

**School of Theology & Christian Ministry**  
**Philosophy Assessment**  
**2015-2016**

**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
Philosophy PLO #1	Students will engage in the disciplined practice of asking questions about God, the world, and of themselves, including questions for which there may be no easy answers.

**Outcome Measures:**

Program Learning Outcome (PLO)	Description of Outcome Measure
Philosophy PLO #1	Assessed in PHIL 381 Ethics, Responsibility, and Love.  William Cavanaugh's text <i>Torture and Eucharist</i> references the early Christian martyr, St. Ignatius of Antioch, who in a letter to one of his congregations... "complains about those who 'have no care for love, no thought for the widow and orphan, none at all for the afflicted, the captive, the hungry or the thirsty (231).'" <u>Question:</u> What does it mean to truly love another human being? <u>Note:</u> In order to answer this question well, you should reference relevant philosophers we've studied this semester. You may use your two note-cards. I will provide the paper. I expect you to write for most of the allotted time (2 hours).

**Criteria for Success:**

Program Learning Outcome (PLO)	Statement of Criteria for Success
Philosophy PLO #1	We would like 75% of our students to achieve Proficient or above.

**Aligned with DQP Learning Areas** (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

PLO #1 is assessed during \*odd\* springs only, i.e. alternating years.

AY	Course	N	Data	Comments
16-17	PHIL 381			<i>Pending AY 2016-2017.</i>
14-15	PHIL 381	10	40% received an Excellent, 20% were mid-way between Proficient and Excellent, 40% were Proficient.	100% of our students were at least proficient.
12-13	PHIL 381	14	Mean score: 2.5	Two faculty assessors.
10-11	PHIL 381	N/A	N/A	Evidence not assessed or reported.

### Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Philosophy PLO #1	40% received an Excellent, 20% were mid-way between Proficient and Excellent, 40% were Proficient. Therefore, 100% of our students were at least proficient.

### Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Philosophy PLO #1	Place extended emphasis on the rubric in advance of giving the exam. So, they will be clear as to how they will be evaluated.

### Rubric Used:

*\*Philosophy Rubric for PLO #1 and PLO #3*

Failure: Shows minimal engagement with the topic. Failing to recognize multiple dimensions or perspectives; lacking even basic observations

Basic: Shows some engagement with the topic without elaboration; offers basic observations but rarely original insight

Proficient: Demonstrates engagement with the topic, recognizing multiple dimension and/ or perspectives; offers some insight

Excellent: Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives with elaboration and depth, offers considerable insight

\*See [www.roanoke.edu](http://www.roanoke.edu) for source.

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**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
Philosophy PLO #2	Students will differentiate among interrelated movements or figures in the history of philosophy.

**Outcome Measures:**

Program Learning Outcome (PLO)	Description of Outcome Measure
Philosophy PLO #2	<p>Final Matching Exam: Students responded to an objective test that measured their proficiency according to the established rubric.</p> <p>The assessment tool is housed in PHL 302 History of Western Philosophy II and is a matching exam at the end of the semester. Students will be asked to match philosophers with quotations from primary source readings. The quotes themselves are statements central to the philosopher and relevant to the movements within the historical period covered by the course.</p>

**Criteria for Success:**

Program Learning Outcome (PLO)	Statement of Criteria for Success
Philosophy PLO #2	None provided.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

*PLO #2 is assessed during \*even\* springs only, i.e. alternating years.*

AY	Course	N	Data	Comments
15-16	PHIL 302	N/A	N/A	N/A
13-14	PHIL 302	N/A	N/A	N/A
11-12	PHIL 302	10	Mean Score: 90%	Mean score falls within the "Excellent" range.

**Conclusions Drawn from Data:**

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Philosophy PLO #2	None provided.

**Changes to be Made Based on Data:**

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Philosophy PLO #2	No changes to be made at this time.

**Rubric Used:**

Failure (below 40%)

Basic (40-59%)

Proficient (60-79%)

Excellent (80-100%)

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**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
Philosophy PLO #3	Students will evaluate the strengths and weaknesses of human reasoning or experience to provide an adequate account of significant issues that relates to our human condition, the world, ethics, and Christian life.

**Outcome Measures:**

Program Learning Outcome (PLO)	Description of Outcome Measure
Philosophy PLO #3	<p>Assessed in PHIL 381 Ethics, Responsibility, and Love.</p> <p>William Cavanaugh’s text <i>Torture and Eucharist</i> references the early Christian martyr, St. Ignatius of Antioch, who in a letter to one of his congregations... “complains about those who ‘have no care for love, no thought for the widow and orphan, none at all for the afflicted, the captive, the hungry or the thirsty (231).” <u>Question:</u> What does it mean to truly love another human being? <u>Note:</u> In order to answer this question well, you should reference relevant philosophers we’ve studied this semester. You may use your two note-cards. I will provide the paper. I expect you to write for most of the allotted time (2 hours).</p>

**Criteria for Success:**

Program Learning Outcome (PLO)	Statement of Criteria for Success
Philosophy PLO #3	We would like 75% of our students to achieve Proficient or above.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

*PLO #3 is assessed during \*odd\* springs only, i.e. alternating years.*

AY	Course	N	Data	Comments
16-17	PHIL 381	N/A	N/A	To be assessed AY 2016-2017, during Spring 2017.
14-15	PHIL 381	10	100% of our students were at least proficient. 40% received an Excellent, 20% were mid-way between Proficient and Excellent, 40% were proficient.	Two faculty assessors.
12-13	PHIL 381	14	Mean score: 2.46	Two faculty assessors.

**Conclusions Drawn from Data:**

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Philosophy PLO #3	100% of our students were at least proficient. 40% received an Excellent, 20% were mid-way between Proficient and Excellent, 40% were proficient.

**Changes to be Made Based on Data:**

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Philosophy PLO #3	Place extended emphasis on the rubric in advance of giving the exam. So, they will be clear as to how they will be evaluated.

**Rubric Used:**

*\*Philosophy Rubric for PLO #1 and PLO #3*

Failure: Shows minimal engagement with the topic. Failing to recognize multiple dimensions or perspectives; lacking even basic observations

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