various faculty and students will work on the focus groups, interviews, and video blogs. | |
| 1. Ways of reporting (how, to who) | | Eagan will compile a report of the results. | |
| 1. Ways of closing the loop | | Discuss results and work collaboratively on ways to improve student’s understanding of diversity. | |

NB: This assessment plan is subject to revision by decision of the Philosophy faculty!