



Program Name	Date Completed
Philosophy and Religious Studies Minor	5/28/25
Report Completed By	Report Contributors
Ryan Strickler	NA
Brief Statement of Program Mission and Goals	
<p>The goals of the Philosophy and Religious Studies (PHRS) Program are:</p> <ol style="list-style-type: none">1. To provide general education and elective courses, as well as an academic minor in philosophy and religious studies;2. To sharpen students' critical thinking skills and to develop the abilities to speak and write in a clear, analytical manner;3. To develop students' understanding of philosophical methods and ideas, including their historical-cultural origins and contemporary applications;4. To develop students' understanding and cross-cultural appreciation of the origins, practices, and societal impact of both religion as a construct and the world's many past and present religions;5. To cultivate the habit of reflection that will allow students to apply their critical thinking skills in their personal and professional lives	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.
<p>SLO1: Students will be able to recognize, analyze, and logically evaluate arguments encountered in sources ranging from philosophical, academic, and religious texts to the popular media;</p> <p>SLO2: Students will be able to construct and present clear, well-reasoned defenses of theses both verbally and in writing.</p>



B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?
2024-2025
C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)
Last year's evaluation noted that "students encounter, and consider/discuss, sufficient detail on an array of philosophical and religious ideas across history and cultures. However, one criticism the writing sample analysis offers is that that detail perhaps could be better reflected in the written work students produce." In column H, I noted that "the program coordinator will communicate the strengths and weaknesses of this assessment with instructors. We will discuss how writing assignments, as well as other assignments that are part of our courses, encourage substantive and detailed knowledge of major philosophical and religious ideas, as well as how they could do more and better."
D. How were the recommendations for change acted upon?
<p>I noted this finding to our instructors. Overall, our program, and the Department of History, Political Science, Philosophy, and Geography more broadly, have had consistent communication regarding writing pedagogy, and how to encourage students to pay sufficient attention to detail, evidence, and sound argumentation when they write. Particularly with the rise of AI, and the decline of attention spans and deep reading we see broadly in our society, we do not have any silver bullets – for either encouraging sound and detail-oriented writing, or what will replace writing as evidence of mastery in the future. We are consistently working to try new material and techniques, though, to encourage sound writing (and, more broadly, sound argumentation) from our students.</p> <p>It is also worth noting that we have expanded our core curriculum starting in the 2025-2026 academic year. The additional classes we offer will help regarding students' exposure to diverse philosophical and religious arguments.</p>
E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?
Judging from this year's assessment, our instructor have been successful, and (I know there's nothing concrete to back this up with, but) I think our conversations have played a role as our faculty consistently update their pedagogy each semester. The exposure to diverse arguments, and the preparation for sound, good faith argumentation, that our courses provide is more valuable than ever. The evidence in this year's support suggests that, while critique and improvement is always important, we are still doing a good job in this regard.
Enter Table I Closing the Loop Comments Below



CSU
PUEBLO

Academic Program Assessment
AY 2024-2025 [Due 6/1/25]

--



Program Name	Date Completed
Philosophy and Religious Studies Minor	5/28/5
Report Completed By	Report Contributors
Ryan Strickler	NA

Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
<ol style="list-style-type: none">1. Students will be able to recognize, analyze, and logically evaluate arguments encountered in sources ranging from philosophical, academic, and religious texts to the popular media2. Students will be able to construct and present clear, well-reasoned defenses of theses both verbally and in writing.3. Students will be able to recognize and assess the relevance of philosophical and religious ideas in the historical interplay of philosophy, religion, and culture.4. Students will be able to apply philosophical methods to conduct ethical, metaphysical, and epistemological analyses. <p>(Note that our program assessment plan has been updated, starting this cycle, to assess all four outcomes each year. Our assessment methods have also changed.)</p>
B. Semester and year this SLO was reported on prior to this cycle.
SLO 1 and 2: 2024-2025 SLO 3 and 4: 2023-2024
C. Describe the assessment method for this SLO.
<ol style="list-style-type: none">1. <u>Writing Sample Analysis</u>: Each academic year, the coordinator of the Philosophy and Religious Studies Program collects writing samples from each student with a declared minor. Faculty from each class in the program will provide writing samples from a major course assignment, with the goal of providing a sample that is representative of the students' work. The writing samples are evaluated against the attached rubric, which differentiates between each SLO.



