

Philosophy and Religious Studies (2008-2009-Revision)

Table I. Department Goals

Department Goals and Outcomes ¹	Related University and College Goals	Methods of Assessment ²	Who/What Assessed	When Assessed	Criterion of Achievement
1. Education	<u>University</u> Goals I & II: “Outstanding academic life”	Capstone projects (senior theses)	All majors at end of capstone projects	Fall, winter, spring terms	See student learning outcomes.
	Goal V: “Regional and national prominence”	Exit survey (Appendix II)	All majors at end of capstone projects	Fall, winter, spring terms	See student learning outcomes.
	Goal VI: “Promote intellectual inquiry and encourage civility”	Student participation in conferences and meetings	Track student participation in regional and national conferences/meetings	Fall, winter, spring terms	Student participation in at least two regional or national conferences/ meetings per year
	<u>College</u> SL Goal 2: “Improve students’ knowledge of human cultures and diversity”	Student internships	Students who participate in internships	Fall, winter, spring terms	5% of students doing discipline-related cooperative education projects
	SL Goal 3: “Facilitate disciplinary and interdisciplinary integrative learning”	Student participation in study abroad programs	Students who participate in study abroad programs	Fall, winter, spring terms	5% of majors participating in study-abroad programs
	SL Goal 4: “Develop students’ intellectual and practical skills”	Department personnel policies	All faculty	Fall, winter, spring, summer terms	Refer to Sections IIA, III, IV, V, VI and VII of the department’s personnel policy.
	SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”				

¹ For full text of department goals and outcomes, see page 1 of the Assessment Plan.

² Department, university, and college goals do not correspond one-to-one to methods of assessment.

Table I continued. Department Goals

Department Goals and Outcomes	Related University and College Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
2. Scholarship	<u>University</u> Goals I & II: “Outstanding academic life” Goal V: “Regional and national prominence” <u>College</u> SL Goal 2: “Improve students’ knowledge of human cultures and diversity” SL Goal 3: “Facilitate disciplinary and interdisciplinary integrative learning” Strategic Goal 3: “Increase visibility of CAH”	Faculty and student conference presentations	Students and faculty participating in regional, national, and international conferences	Fall, winter, spring terms	Students: 20% of majors will present at SOURCE or other conferences.
		Faculty publications	Faculty	Fall, winter, spring terms	Refer to Sections IIB, III, IV, V, VI and VII of the department’s Personnel Policy.
3. Service	<u>University</u> Goals I & II: “Outstanding academic life” Goal V: “Regional and national prominence” <u>College</u> SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”	Participation in and sponsorship of university-wide events and interdisciplinary programs	Faculty	Fall, winter, spring terms	Refer to Sections IIC, III, IV, V, VI and VII of the department’s Personnel Policy. Department sponsors or co-sponsors on average 4 programs per year.
		Student participation in clubs and university service	Students who participate in clubs and university service	Fall, winter, spring terms	Department-related student organizations sponsor at least one university-wide event per year.

Table II. Student Learning Outcomes

Student Learning Outcomes	Related Departmental Goals	Related College and University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
1. Students will demonstrate an understanding of the major ideas within philosophical/religious traditions.	Goal 1 – encourage an understanding and appreciation of the diverse traditions, perspectives, and ideas in the disciplines of philosophy/religious studies.	<u>University:</u> Goals I & II: “Outstanding academic life” Goal VI: “Promote intellectual inquiry and encourage civility”	Capstone projects (senior theses)	All majors at end of capstone projects.	Fall, winter, spring terms	90% of senior theses need to obtain at least “met expectations” for all criteria on the senior thesis rubric (Appendix I).
		<u>College</u> SL Goal 1: “Ensure that students develop disciplinary specific competencies” SL Goal 2: “Improve students’ knowledge of human cultures”	Exit survey (Appendix II)	All majors at end of capstone projects.	Fall, winter, spring terms	67% of students answering the exit survey mark “4” or higher for question #2.
		SL Goal 3: “Facilitate disciplinary and interdisciplinary integrative learning” SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”	Required coursework	All majors and minors.	Fall, winter, spring terms.	At least 85% of majors receive a C or better in required courses for the relevant specialization.

Table II continued. Student Learning Outcomes

Student Learning Outcomes	Related Departmental Goals	Related College and University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
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.	Goal 2 - explore the questions that lie at the core of the human condition — issues of value, purpose, identity, knowledge, and faith	<u>University:</u> Goals I & II: “Outstanding academic life” Goal VI: “Promote intellectual inquiry and encourage civility”	Capstone projects (senior theses)	All majors at end of capstone projects.	Fall, winter, spring terms	90% of senior theses need to obtain at least “met expectations” for all criteria on the senior thesis rubric.
		<u>College:</u> SL Goal 1: “Ensure that students develop disciplinary specific competencies” SL Goal 4: “Develop students’ intellectual and practical skills”	Exit Surveys	All majors at end of capstone projects.	Fall, winter, spring terms	67% of students answering the exit survey mark “4” or higher for questions #3, 5 and 7.
3. Students will think pluralistically and flexibly, consider new ideas and critically reflect on them, and embrace perplexity.	Goal 1 - encourage an understanding and appreciation of the diverse traditions, perspectives, and ideas in the disciplines of philosophy/religious	<u>University:</u> Goal VI: “Promote intellectual inquiry and encourage civility” <u>College:</u> SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”	Capstone project (senior thesis)	All majors at the end of the capstone project.	Fall, winter, spring terms.	90% of senior theses need to obtain at least “met expectations” for all criteria on the senior thesis rubric.

	<p>studies.</p> <p>Goal 2 - explore the questions that lie at the core of the human condition — issues of value, purpose, identity, knowledge, and faith</p>		Exit surveys	All majors at the end of the capstone project.	Fall, winter, spring terms.	67% of students answering the exit survey mark “4” or higher for question #4.
<p>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.</p>	<p>Goal 2 - explore the questions that lie at the core of the human condition — issues of value, purpose, identity, knowledge, and faith</p>	<p><u>University:</u> Goal VI: “Promote intellectual inquiry and encourage civility”</p> <p><u>College:</u> SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”</p>	Final paper in specific 300-level courses	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)	Terms in which these courses are offered.	90% of students will at least “meet expectations” on a standard rubric used to grade these papers (Appendix III)
			Exit surveys	All majors at the end of the capstone project.	Fall, winter, spring terms.	67% of students answering the exit survey mark “4” or higher for question #6 or 8.

