



Saint Louis University  
Program Assessment Plan

Program (Major, Minor, Core): Philosophy Master of Arts (Research)

Department: Philosophy

College/School: College of Arts and Sciences

Person(s) Responsible for Implementing the Plan: Theodore Vitali (Chair) and Scott Ragland (Dept. Assessment Coordinator)



|   |                 |                |                |
|---|-----------------|----------------|----------------|
| 2 Students will gather sources relevant to a philosophical problem. | Master's Thesis | Same as above. | Same as above. |
|---|-----------------|----------------|----------------|

3. Students will interpret sources

The plan will be reviewed annually by the OA coordinator. If the coordinator would like to recommend changes to the program, these will be reported to the chair and discussed at a department meeting early the following year.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Students were not incorporated in the development of this plan. However, the OA coordinator would like to meet with the Philosophy Graduate Student Association to discuss the program at some point during the spring term of 2016. If they recommend changes, these could end up as suggestions for revision in the May 2016 OA report.

- c. What external sources were consulted in the development of this assessment plan?

University of Portland Philosophy Learning Outcomes (<http://college.up.edu/philosophy/default.aspx?ci=6556&pid=248>)  
Pepperdine Philosophy and Religion Program Learning Outcomes (<https://seaver.pepperdine.edu/religion-philosophy/undergraduate/philosophy/learning-outcomes.htm>)  
American University in Cairo Philosophy Assessment Plan  
Saint Peter's University Philosophy Department Assessment Plan

Due to its similarity to our own institution, we modeled our plan closely on Saint Peter's.

- d. Assessment of the manageability of the plan in relation to departmental resources and personnel.

The time commitment involved for the faculty conducting the assessment is very manageable. It does not require them to do "heavy" grading, but simply to report on how the student's paper (which they will be reading anyway) fares with respect to the rubric. The OA coordinator will need to organize and analyze the data, but this should be manageable.

## Master's Thesis Assessment Rubric

Name of Professor:

Term:

Name of Student:

Title of Student's Thesis:

| Learning Outcome  | Fails to Meet Expectations  | Meets Expectations   | Exceeds Expectations  |
|---|---|--|---|
| <p>1. Students will analyze and defend a philosophical position on a philosophical problem.</p> | <p>Student fails to understand key aspects of chosen problem, or fails to articulate a clear position, or fails to consider or respond to relevant criticisms of the position, or merely engages in superficial analysis or facile argumentation more common in undergraduate papers.</p> | <p>Student clearly articulates a philosophical problem, takes a clear position on that problem, and defends own position against relevant and plausible lines of criticism. This is all done at a level of depth and sophistication greater than would be expected at the undergraduate level.</p> | <p>Student's portrayal of the problem, novelty of thesis, and/or depth of analysis make a publishable contribution to existing literature on the subject.</p> |
| <p>2. Students will gather sources relevant to a philosophical problem.</p>                     | <p>Student fails to include necessary sources for the topic or includes irrelevant sources.</p>   | <p>21. Students will</p>   |   |

**Department of Philosophy**  
**Summary Timeline of Multi-Year Assessment Plan**

N.B Assessment of Core Contribution can be conducted as needed on a timeline to be determined by the College of Arts and Sciences.

2015-16

Assessment of Major

**Learning Goal:**

*1. Students will synthesize knowledge of two different periods of Western philosophy*

**Assessment Methods:** Exam ques

6. *Students will synthesize sources relevant to a philosophical problem.*

Assessment Method: Capstone Papers and rubric.

Assessment of Thesis M.A.: Same as previous year

Assessment of PhD: Same as previous year

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Learning Goal: *Students will articulate and evaluate a philosophical argument.*

Assessment Method: Identify students in their last class to complete minor. Have instructor apply rubric to a relevant assignment from the course.

Assessment of Thesis M.A.: Same as previous year

Assessment of PhD: Same as previous year