2. Course Evaluation Questions: Evaluation questions from core courses for the Philosophy and Religious Studies Minor, will be used to evaluate student learning outcomes. This will be done on a rotating cycle; one year, the Philosophy Track core courses will be evaluated, and the next year, the Religious Studies core courses will be evaluated. The items that will be evaluated are:
 - “Q11: Encouraged critical thinking and analysis” (SLO 1, 2, and 4)
 - “Q18: Learned from the course.” (SLO 1 and 3)
3. Senior Survey: A survey will be disseminated to graduating seniors that have completed the minor. In addition to a variety of closed and open-ended items that probe strengths of the program and areas for improvement in programming or curriculum development, the survey includes the four SLO’s as agree/disagree questions, with a 5-point response scale ranging from “Strongly Agree” to “Strongly Disagree”. At least 80% of graduating students participating in the Senior Survey will “Agree” or “Strongly Agree” with the items above.

D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

1. Writing Samples: A call for writing samples from seven senior PHRS minors was made, from PHRS classes they took (if any) from the 2024-2025 academic year. Four writing samples were collected. In addition, I assessed an hour-long final presentation given by a fifth student for his independent study (PHIL 495) on 5/7/2025. Assessment was made using the attached rubric; for the presentation, the assessment was slightly modified to fit the oral format
2. Course Evaluations: evaluation data from four Philosophical Literature (PHIL 102) and two Classics in Ethics (PHIL 201) courses, taught in fall 2024 and spring 2025, are used
3. Senior Survey: An online survey link was emailed out to four graduating PHRS minors. They also received a follow up email one week later. Two out of the four seniors responded.

E. Expected proficiency level and proportion of students who should reach this level.

1. Writing Samples: At least 80% of students completing the minor should be proficient or better in each SLO, according to the rubric.
2. Course Evaluations: Across evaluated courses, an average of at least 80% of students should “Agree” or “Strongly Agree” with the two items above.
3. Senior Survey: At least 80% of graduating students participating in the Senior Survey will “Agree” or “Strongly Agree” with the items above.



F. Assessment results and number of students who met proficiency level.

1. Writing Samples: On all metrics in the rubric, the writings and oral presentation assessed were proficient or better in at least 80% of cases. For most metrics, 100% of the samples were proficient or better
2. Course Evaluations: For the average across classes, 89% of students agreed or strongly agreed that the courses “encouraged critical thinking.” 72% of students agreed or strongly agreed that they “learned from the course.”
3. Senior Survey: Both students (100%) indicated “Strongly Agree” that the Philosophy and Religious Studies program “improved their ability” on each of the four SLOs

G. Describe what results indicate about student performance.

For the students interested in philosophy and religious studies (those obtaining a minor), as evinced by the writing samples and senior survey, they are excelling with all of the learning objectives. For the broader population of students taking philosophy and religious studies courses (as many take these courses for general education credit, without committing to a minor), the results are generally good. However, more could be done to motivate students to engage with and learn the material, as evinced by the fact that only 72% of responding students agreed that they learned from their course (which is below our benchmark of 80%). To be sure, it is a non-representative sample completing the course evaluations, so I take it with a grain of salt. But the fact that more students said they engaged in critical thinking than learned from the course indicates a potential area of improvement.

H. Describe program level changes/improvements planned for AY 2025-2026 informed by this assessment.

I am confident that our courses provide the opportunity for students to learn philosophical ideas and concepts, and I am confident our courses provide a deep historical, cultural, and theological understanding of myriad major religious traditions. One area of improvement indicated by this assessment, though, is to potentially do more to motivate students not obtaining a PHRS minor to fully engage with the material. This is not an easy task necessarily; how do we inculcate a desire to dig into Plato’s work with a high school student, or a student obtaining a business degree? That is a perennial challenge all of our instructors think about each semester. I will communicate this finding and potential area of improvement, though, with our instructors. My job is not to tell them how to teach, but we can discuss ways to foster motivation for students taking our courses merely as a requirement.

