

Assessment Plan

Department of Philosophy

Draft 2019

Goals

1. Students will study the thought of major figures in the history of philosophy and thereby to educate themselves regarding the ideas, values, and philosophical perspectives that shape our civilization, and to a significant degree, provide the context in which the front-line debates of our time occur.
2. Students will investigate the traditional philosophical areas of metaphysics, epistemology, ethics, and/or social & political thought and to see how these issues stand behind concerns or interests they may have in science and religion, or regarding social issues from abortion to economic justice, or simply in pursuing the nature and meaning of a well-lived life.
3. Students will develop their abilities to read closely, analyze carefully, reason critically, evaluate responsibly, and think creatively.
4. Students will develop their ability to give both oral and written expression to their ideas, arguments and reasoning.

Ways of Meeting Goals

Goals 1 & 2: achieved by taking the appropriate coursework; courses of the sort mentioned in all three of these goals are offered on a regular basis. With regard to Goal 1, majors and minors are required to take a three-course history of philosophy sequence; Philosophy & Religion majors are required to take two of these three classes.

Goal 3: achieved by assigned readings of primary sources and class discussions.

Goal 4: achieved by writing exams and papers, engaging in class discussions, and by oral presentations. Majors, who choose the Senior Thesis course, are required to write a thesis paper for which they give an oral defense before the faculty.

Methods of Assessing Student Learning

Direct Measures: Assess each graduating senior according to the learning goals rubric; Senior thesis papers; Placement in graduate school programs or other post-graduate activities; Student participation in undergraduate conferences

Indirect Measures: Evaluations from individual classes, which include questions concerning students' assessment of learning goals for that class; Senior surveys

	Rubric 10 1/18		
LEARNING GOAL	ADVANCED	PROFICIENT	BASIC
1) To provide students with the opportunity to study the thought of major figures in the history of philosophy and thereby to educate themselves regarding the ideas, values, and philosophical perspectives that shape civilization, and to a significant degree, provide the context in which the front-line debates of our time occur.	Able to analyze, compare and critically weigh main ideas and controversies represented in a cross-section of historically significant philosophers, and to relate them to contemporary issues.	Able to associate particular historically significant philosophers with their themes, main ideas, and place in the philosophical conversation across history, and to relate them to contemporary issues.	Able to identify particular philosophers and philosophical problems as significant to the history of philosophy and our times
2) To provide the student with opportunities to investigate the traditional philosophical areas of metaphysics, epistemology, ethics, and/or social & political thought and to see how these issues stand behind concerns or interests they may have in science and religion, or regarding social issues from abortion to economic justice, or simply in pursuing the nature and meaning of a well-lived life.	Able to analyze, integrate, and critically weigh major questions and theories in the fields of metaphysics, epistemology, ethics, and/or social&political thought; demonstrates insight into how these questions, theories and debates may lie behind contemporary issues or relate to the pursuit of a well-lived life	Familiar with the kinds of questions asked and positions disputed within the traditional philosophical areas of metaphysics, epistemology, ethics, and/or social&political thought; able to connect these questions and positions to select contemporary issues or the nature and pursuit of the well-lived life	Able to identify the kinds of questions asked within the traditional philosophical areas of metaphysics, epistemology, ethics, and/or social&political thought; may vaguely connect these to select contemporary issues or the nature and pursuit of the well-lived life
3)To nurture students' abilities to read closely, analyze carefully, reason critically, evaluate responsibly, and think creatively.	Able to analyze, compare, and critically weigh perspectives and arguments presented in philosophical prose, showing creativity in the ability to imagine possible objections, apply critique of known cases to new cases and/or uncover subtle or previously undisclosed connections among arguments	Able to accurately paraphrase or reconstruct perspectives and arguments presented in philosophical prose; evidences limited capacity to take up possible objections or support arguments with evidence beyond the text	Able to read and comprehend sophisticated and complex philosophical prose; may use inaccurate paraphrasing or surface-level summary or mere re-statement to show comprehension; little to no thinking beyond the text
4)To develop student's ability to give both oral and written expression to their ideas, arguments and reasoning.	Can write and speak in ways that demonstrate a fluent ability to construct, present, analyze, and critically weigh a variety of philosophical questions, concerns, and positions.	Can write and speak in ways that demonstrate an ability to critically entertain a variety of philosophical questions, concerns, and positions.	Can write and speak in ways that demonstrate recognition of some philosophical questions, concerns, and positions.