

Please make any changes to the department’s purpose statement, goals, or assessment cycle chart. Remember each SLO must be assessed between program review cycles.

Philosophy and Religion Purpose Statement:

The Philosophy and Religion department offers courses designed to help students critically reflect upon religious and philosophical traditions that for millennia have deeply shaped how human beings have understood their lives as a whole in relationship to all that exists. In so doing, students will critically consider their own worldview, while at the same time understanding more deeply and with greater empathy the worldviews of others. Travel courses offered through the program superbly complement the rest of the curriculum for this purpose. The practical benefits of the major are many. It provides excellent background for professions such as business, education, social work, and humanitarian assistance – to name just a few – that require understanding and empathy across widely diverse cultures. The major develops critical thinking skills essential to success in these and other professions, especially law. In addition, given the possibility the major offers for focusing specifically on the Christian tradition, it can assist students who seek to understand their chosen profession, whatever it may be, as Christian ministry, or who want preparation for entering seminary upon graduation. Whatever their career path, students will find their study of philosophy and religion empowering them to live with a deeper sense of purpose, a surer sense of their vocation, and greater appreciation for values such as peacemaking, stewardship, and service that contribute to the well-being of the world.

The Department of Philosophy and Religion achieves its purpose when its graduates:

Program Student Learning Outcomes	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Demonstrate an understanding of the world’s major religious traditions and the diverse ways each is interpreted, with a special emphasis on how these traditions help shape both the human experience of the world around us and our response to it	Program Review	Assessment Planning	X			Program Review-Spring
Demonstrate the ability to critically engage the western philosophical tradition as it addresses fundamental questions about the nature of reality, the meaning of our experience, and the purpose of life			X			
Demonstrate the ability to critically evaluate and improve their own thinking				X		
Demonstrate the ability to bring the study of religion and philosophy to bear on their quest to understand the meaning and purpose of their own lives.					X	

1. Select Your Department	Philosophy
2. Has the program's purpose, SLOs, or program review year changed from the above document?	No
Upload the edited Purpose/SLO doc here.	
3. Will/did the department submit a program review this year? If yes, please attach the final review as a pdf document.	No
Upload program review pdf.	
1. Please select the type of direct evidence of student learning that was gathered THIS YEAR.	
-Artistic exhibition/performance	no
-Assignment/exam paper completed as part of regular coursework and used for program-level assessment	yes
-Capstone work product (e.g. written paper, presentation, research)	no
-Exam created by department or external agency	no
-Exit exam created by the program	no
-Oral performance (e.g. oral presentation, conference presentation)	yes
-Portfolio of student work	no
-Supervisor or employer evaluation of student performance outside the classroom (internship, field experience, practicum, student teaching)	no
Please describe any other direct evidence gathered this year	
2. Please select the type of indirect evidence of student learning that was gathered THIS YEAR.	
-Interviews or focus groups that contain self-reports of SLO achievement	no
-Employer meetings/discussions/survey interview of student SLO achievement	no
-Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement	no
-Alumni survey that contains self-reports of SLO achievement	no
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	no
Please describe any other indirect evidence gathered this year:	Final grades in course where direct assessment was administered.
3. Please select how the evidence was evaluated, analyzed, or interpreted.	
-Used a rubric/scoring guide	yes
-Scored exams/quizzes	no
-Used qualitative methods on interview, focus group, open-ended response data	no
-External organization/person analyzed the data (e.g. external accrediting/licensure organizations, standardized exam company)	no
-Compiled survey results	no
Please describe any other methods not listed:	Direct evidence was gathered using two rubrics. Indirect evidence was gathered by monitoring final course grades.
4. Enter the number of students assessed for each SLO.	5