Beyond what is presented in this report, looking at the details of all of the documents reviewed (details from the senior survey, comments from course evaluations, etc), there are a few additional areas of attention I will communicate with instructors as we move into the 2025-2026 academic year. They include:



- Teaching information literacy and high quality sourcing to support the claims students are making (particularly valuable in our modern “choose your own adventure” information environment). This includes including appropriate in-text citation and bibliographic information in student writing
- Clear grading (using a rubric where appropriate) and prompt returning of grades
- Providing more opportunities for hands on and experiential learning (this is something not all classes may be able to do a lot of. But some of the most positive remarks can from an independent field study (PHIL 495) two students engaged in, where they visited religious services from a variety of religious institutions in our local community).

Again, my goal is not to force our instructors to teach a certain way. But communicating this feedback to instructors as they (consistently) reflect on how to improve their courses, and it will open up dialogue within our program.

Finally, we will be expanding our curriculum this upcoming academic year, piloting a course solely focused on Western religious traditions (PHIL 130) as well as a course focused on Eastern religious traditions (PHIL 140). I plan to explore additional ways to expand our curriculum and give our (small) program more choices and options in the future.

Enter Table II AY 2025 Assessment Comments Below

**Academic Program Assessment Plan:
Philosophy and Religious Studies (minor)**

**Department of History, Political Science, and Philosophy
College of Humanities and Social Sciences
Colorado State University-Pueblo**

Plan revised by Ryan Strickler, Associate Professor & Philosophy Coordinator (June 2024)
Primary Contact for Assessment: Ryan Strickler

The Relation of the Philosophy and Religious Studies Program to College Mission and Departmental Expectations

The Philosophy and Religious Studies Program advances the mission of the College of Humanities and Social Sciences mission to offer “students opportunities to become ethical, socially responsible, engaged learners who are prepared to assume leadership in a dynamic global context.”¹ Furthermore, the Philosophy and Religious Studies Program advances the expectations of the Department of History, Political Science, and Philosophy to develop “critical thinking, research skills, and oral and written communications, along with a deeper understanding and ability to operate within and between different cultures”¹. This is because the Philosophy and Religious Studies program, as quoted from the goals and outcomes below:

- “sharpen(s) students’ critical thinking skills;”
- helps students understand the “historical-cultural origins and contemporary applications” of major philosophical ideas and intellectual traditions;
- fosters “cross-cultural appreciation of the origins, practices, and societal impact” of major global religions, and;
- develops abilities to “recognize, analyze, and logically evaluate arguments” as well as “construct and present clear, well-reasoned defenses of theses both verbally and in writing.”

Philosophy and Religious Studies Program Description

Students in the Philosophy and Religious Studies program explore the methods, ideas, problems, and history of philosophy. They also interrogate beliefs, behaviors, structures, and historical impact of many of the world’s past and present religions through a variety of disciplinary perspectives. Further, the minor trains students to think and write 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, including history, politics, law, literature, the arts, the sciences, business, healthcare, and technology.

Students can take one of two tracks. In the philosophy track, students study the great thinkers, from Plato to the present, across Western and non-Western intellectual traditions. The religion track has students understanding the tenets, history, and impact of Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism, and other religions across cultures.

¹ 2023-2024 Academic Catalog

Philosophy and Religious Studies Program Goals

1. To provide general education and elective courses, as well as an academic minor in philosophy and religious studies;
2. To sharpen students' critical thinking skills and to develop the abilities to speak and write in a clear, analytical manner;
3. To develop students' understanding of philosophical methods and ideas, including their historical-cultural origins and contemporary applications;
4. To develop students' understanding and cross-cultural appreciation of the origins, practices, and societal impact of both religion as a construct and the world's many past and present religions;
5. To cultivate the habit of reflection that will allow students to apply their critical thinking skills in their personal and professional lives

Expected Student Learning Outcomes

1. Students will be able to recognize, analyze, and logically evaluate arguments encountered in sources ranging from philosophical, academic, and religious texts to the popular media (from goal 2, goal 3, goal 4, and goal 5);
2. Students will be able to construct and present clear, well-reasoned defenses of theses both verbally and in writing. (from goal 2, parts of goal 3, and goal 5)
3. Students will be able to recognize and assess the relevance of philosophical and religious ideas in the historical interplay of philosophy, religion, and culture. (from goals 3 and 4)
4. Students will be able to apply philosophical methods to conduct ethical, metaphysical, and epistemological analyses. (from goals 3 and 5)

