

**School of Theology and Christian Ministry**  
**Program Learning Outcomes Data for Philosophy, Fa2021 - Sp2022**

**Learning Outcome: PLO1**

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 Measure:**

SP22 PHL3081 Ethics, Responsibility and Love (Offered Spring Annually)

Signature Assignment: Summative Paper on Cavanaugh's Text

**Criteria for Success (how do you judge if the students have met your standards):**

75% of the students will achieve proficiency or higher.

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

Specialized Knowledge

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning, and

Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students Proficient or Higher							
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
PLO 1	100% N=10	N/A	92% N=12	88% N=19	100% N=14	100% N=17	70% N=10	100% N=15

**Conclusions Drawn from Data:**

The assessment shows that we are on track for achieving the outcomes. There is a higher rate of “excellent” for in-person class modality. We had a significant dip in scores (20-21) when we offered this class purely remotely due to students not doing their work.

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

Cap the class at a smaller size and maintain a face to face modality. Also, the venue of the class needs to help achieve robust discussion. The course is typically taught as a seminar, discussion based course. As such, there has been emphasis on student presentations. While discussion and student presentations will remain an important component, there will be an added stress on discursive lecture, group activity, and movement/figure compare/contrast assignments when enrollment moves past the level sustainable in a seminar style environment.

**Rubric Used**

**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.

**Learning Outcome: PLO2**

Differentiate among interrelated movements or figures in the history of philosophy.

**Outcome Measure:**

SP21 PHL3002 Descartes through Hegel (Offered Spring Biennially)

Signature Assignment: Final Exam on history of philosophers

**Criteria for Success (how do you judge if the students have met your standards):**

75% of the students will achieve proficiency or higher. (60% or higher)

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

Specialized Knowledge

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning, and

Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students Proficient or Higher							
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
PLO 2	90% N=10	N/O	62% N=23	N/O	84% N=14	N/O	Covid No Data	N/O

N/O = not offered due to class being offered biennially in the Spring

**Conclusions Drawn from Data:**

There is a higher rate of “excellent” (80% or higher) for smaller class sizes.

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

Cap the class at a smaller size. Lower enrollment is more conducive to a seminar style environment. That, coupled with the addition of more discursive lectures and group activity, seems to improve the assessment numbers. The final was changed to a group oral presentation model, and that model seems to have helped with student understanding of historical movements in the history of philosophy as well as their ability to apply that understanding in a comparative way both within the period and with respect to other historical periods. This new format will be retained and additional assignments of a similar nature conceived and implemented to promulgate this increased skill.

**Rubric Used**

Failure (below 40%) Basic (40-59%) Proficient (60-79%) Excellent (80-100%)

**Learning Outcome: PLO3**

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 Measure:**

SP22 PHL3081 Ethics, Responsibility and Love (Offered Spring Annually)

Signature Assignment: Summative Paper on Cavanaugh's Text

**Criteria for Success (how do you judge if the students have met your standards):**

75% of the students will achieve proficiency or higher.

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

Specialized Knowledge

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning, and

Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students Proficient or Higher							
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
PLO 3	100% N=10	N/A	92% N=12	88% N=19	100% N=14	100% N=17	70% N=10	100% N=15

**Conclusions Drawn from Data:**

The assessment shows that we are on track for achieving the outcomes. There is a higher rate of “excellent” for face to face modality. We had a significant dip in scores (20-21) when we offered this class purely remotely due to students not doing their work

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

Cap the class at a smaller size and maintain a face to face modality. Also, the venue of the class needs to help achieve robust discussion. The course is typically taught as a seminar, discussion based course. As such, there has been emphasis on student presentations. While discussion and student presentations will remain an important component, there will be an added stress on discursive lecture, group activity, and movement/figure compare/contrast assignments when enrollment moves past the level sustainable in a seminar style environment.

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