<p>5. Summarize the results of the assessment activities including the percentage of students that met or exceeded each SLO and a list of student learning strengths and weaknesses.</p>	<p>Direct Evidence: An acceptable level of achievement for majors to meet this year's SLO is a sum total from all six PIs (research paper score + oral presentation score) of 12 or higher. 12 represents an average "proficient" mark.</p> <p>Here are the results for each of the five Philosophy and Religion majors:</p> <p>Major 1: 3 + 3 + 3 = 9 (research paper score); 3 + 3 + 3 = 9 (oral presentation score); total score 18 Major 2: 3 + 2 + 2 = 7 (research paper score); 2 + 2 + 2 = 6 (oral presentation score); total score 13 Major 3: 2 + 3 + 3 = 8 (research paper score); 3 + 3 + 3 = 9 (oral presentation score); total score 17 Major 4: 1 + 3 + 2 = 6 (research paper score); 2 + 3 + 1 = 6 (oral presentation score); total score 12 Major 5: 3 + 2 + 3 = 8 (research paper score); 3 + 2 + 2 = 7 (oral presentation score); total score 15</p> <p>Hence 100% of the majors met or exceeded this year's SLO when directly assessed.</p> <p>Indirect Evidence: Final grades in course where direct assessment was administered. A grade of B or better was considered as meeting this year's SLO.</p> <p>Major 1: Final grade of A Major 2: Final grade of B Major 3: Final grade of A Major 4: Final grade of B Major 5: Final grade of A</p> <p>Hence 100% of the majors met or exceeded this year's SLO when indirectly assessed.</p> <p>Therefore, 100% of the majors met or exceeded this year's SLO.</p> <p>Student Learning Strengths: Four of the five majors successfully used the Western philosophical tradition to both analyze in writing and explain to their classmates the nature of reality, the meaning of our experience, and the purpose of life. All five majors could either analyze in writing or explain to their classmates these essentials of the Western philosophical tradition.</p> <p>Student Learning Weaknesses: While meeting the SLO, one major had difficulty using the Western philosophical tradition to write about the nature of reality, though the major could use the Western tradition to proficiently explain the nature of reality to her/his classmates. That same major could use the Western tradition to proficiently write about the purpose of life, though the major had difficulty using the Western tradition to explain the purpose of life to her/his classmates. Given that this major is a first-year student taking her/his first Philosophy and Religion course, this weakness is unsurprising and is not at this time a cause for concern.</p>
<p>6. Please upload any supporting documentation (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)</p>	<p>app.captainform.com/upload_dld.php?fileid=42a4900a8cc927665dd6210af597ece4</p>
<p>7. What describes how the program plans to use the results?</p>	
<p>-Assessment procedure changes (SLOs, curriculum map rubrics, evidence collected, sampling, communications with faculty, etc.)</p>	<p>no</p>
<p>-Course changes (course content, pedagogy, courses offered, new course, pre-requisites, requirements)</p>	<p>no</p>
<p>-Personnel or resource allocation changes</p>	<p>no</p>
<p>-Student's out-of-course experience changes (advising, co-curricular experiences, program website, program purpose or SLOs)</p>	<p>no</p>
<p>-Results indicated no action needed because students met expectations</p>	<p>yes</p>
<p>-Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions continue)</p>	<p>no</p>
<p>Please describe any other uses not listed:</p>	<p>N/A; the department is successfully producing students able to critically engage the Western philosophical tradition.</p>
<p>1. The department will submit a program review NEXT YEAR.</p>	<p>No</p>
<p>2. SLO(s) the department will assess NEXT YEAR is/are:</p>	<p>Students will demonstrate the ability to critically evaluate and improve their own thinking.</p>
<p>3. Please select the type of direct evidence of student learning the department plans to use NEXT YEAR.</p>	
<p>-Artistic exhibition/performance</p>	<p>no</p>
<p>-Assignment/exam paper completed as part of regular coursework and used for program-level assessment</p>	<p>yes</p>
<p>-Capstone work product (e.g. written paper, presentation, research)</p>	<p>no</p>

-Exam created by department or external agency	no
-Exit exam created by the program	no
-Oral performance (e.g. oral presentation, conference presentation)	yes
-Portfolio of student work	no
-Supervisor or employer evaluation of student performance outside the classroom (internship, field experience, practicum, student teaching)	no
Please describe any other direct evidence planned for next year:	
4. Please select the type of indirect evidence of student learning that was gathered NEXT YEAR.	
-Interviews or focus groups that contain self-reports of SLO achievement	no
-Employer meetings/discussions/survey interview of student SLO achievement	no
-Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement	no
-Alumni survey that contains self-reports of SLO achievement	no
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	no
Please describe any other indirect evidence planned for next year:	Final grades in course where direct assessment was administered.
5. Based on previous assessment data, what percentage of students does the department expect to meet or exceed the SLO(s)?	100
6. Is the department interested in learning how to apply for an assessment grant?	No