Outcomes Assessment Activities

1. Writing Sample Analysis: Each academic year, the coordinator of the Philosophy and Religious Studies Program collects writing samples from each student with a declared minor. Faculty from each class in the program will provide writing samples from a major course assignment, with the goal of providing a sample that is representative of the students' work. These writing samples will be evaluated by the Philosophy and Religious Studies coordinator; other faculty from the Department of History, Political Science, Philosophy, and Geography may also be involved as necessary. They will be evaluated against the attached rubric, on the cycle indicated by the Assessment Plan Summary. At least 80% of students completing the minor should be proficient or better in each SLO, according to the rubric.
2. Course Evaluation Questions: Evaluation questions from core courses for the Philosophy and Religious Studies Minor, will be used to evaluate student learning outcomes. This will be done on a rotating cycle; one year, the Philosophy Track core courses will be

evaluated, and the next year, the Religious Studies core courses will be evaluated. The items that will be evaluated are:

- “Q11: Encouraged critical thinking and analysis” (SLO 1, 2, and 4)
- “Q18: Learned from the course.” (SLO 1 and 3)

Across evaluated courses, an average of at least 80% of students should “Agree” or “Strongly Agree” with the two items above.

3. Senior Survey: A survey will be disseminated to graduating seniors that have completed the minor. In addition to a variety of closed and open-ended items that probe strengths of the program and areas for improvement in programming or curriculum development, the survey includes the following four items, with a 5-point response scale ranging from “Strongly Agree” to “Strongly Disagree”:

- “The Philosophy and Religious Studies Minor has improved my ability to analyze and evaluate arguments I encounter across a variety of sources, from academic texts to popular media.” (SLO 1)
- “The Philosophy and Religious Studies Minor has improved my ability to develop and defend my own arguments, both verbally and in writing.” (SLO 2)
- “The Philosophy and Religious Studies Minor has improved my understanding of philosophical and religious ideas, and their relevance, across history and across different cultures” (SLO 3)
- “The Philosophy and Religious Studies Minor has improved my understanding of, and ability to use, different methods of and approaches to understanding ethics, knowledge, the self, the divine, and other philosophical topics” (SLO 4)

Each of these items corresponds to a specific SLO. At least 80% of graduating students participating in the Senior Survey will “Agree” or “Strongly Agree” with the items above.

Assessment Timeline

All four SLOs will be assessed each year using the activities above. With regard to the Course Evaluation Questions component, the Philosophy Track core courses (PHIL 102, PHIL 201, and POLS 370) will be assessed in academic years that end in an odd number (ie, 2024-2025, 2026-2027, etc.). The Religious Studies core courses (PHIL 107, PHIL 120, HIST 432) will be assessed in academic years that end in an even number (ie, 2025-2026, 2027-2028, etc.).

Philosophy and Religious Studies Minor
Colorado State University-Pueblo
Writing Assessment Rubric: SLO1 and SLO2

Intended learning outcomes assessed with this instrument:

SLO1: Students will be able to recognize, analyze, and logically evaluate arguments encountered in sources ranging from philosophical, academic, and religious texts to the popular media

SLO2: Students will be able to construct and present clear, well-reasoned defenses of theses both verbally and in writing.

	Exemplary	Proficient	Emerging	Not Present
<i>Presence of thesis (SLO2)</i>	Thesis is explicit, precise, and clear.	Thesis is explicit.	Thesis is implied or underdeveloped	
<i>Presence of philosophical ideas, methods or arguments (SLO1)</i>	Philosophical ideas, methods or arguments are explicit; their historical, cultural, and/or religious relevance is prominent.	Historical / cultural / philosophical ideas, methods or arguments are explicit.	Historical / cultural / philosophical ideas, methods or arguments are implied.	
<i>Treatment of philosophical ideas, methods or arguments (SLO1)</i>	Arguments are relevant & well- explained / analyzed.	Mostly accurate explanations or analyses of relevant arguments.	Explanations are not usually accurate, or the ideas, methods and arguments employed are not usually relevant	
<i>Quality of reasoning (SLO1, 2) [includes assessment of others' arguments as well as presentation of student's own].</i>	Reasoning is generally good (i.e. strong or valid) and well-explained.	Reasoning is generally good.	Reasoning is not generally good (i.e. work is characterized by weak reasoning).	
<i>Writing style & execution (SLO2)</i>	Clear, compelling, grammatically correct language; fluid, easy-to-follow organization of ideas	Consistently clear language; sequencing of ideas poses no barrier to communication	Sometimes vague, confusing or hard to follow. Significant grammar issues may be present	

