

Philosophy Undergraduate Program Learning Outcomes (PLOs)

Students who complete the Philosophy major should emerge with the following knowledge and skills:

- PLO 1. An ability to argue cogently for a philosophical point and to analyze and criticize the arguments of others.
- PLO 2. A familiarity with the central concepts and key debates in the core areas of contemporary philosophical thought, including ethics, metaphysics, and epistemology.
- PLO 3. A familiarity with the works of the major figures in the history of philosophy.
- PLO 4. A familiarity with formal logic, including the ability to carry out proofs within symbolic formal systems.

Curriculum Matrix

		PLO 1	PLO 2	PLO 3	PLO 4
	I=Introduce P=Practice D=Demonstrate				
8	Reason, Logic, and the Idols of Thought	I, P, D			
9	Intro to Logic	I, P, D			I, P, D
11	Intro to Philosophy	I, P, D	I, P, D	I, P, D	
22	Intro to Ethical Theory	I, P, D	I, P, D	I, P, D	
24	Intro to Ethics: Contemporary Moral Issues	I, P, D	I, P, D		
26	Existentialism and After	I, P, D	I, P, D	I, P, D	
28	Environmental Ethics	I, P, D	I, P, D		
80E	Latin American Philosophy	I, P, D	I, P, D	I, P, D	
80G	Bioethics in the 21st Century: Science, Business, and Society	I, P, D	I, P, D		
80M	Philosophical Foundations of Science Studies	I, P, D	I, P, D	I, P, D	
80S	The Nature of Science	I, P, D	I, P, D	I, P, D	
99	Tutorial	I, P, D	I, P, D		
100A	Ancient Greek Philosophy	P, D		I, P, D	
100B	The Rationalists	P, D		I, P, D	
100C	The Empiricists	P, D		I, P, D	
106	Kant	P, D		I, P, D	
107	Nineteenth-Century Philosophy	P, D		I, P, D	

108	Phenomenology	P, D		I, P, D	
109	Poststructuralism and After	P, D		I, P, D	
110	Heidegger	P, D		I, P, D	
111	Continental Philosophy	P, D		I, P, D	
112	American Philosophy	P, D	I, P, D	I, P, D	
113	The History of Analytic Philosophy	P, D	I, P, D	I, P, D	
114	Probability and Confirmation	P, D	I, P, D		
115	Formal Methods in Philosophy	P, D	I, P, D		I, P, D
116	Logic, Sets, and Functions	P, D	I, P, D		I, P, D
117	Non-□Classical Logic	P, D	I, P, D		I, P, D
118	Stoic Ethics	P, D	I, P, D	I, P, D	
119	Intermediate Logic	P, D	I, P, D		I, P, D
121	Knowledge and Rationality	P, D	I, P, D		
122	Contemporary Analytic Metaphysics	P, D	I, P, D	I, P, D	
123	Philosophy of Language	P, D	I, P, D	I, P, D	
125	Philosophy of Science	P, D	I, P, D		
126	Philosophy of Social Sciences	P, D	I, P, D	I, P, D	
127	Philosophy of Biology	P, D	I, P, D		
133	Philosophy of Mind	P, D	I, P, D		
135	Philosophy of Psychology	P, D	I, P, D		
137	Practical Rationality	P, D	I, P, D	I, P, D	
140	History of Ethics	P, D	I, P, D	I, P, D	
142	Advanced Ethics	P, D	I, P, D		
143	Applied Ethics: Ethics Bowl	P, D	P, D		
144	Social and Political Philosophy	P, D	I, P, D	I, P, D	
147	Topics in Feminist Philosophy	P, D	I, P, D	I, P, D	
148	The Holocaust and Philosophy	P, D	P, D	I, P, D	
152	Aesthetics	P, D	I, P, D	I, P, D	
153	Philosophy of Race	P, D	P, D		
170	The Interpretation of Religion	P, D	I, P, D	I, P, D	
171	Faith and Reason	P, D	I, P, D	I, P, D	
180R	Readings in Philosophy	P, D	P, D		
190	Senior Seminar	P, D	P, D		
195	Senior Essay	P, D	P, D		
199	Independent Study	P, D	P, D		

Assessment Plan (details of studies are provided below)

Year	Program Learning Outcomes	Type of evidence and its source (note if it needs to be developed)	Population	Approach to data collection & tools	When evidence will be collected	Analysis, report, recommendations
2013-14	PLO 1. argumentation	Direct evidence: 190 term papers	Random sample of term papers across 190 course sections (n=??)	Faculty will develop a rubric to assess argumentation in term papers	Spring 2014	Fall 2014
		Survey administered in 190 courses	Seniors who responded to the survey	Faculty will analyze results	Spring 2014	Fall 2014
2014-15	PLO 2. central concepts	Direct evidence: 190 term papers	Random sample of term papers across 190 course sections (n=??)	Faculty will develop a rubric to assess central concepts in term papers	Spring 2015	Fall 2015
		Survey administered in 190 courses	Seniors who responded to the survey	Faculty will analyze results	Spring 2015	Fall 2015
2015-16	PLO 3. major figures	Direct evidence: 190 term papers	Random sample of term papers across 190 course sections (n=??)	Faculty will develop a rubric to assess knowledge of major figures in term papers	Spring 2016	Fall 2016
		Survey administered in 190 courses	Seniors who responded to the survey	Faculty will analyze results	Spring 2016	Fall 2016
2016-17	PLO 4. logic	Direct evidence: PHIL 9 Final Exams	Random sample of final exams across PHIL 9 course sections (n=??)	Faculty will develop a rubric to assess performance in final exams	Spring 2017	Fall 2017
		Survey administered in PHIL 9 courses	Students who responded to the survey	Faculty will analyze results	Spring 2017	Fall 2017

Design details for annual studies in the assessment plan

2013/14 Study 1. *Argumentation*

In order to assess PLO 1, or the ability to argue cogently for a philosophical point and to analyze and criticize the arguments of others, faculty will collect direct and indirect types of evidence. In the PHIL 190 senior seminar, which is the capstone requirement for the major, students are required to complete a term paper.

