EASTERN ILLINOIS UNIVERSITY

Student Learning Outcomes (SLOs) Report for <u>Non-Accredited Programs</u>
(*updated 9/19/23)*

Program Type: **Non-Accredited Program**

Program Name: Philosophy B.A.

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Email:

Submission Date: October 15, 2024

Review Cycle:
- o Even Year X
- o Odd Year

Review Round:

- o **Round A** (Associate Dean review) X
- o **Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: https://www.eiu.edu/assess/majorassessment.php

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is

collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: Philosophy B.A.

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What **measures and instruments** are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include **target score(s) and results**, and specify whether these were met, not met, or partially met for each instrument.] TARGETS :RESULTS	Does your SLO correspond to an **undergraduate learning goal (ULG)**: writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
1.1 Analyze and understand philosophical concepts and arguments.	Faculty Surveys* Student Self Reports **	Avg of 3 (4 pt scale). MET 4 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit). MET ***	Critical Thinking
1.2 Evaluation philosophical reasoning	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 4 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET	Critical Thinking
2.1 Demonstrate understanding of scientific and quantitative reasoning.	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 3.8 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET	Quantitative Reasoning
2.2 Demonstrate information literacy by integrating source materials appropriately.	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 3.9 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET	Quantitative Reasoning

3.1 Demonstrate competence in oral communication.	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 4 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET	Speaking
3.2 Demonstrates active and reflective listening that augments comprehension,	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 4 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET	Speaking
4.1 Write arguments in coherent form	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 4 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET	Writing
4.2 Effectively express their own ideas in writing.	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET	Writing
5.1 Demonstrate understanding of cultural and philosophical pluralism	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 4 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET 4	Responsible Citizenship
5.2 Identify the implications of applying ethical arguments to considerations of multi-culturalism, gender, race, age, sexual orientation, and class.	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 4 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET	Responsible Citizenship
5.3 Reflect on, evaluate and identify their individual ethical	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 4 Improvement of 1 point on	Responsible Citizenship

responsibilities as citizens in a global community.		4-point scale (If no intake, 3 expected on exit) MET 4	
6.1 Demonstrate competence in understanding the historical periods of philosophy	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 4 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET	
6.2 Demonstrate competence with the relevant areas of philosophy.	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 4 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET	
6.3 Demonstrate competence with contemporary trends in philosophy.	Faculty Surveys Student Self Reports	Avg of 3 (4 pt scale) MET 4 Improvement of 1 point on 4-point scale (If no intake, 3 expected on exit) MET 4	

*FACULTY SURVEYS – when/where? Survey for each final exam and each final paper during finals week of each course. 100% response rate

**STUDENT SURVYS – when/where? Survey when major declared and semester of graduation – 100% response rate

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

PHI 2000 Ancient Philosophy proposed as general education course to CLSCAA. Noted high level of achievement on university learning goals. Approved department faculty fall 2024.

All philosophy courses under review for writing designation. Department faculty fall 2023.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Majors continue to provide strong showing in SLOs as reflected in assessment report and academic awards, dean's list, departmental and university honors and post graduate admissions. Advances from last year.

Improve information capture rom surveys to discern whether the items marked as "little to no work" reflected students who did not leave the class in a timely manner.

Improvements on what were already high outcomes may be due to underperforming students exiting the program. Discussion and action plan for outreach and investigation to be continued.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS
Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Note: 100% resonse rates for both faculty and student surveys.

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
Fall 2023	**Chair and Faculty**	Leverage rigor and historical significance of philosophy core classes by revising Ancient Philosophy into General Education class. Philosophy declared majors progress well and reflect high SLO consistently.

Fall 2024	Chair and Faculty	Improvement in data collections for intake and graduating majors. Include and analyze data from previously declared majors who do not progress through the program.. (Will not omit non-majors who exit program in data collection) Progress to be discussion Fall 2025.

Dean Review and Feedback

SLOs and measures for the BA in Philosophy continue to be logically-founded, succinct, and straightforward in application; they connect with all of the University Learning Goals. Targets are clear and the results data presented reveal score increases for nearly all instruments, which is an impressive feat. The inclusion of "when" and "where" the faculty and student surveys are administered in response to our comments of the previous cycle are appreciated and provides clarity to that end. There are several data gaps, however, primarily in the student self-reports; whereas faculty surveying is much more consistent— this might be addressed in the summary section. The Department reports two curricular actions in the works: one proposing the addition of PHI 2000: Ancient Philosophy to EIU's general education program (following positive feedback regarding ULG content in the course), and the other being a complete re-evaluation of writing designations across their curriculum. The latter is, of course, a longer-duration project, but certainly worthwhile. The increased presence on students on the dean's list, in honors, and in grad school admissions evidences students are learning and benefitting from the BA curriculum.

Dean or designee

12/6/24

Date

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA or designee   Date