Philosophy and Religious Studies Minor
Colorado State University-Pueblo
Writing Assessment Rubric: SLO3 and SLO4

Intended learning outcomes assessed with this instrument:

SLO3: Students will be able to recognize and assess the relevance of philosophical and religious ideas in the historical interplay of philosophy, religion, and culture.

SLO4: Students will be able to apply philosophical methods to conduct ethical, metaphysical, and epistemological analyses.

	Exemplary	Proficient	Emerging	Not Present
<i>Presence of ideas, arguments, and/or constructs from the history of philosophy, religion, and/or religious studies (SLO #3)</i>	Philosophical and/or religious ideas, arguments, and/or constructs are explicit; their relevance and context in relation to the claim being made is clear.	Philosophical and/or religious ideas, arguments, and/or constructs are explicit.	Philosophical and/or religious ideas, arguments, and/or constructs are Implied, or their relevance to the claim being made is unclear	
<i>Discussion of philosophical or religious ideas, arguments, and/or constructs (SLO #3 & #4)</i>	Ideas, constructs, and/or arguments are relevant & accurately explained in context.	Usually accurate explanations of relevant ideas, constructs, and/or arguments.	Explanations are not usually clear or accurate, or the ideas, constructs, and/or arguments employed are not usually relevant	
<i>Application of philosophical methods and quality of reasoning (SLO #4)</i>	Reasoning is generally good (i.e. strong or valid) and well-explained. Methods are philosophically well suited to topic.	Reasoning is generally good. Methods are appropriate.	Reasoning is not generally good (i.e. work is characterized by weak reasoning), or the methods are not philosophically appropriate.	

Philosophy and Religious Studies Minor
Colorado State University-Pueblo
Writing Assessment Rubric: SLO1 and SLO2

Intended learning outcomes assessed with this instrument:

SLO1: Students will be able to recognize, analyze, and logically evaluate arguments encountered in sources ranging from philosophical, academic, and religious texts to the popular media

SLO2: Students will be able to construct and present clear, well-reasoned defenses of theses both verbally and in writing.

	Exemplary	Proficient	Emerging	Not Present
<i>Presence of thesis (SLO2)</i>	Thesis is explicit, precise, and clear.	Thesis is explicit.	Thesis is implied or underdeveloped	
<i>Presence of philosophical ideas, methods or arguments (SLO1)</i>	Philosophical ideas, methods or arguments are explicit; their historical, cultural, and/or religious relevance is prominent.	Historical / cultural / philosophical ideas, methods or arguments are explicit.	Historical / cultural / philosophical ideas, methods or arguments are implied.	
<i>Treatment of philosophical ideas, methods or arguments (SLO1)</i>	Arguments are relevant & well- explained / analyzed.	Mostly accurate explanations or analyses of relevant arguments.	Explanations are not usually accurate, or the ideas, methods and arguments employed are not usually relevant	
<i>Quality of reasoning (SLO1, 2) [includes assessment of others' arguments as well as presentation of student's own].</i>	Reasoning is generally good (i.e. strong or valid) and well-explained.	Reasoning is generally good.	Reasoning is not generally good (i.e. work is characterized by weak reasoning).	
<i>Writing style & execution (SLO2)</i>	Clear, compelling, grammatically correct language; fluid, easy-to-follow organization of ideas	Consistently clear language; sequencing of ideas poses no barrier to communication	Sometimes vague, confusing or hard to follow. Significant grammar issues may be present	

Philosophy and Religious Studies Minor
Colorado State University-Pueblo
Writing Assessment Rubric: SLO3 and SLO4

Intended learning outcomes assessed with this instrument:

SLO3: Students will be able to recognize and assess the relevance of philosophical and religious ideas in the historical interplay of philosophy, religion, and culture.

