

**2019 – 20 Departmental Assessment Plan**

<b>Department/Program/Unit: Theology, Philosophy, and Biblical Languages</b> <b>10.2.19</b>	<b>Date:</b>
<b>Related: University Goals/Outcomes: Knowledge    Analysis    Select    Select</b>	
<b>Members involved with development of Plan: Paul Holtorf and David Coe</b>	
<b>Departmental/Program/Unit Student Outcome:</b> <i>What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).</i> <b>State as follows: Students should be able to [action verb] [something].</b> Students should be able to acquire and apply select skills useful for the philosophical task.	
<b>Background:</b> <i>What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.</i> The department is seeking to assess how the sequence of the philosophy courses (301, 311, 312, 319, 499) equips students to implement and integrate skills necessary for a thorough analysis of a philosophy text and of scholarly discussions about the philosophy text.	
<b>Question:</b> <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i> 1. Can a student demonstrate the ability to read and understand the material in an upper-level, scholarly work in philosophy? 2. Can a student demonstrate the ability to accurately summarize the philosophical arguments put forward in an upper-level, scholarly work in philosophy? 3. Can a student demonstrate the ability to assess and evaluate the arguments put forward in an upper level, scholarly work in philosophy?	
<b>Methodology:</b> 1. <b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Student written submissions summarizing the content of material from an upper-level scholarly work in philosophy, featuring terms and constructs, along with a critical assessment of the author's philosophical position. a. <i>How does this data address the assessment question?</i> The data will demonstrate to what degree the student has gained the ability to understand, accurately state, and intelligently assess the content of upper-level scholarly philosophical works. The key concepts identified in the above sections of this document will serve as assessment points in the determination of a student's assessment level. i. <i>Include/attach a description/example of assessment tool to be used.</i> 2. <i>How will data be collected?</i> Artifacts will be collected from Phil 499.	
<b>Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss:</b> 1) <i>How the artifacts will be analyzed (attach rubrics/scoring tools if used):</i> A statistical analysis of student submissions for each unit of Phil 499, arriving at a mean score for each unit. 2) <i>How you will know if it is good (i.e. score required by % of students):</i> A score of 80% or better will be required of 70% of the students in the class.	
<b>Submitted by: Paul Holtorf    Date: 10.2.19    Assessment Committee Reviewed (Date): 11/11/19</b>	
<b>Department Chair notified of approval/or additional action needed: 11/11/19</b>	