Direct evidence will be collected by evaluating term papers sampled from the term papers completed for the PHIL 190 seminars. An analytic rubric will be developed in order to assess argument cogency as well as critical and analytic performance. This rubric will arise out of discussions among faculty of their concerns and expectations related to this PLO, and will set the standards for evaluating this PLO by identifying key traits in student term papers that will allow them to gather meaningful data. Faculty will review any available VALUE rubrics as a starting point for developing their own rubric and will pre-test the rubric using a small sample of term papers from previous years.

At the end of each quarter, each faculty teaching a senior seminar will randomly select 5 term papers from each of the senior seminars they taught. They will use the rubric to evaluate the term papers. Data collected will be recorded and analyzed.

Indirect evidence for PLO 1 will be collected in 190 courses. Faculty will administer questionnaires asking students to rate their argumentation, critical, and analytic skills.

Direct and indirect evidence on each outcome will be presented to the undergraduate committee charged with developing recommendations for improvement in teaching these skills and for revisions in the assessment of these skills.

2014/15 Study 2. *Central Philosophical Concepts*

In order to assess PLO 2, or familiarity with the central concepts and key debates in the core areas of contemporary philosophical thought, faculty will collect direct and indirect types of evidence. In the PHIL 190 senior seminar, which is the capstone requirement for the major, students are required to complete a term paper.

Direct evidence will be collected by evaluating term papers sampled from the term papers completed for the PHIL 190 seminars. An analytic rubric will be developed in order to assess familiarity with the central concepts and key debates in the core areas of contemporary philosophical thought. This rubric will arise out of discussions among faculty of their concerns and expectations related to this PLO, and will set the standards for evaluating this PLO by identifying key traits in student term papers that will allow them to gather meaningful data. Faculty will review any available VALUE rubrics as a starting point for developing their own rubric and will pre-test the rubric using a small sample of term papers from previous years.

At the end of each quarter, each faculty teaching a senior seminar that addresses key debates in core areas of contemporary philosophical thought will randomly select 5 term papers from each of these seminars. They will use the rubric to evaluate the term papers. Data collected will be recorded and analyzed.

Indirect evidence for PLO 2 will be collected in these 190 courses. Faculty will administer questionnaires asking students to rate their familiarity with the central concepts and key debates in the core areas of contemporary philosophical thought.

Direct and indirect evidence on each outcome will be presented to the undergraduate committee charged with developing recommendations for improvement in teaching these skills and for revisions in the assessment of these skills.

2015/16 Study 3. *Major Figures in the History of Philosophy*

In order to assess PLO 3, or familiarity with the works of the major figures in the history of philosophy, faculty will collect direct and indirect types of evidence. In the PHIL 190 senior seminar, which is the capstone requirement for the major, students are required to complete a term paper.

Direct evidence will be collected by evaluating term papers sampled from the term papers completed for the PHIL 190 seminars. An analytic rubric will be developed in order to assess familiarity with the works of the major figures in the history of philosophy. This rubric will arise out of discussions among faculty of their concerns and expectations related to this PLO, and will set the standards for evaluating this PLO by identifying key traits in student term papers that will allow them to gather meaningful data. Faculty will review any available VALUE rubrics as a starting point for developing their own rubric and will pre-test the rubric using a small sample of term papers from previous years.

At the end of each quarter, each faculty teaching a historical senior seminar will randomly select 5 term papers from each of these seminars. They will use the rubric to evaluate the term papers. Data collected will be recorded and analyzed.

Indirect evidence for PLO 3 will be collected in these 190 courses. Faculty will administer questionnaires asking students to rate their familiarity with the works of the major figures in the history of philosophy.

Direct and indirect evidence on each outcome will be presented to the undergraduate committee charged with developing recommendations for improvement in teaching these skills and for revisions in the assessment of these skills.

2016/17 Study 4. *Logic*

In order to assess PLO 4, or familiarity with formal logic, including the ability to carry out proofs within symbolic formal systems, faculty will collect direct and indirect types of evidence. In PHIL 9, Introduction to Logic, students complete a final exam.

Direct evidence will be collected by evaluating exams sampled from the final exams completed in the PHIL 9 classes. An analytic rubric will be developed in order to assess familiarity with formal logic, including the ability to carry out proofs within symbolic formal systems. This rubric will arise out of discussions among faculty of their concerns and expectations related to this PLO, and will set the standards for evaluating this PLO by identifying key traits in student exams that will allow them to gather meaningful data. Faculty will review any available VALUE rubrics as a starting point for developing their own rubric and will pre-test the rubric using a small sample of exams from previous years.

At the end of each quarter, each faculty teaching PHIL 9 will randomly select 10 final exams from each of the PHIL 9 classes they taught. They will use the rubric to evaluate the exams. Data collected will be recorded and analyzed.

Indirect evidence for PLO 4 will be collected in PHIL 9 courses. Faculty will administer questionnaires asking students to rate their familiarity with formal logic, including the ability to carry out proofs within symbolic formal systems.

Direct and indirect evidence on each outcome will be presented to the undergraduate committee charged with developing recommendations for improvement in teaching these skills and for revisions in the assessment of these skills.