SLO4: Students will be able to apply philosophical methods to conduct ethical, metaphysical, and epistemological analyses.

	Exemplary	Proficient	Emerging	Not Present
<i>Presence of ideas, arguments, and/or constructs from the history of philosophy, religion, and/or religious studies (SLO #3)</i>	Philosophical and/or religious ideas, arguments, and/or constructs are explicit; their relevance and context in relation to the claim being made is clear.	Philosophical and/or religious ideas, arguments, and/or constructs are explicit.	Philosophical and/or religious ideas, arguments, and/or constructs are Implied, or their relevance to the claim being made is unclear	
<i>Discussion of philosophical or religious ideas, arguments, and/or constructs (SLO #3 & #4)</i>	Ideas, constructs, and/or arguments are relevant & accurately explained in context.	Usually accurate explanations of relevant ideas, constructs, and/or arguments.	Explanations are not usually clear or accurate, or the ideas, constructs, and/or arguments employed are not usually relevant	
<i>Application of philosophical methods and quality of reasoning (SLO #4)</i>	Reasoning is generally good (i.e. strong or valid) and well-explained. Methods are philosophically well suited to topic.	Reasoning is generally good. Methods are appropriate.	Reasoning is not generally good (i.e. work is characterized by weak reasoning), or the methods are not philosophically appropriate.	

Philosophy and Religious Studies Minor
Colorado State University-Pueblo
Writing Assessment Rubric: SLO1 and SLO2

Intended learning outcomes assessed with this instrument:

SLO1: Students will be able to recognize, analyze, and logically evaluate arguments encountered in sources ranging from philosophical, academic, and religious texts to the popular media

SLO2: Students will be able to construct and present clear, well-reasoned defenses of theses both verbally and in writing.

	Essay 1	Essay 2	Essay 3	Essay 4	Presentation 1¹	% Proficient or Better
<i>Presence of thesis (SLO2)</i>	Proficient	Proficient	Exemplary	Proficient	Exemplary	100%
<i>Presence of philosophical ideas, methods or arguments (SLO1)</i>	Proficient	Exemplary	Proficient	Exemplary	Exemplary	100%
<i>Treatment of philosophical ideas, methods or arguments (SLO1)</i>	Proficient	Proficient	Exemplary	Exemplary	Exemplary	100%
<i>Quality of reasoning (SLO1, 2) [includes assessment of others' arguments as well as presentation of student's own].</i>	Proficient	Exemplary	Exemplary	Exemplary	Proficient	100%
<i>Writing style & execution (SLO2)</i>	Emerging	Proficient	Exemplary	Exemplary	Proficient	80%

¹ In addition to the submitted written work, I evaluated an hour-long final presentation on 5/7/25 for a student's independent project (PHIL 495). Rubric was modified to adapt to the oral format (for example, "consistently clear language" was assessed orally for the "writing style and execution" metric)

Philosophy and Religious Studies Minor
Colorado State University-Pueblo
Writing Assessment Rubric: SLO3 and SLO4

Intended learning outcomes assessed with this instrument:

SLO3: Students will be able to recognize and assess the relevance of philosophical and religious ideas in the historical interplay of philosophy, religion, and culture.

SLO4: Students will be able to apply philosophical methods to conduct ethical, metaphysical, and epistemological analyses.

	Essay 1	Essay 2	Essay 3	Essay 4	Presentation 1	% Proficient or Better
<i>Presence of ideas, arguments, and/or constructs from the history of philosophy, religion, and/or religious studies (SLO #3)</i>	NA (this essay is from our critical reasoning (PHIL 204) class, and it assesses arguments concerning lowering the drinking age. The focus is logical argumentation, not theory or philosophical/religious ideas	Proficient	Exemplary	Exemplary	Exemplary	100%
<i>Discussion of philosophical or religious ideas, arguments, and/or constructs (SLO #3 & #4)</i>	NA	Exemplary	Proficient	Exemplary	Exemplary	100%
<i>Application of philosophical methods and quality of reasoning (SLO #4)</i>	Proficient	Proficient	Exemplary	Exemplary	Proficient	100%