



2021 Academic Program Assessment Report	Program current assessment plan here:	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/results-and-reports/2017/assessment-plans/Philosophy-Minor-Assessment-Plan-update2017.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/results-and-reports/2017/assessment-plans/Philosophy-Minor-Assessment-Plan-update2017.pdf</a>
Philosophy Minor	Program prior assessment report here:	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/assessment-plans/philosophy-minor-assessment-2019.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/assessment-plans/philosophy-minor-assessment-2019.pdf</a>

Report Completed By:	Ryan Strickler
Date Report Completed:	5/25/2021
Faculty members involved in this Assessment:	Ryan Strickler

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	In addition to exploring the methods, ideas, problems, and history of philosophy and religious studies, the minor in philosophy trains students to think with rigor, clarity, and precision. Since these qualities are valuable in virtually any discipline, the minor supports a wide range of majors or career tracks. Philosophy and its sub-discipline of ethics pair particularly well with history, politics, law, literature, the arts, the sciences, business, healthcare, and technology. In addition to providing courses that support the General Education program as well as the minor (goal #1), the goals of the philosophy program are to: 2) sharpen students' critical thinking skills and to develop the abilities to speak and write in a clear, analytical manner; 3) develop students' understanding of philosophical methods and ideas, including their historical-cultural origins and contemporary applications; and 4) cultivate the habit of reflection that will allow students to apply their critical and philosophical skills in their personal and professional lives. See below for specific SLOs associated with the minor and these goals
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I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
1. Students will be able to recognize, analyze, and logically evaluate arguments encountered in sources ranging from philosophical and academic texts to the popular media. (from goal 2, parts of goal 3, and goal 4)	Spring 2018	Major essays from courses supporting the philosophy minor, from a sample of seniors in program, were analyzed by Philosophy Coordinator. See rubric, as well as break down of how each essay fared on rubric, posted on Google Drive. This writing assessment was buttressed by classroom observations of each instructor in the program, as well as a end-of-semester meeting and discussion	Essays from seven of the nine seniors in the program were analyzed.	According to the assessment plan, 80% of students should be performing at a 'proficient' level in all four SLOs	71% (5/7) of students performed at proficient or better on all components of rubric that track to this SLO. Two students were proficient on three of the four components of the rubric that track back to this SLO, receiving "emerging" on one of the components	Students are adept at recognizing, summarizing, and analyzing arguments in philosophical and academic texts. An area of improvement is moving beyond 'mere summary,' using an adroit understanding of philosophical, religious, or historical ideas to advance an original argument or critical take.	The Philosophy Coordinator will meet with instructors in the program at beginning of fall semester to discuss ways to encourage more critique and application (higher levels of Bloom's taxonomy) with assignments and class activities. Instructors will implement the concrete suggestions we develop
2. Students will be able to construct and present clear, well-reasoned defenses of these both verbally and in writing. (from goal 2, parts of goal 3, and goal 4)	Spring 2018	See above	See above	See above	71% (5/7) of students performed proficient or better on all components of rubric that track to this SLO. One student was proficient or better in 2/3 components, and one was proficient or better in 1/3 components	Students consistently have a clear thesis that they seek to support with evidence. The 'bones' of good argumentation are there. Writing style presented the biggest area for improvement. While many students excelled here, some struggled with organizing their writing in clear manner. Moreover, some struggled to relay difficult concepts and ideas in a way that a lay reader would understand, instead relying on 'jargon'.	The Philosophy Coordinator will meet with instructors in the program at beginning of fall semester to discuss how to improve writing. Instructors in the program are also active in department-wide discussions on how to encourage better writing. These will undoubtedly pay dividends

3. Students will be able to recognize and assess the relevance of philosophical ideas and methods in the historical interplay of philosophy and culture. (from goals 3 and 4)	Spring 2019	See above	See above	See above	100% of students performed proficient or better with all components of rubric that track to this SLO	The success here speaks to the strengths of the instructors in the program. They are versed in a wide range of philosophical and religious ideas, their histories, and their place in modern society/culture. Thus, from the program, students do not simply learn abstract concepts in a vacuum; they see their relevance to history, society, politics, and culture.	As the program grows, we will think about ways to offer new 'topic' or 'issue-based' courses (ie - not just focused on one thinker or school of philosophical thought) that build on this strength, allowing students to explore the interplay between philosophy, history, and culture/society						
4. Students will be able to apply philosophical methods to conduct ethical, metaphysical, and epistemological analyses. (from goals 3 and 4)	Spring 2019	See above	See above	See above	71% (5/7) of students performed proficient or better on components of rubric that track back to this SLO. Two of seven students performed proficient or better on one of the two components of the rubric that track back to this SLO.	This tracks back to a point made with SLO #1. Students generally do quite well understanding and discussing complex philosophical and academic concepts. Many do well using these concepts to engage in strong, original philosophical reasoning, but some are inconsistent here. This ability to apply, critique, go beyond, etc, is challenging to cultivate in any liberal arts course. Philosophy is no exception.	This will be another topic of discussion for our meeting in the fall. From sitting in on classes, I do know all the instructors encourage students to actively apply and critique the ideas that they encounter. In class, they do not merely receive philosophical, religious, and historical concepts, but engage with them. In our meeting, we will discuss how we can better encourage this sort of inquiry, for all students, on paper.						
<b>Comments on part I:</b>		The Philosophy program is in a state of flux; by next year, we will have new program goals and a new assessment plan in place, and we have a curriculum revision approved for Fall 2021 (see comments to part II below). While student writing will undoubtedly be a key component of this, we will also consider more varied methods of assessment. From classroom observations, as well as discussion with instructors, I've learned that students (even students that may be inconsistent writers) display learning outcomes in the course through class discussion, presentations, and other activities. Again, writing is and always will be vital, but there may be an opportunity to be more holistic.											
<b>II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.</b>													
<b>A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.</b>	<b>B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.</b>	<b>C. What were the recommendations for change from the previous assessment column H and/or feedback?</b>	<b>D. How were the recommendations for change acted upon?</b>	<b>E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?</b>									
N/A (no assessment submitted in 2020)													
N/A													
<b>Comments on part II:</b>		The Philosophy program has been in flux since the departure of the sole ranked philosophy professor, John O'Connor, in 2019. Since I have taken leadership of the program in Fall 2020, I have focused the lion's share of my attention to ensuring our program is able to offer adequate and flexible General Education offerings, ensuring current minors have a path toward completing the program, and seeking (where possible) to recruit new minor students. Next year presents a great opportunity to revise the program, including program assessment, wholesale. Our plan is to rebrand the program as the Philosophy and Religious Studies program. This will allow us to expand our offerings to minor students, as well as build on the strengths of our instructors as well as other ranked faculty in the university. These changes will be in place fall 2021. Concurrent with this, we will engage in a complete revision of the program goals and assessment process, in other to match the proposed curriculum changes. This being said, writing, argumentation, and engagement with philosophical and historical ideas will undoubtedly be a key component of a future assessment plan. As such, when we submit an assessment next year based on revised guidelines, we will refer back to this assessment, and we will be able to discuss the changes we made, what worked, and what did not.											