



Central Washington University

Degree Program Student Learning Outcome Assessment Plan

Department: Philosophy and Religious Studies

Program: BA-Philosophy

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/s/trategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. Students will demonstrate an understanding of the major ideas within philosophical/religious traditions.	1.1.1 Students will achieve programmatic learning outcomes. 3.1.2 Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.	Capstone projects (senior theses) Exit survey Required coursework	All majors at end of capstone projects. All majors at end of capstone projects. All majors and minors.	Fall, winter, spring terms Fall, winter, spring terms Fall, winter, spring terms	90% of senior theses need to obtain at least “met expectations” for all criteria on the senior thesis rubric. 67% of students answering the exit survey mark “4” or higher for question #2. At least 85% of majors receive a C or better in required courses for the relevant specialization.
2. Students will demonstrate the ability to advance and support a thesis, as well as analyze and critically evaluate the beliefs and practices of others.	1.1.1 Students will achieve programmatic learning outcomes. 3.1.2 Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.	Capstone projects (senior theses) Exit survey	All majors at end of capstone projects. All majors at end of capstone projects.	Fall, winter, spring terms Fall, winter, spring terms	90% of senior theses need to obtain at least “met expectations” for all criteria on the senior thesis rubric. 67% of students answering the exit survey mark “4” or higher for questions #3, 5, and 7.

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/s/tragic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
3. Students will think pluralistically and flexibly, consider new ideas and critically reflect on them, and embrace perplexity.	1.1.1 Students will achieve programmatic learning outcomes. 3.1.2 Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.	Capstone projects (senior theses) Exit survey	All majors at end of capstone projects. All majors at end of capstone projects.	Fall, winter, spring terms Fall, winter, spring terms	90% of senior theses need to obtain at least “met expectations” for all criteria on the senior thesis rubric. 67% of students answering the exit survey mark “4” or higher for questions #4.
4. Students will examine multiple approaches to ethics and recognize their application — for example, by examining the implications of those approaches for specific moral problems, comparing different positions, or identifying their historical and cultural context.	1.1.1 Students will achieve programmatic learning outcomes.	Final paper in specific 300-level courses Exit surveys	Students enrolled in PHIL 302 (Ethics), which is required for Philosophy majors, RELS 351 (Religions of China and Japan), RELS 352 (Religions of India), RELS 353 (History of Judaism and Islam), and RELS 354 (History of Christianity) All majors at the end of the capstone project.	Terms in which these courses are offered. Fall, winter, spring terms.	90% of students will at least “meet expectations” on a standard rubric used to grade these papers. 67% of students answering the exit survey mark “4” or higher for question #6 or 8.

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature.
**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (e.g. online, face-to-face, hybrid)
***Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

Assessment Cycle

Analysis and Interpretation: December
Improvement Actions: Completed by June
Dissemination: Completed by June

Year	15-16	16-17	17-18	18-19	19-20	20-21
SLOs						
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3	X	X	X	X	X	X
4	X	X	X	X	X	X

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Cynthia Coe	Philosophy & Religious Studies	coecy@cwu.edu	509-963-2008