

Assurance of Student Learning Reflection 2024-2025

<i>PCAL</i>	<i>Political Science</i>
<i>Philosophy 745</i>	
<i>Michael Seidler & Scott Lasley</i>	
Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Students will be able to effectively collect and analyze evidence in the discipline of Philosophy in support of a position.
Evaluation	The SLO is still relevant and is at the heart of what we try to do with the PHIL curriculum. One can quibble that collecting and analyzing are two different outcomes but they are so closely related that they belong together. The SLO is measurable.
Measurement Instruments	SLOs are measured through an analysis of senior papers written in required senior seminar course (PHIL 496). The papers provide an effective way to capture the ability of students to master the SLO. Program faculty regularly discuss whether tweaks should be made to PHIL 496 but changes would be relatively minor and would only enhance a fairly effective assessment process. Rubrics are robust and provide for fairly high levels of consistency.
Criteria & Targets	Results are as expected. As a smaller program, there is a fairly effective feedback loop with majors and there is a pretty good sense of how students will perform.
Results & Conclusion	Results are generally consistent with expectations. We have seen some behavioral changes post-covid that might ultimately affect student learning. This will merit closer attention in future assessments. The program did go through the APR process during AY25. Some changes were made to the program as part of the process including the development of a policy track within the PHIL major. Discussion will continue to determine what other changes to the program are needed. The APR process included several suggestions.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We believe that our assessment for student learning is sufficient and we don't anticipate any immediate changes to our assessment process. The SLOs and methods of assessment reflect the goals of the major.
--	---

Program Student Learning Outcome 2	
Program Student Learning Outcome	Students will be able to demonstrate effective written communication skills appropriate for the discipline of philosophy.
Evaluation	The SLO is still relevant and is critical to what we do with the PHIL curriculum. The SLO is measurable.
Measurement Instruments	SLOs are measured through an analysis of senior papers written in required senior seminar course (PHIL 496). The papers provide an effective way to capture the ability of students to master the SLO. Program faculty regularly discuss whether tweaks should be made to PHIL 496 but changes would be relatively minor and would only enhance a fairly effective assessment process. Rubrics are robust and provide for fairly high levels of consistency.
Criteria & Targets	Results are as expected. As a smaller program, there is a fairly effective feedback loop with majors and there is a pretty good sense of how students will perform.
Results & Conclusion	Results are generally consistent with expectations. We have seen some behavioral changes post-covid that might ultimately affect student learning. This will merit closer attention in future assessments. While students are generally meeting the SLO goals, faculty agree that we have seen a decline in quality of writing. That is something that faculty have identified as a priority over the next couple of years and are looking at making tweaks to the PHIL courses to improve student writing. There is also a discussion about creating a PHIL based writing in the disciplines course but that will be considered more closely once potential Colonnade changes are finalized.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	No major change in plans other than to closely scrutinize performance on this SLO to identify changes that should be made to curriculum.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Students will be able to demonstrate critical thinking skills in their written work.

Evaluation	The SLO is still relevant and is at the heart of what we try to do with the PHIL curriculum. The SLO is measurable.
Measurement Instruments	SLOs are measured through an analysis of senior papers written in required senior seminar course (PHIL 496). The papers provide an effective way to capture the ability of students to master the SLO. Program faculty regularly discuss whether tweaks should be made to PHIL 496 but changes would be relatively minor and would only enhance a fairly effective assessment process. Rubrics are robust and provide for fairly high levels of consistency.
Criteria & Targets	Results are as expected. As a smaller program, there is a fairly effective feedback loop with majors and there is a pretty good sense of how students will perform.
Results & Conclusion	Results are generally consistent with expectations. We have seen some behavioral changes post-covid that might ultimately affect student learning. This will merit closer attention in future assessments. All courses in the PHIL major promote the development and sharpening of critical thinking skills and will continue to do so.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We believe that our assessment for student learning is sufficient and we don't anticipate any immediate changes to our assessment process. The SLOs and methods of assessment reflect the goals of the major.