

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

**Program: PHILOSOPHY
Degree: B.A.
Chair: DONALD ZEYL
Academic Year Plan: 2007/ 2008**

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
1. Recognize patterns of valid and fallacious logical reasoning, and basics of logical theory	Students are expected to begin to develop a strong basic understanding of skills necessary for a student to succeed as a philosophy major. Student will acquire capacity to recognize inductive and deductive forms of reasoning. Student will practice using those forms in the creation of their own arguments. Student will acquire capacity to recognize classic fallacies of reasoning embedded within arguments.	PHL 101: Evidence of student opportunities to develop these skills will be obtained by review of syllabi of representative sections and discussions with individual faculty concerning teaching objectives and strategies.	Assessment Team or Advisor checks student transcripts and consults with faculty for samples of student work representative of different levels of student achievement to determine whether program objectives are being met. Time line*: Freshman or Sophomore year.

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: PHILOSOPHY
Degree: B.A.
Chair: DONALD ZEYL
Academic Year Plan: 2007/ 2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
2. Read a major philosophical text analytically and be able to write out critical evaluations of philosophical arguments	Students are expected to continue to develop a strong basic understanding of skills necessary for a student to succeed as a philosophy major. Students will acquire and develop the skill of using principles of inductive and deductive reasoning to analyze a sustained line of thought in one or more canonical texts of Western philosophy. Students will move from generating accurate written exegeses of arguments in the text to interpreting and engaging the text critically in writing and in class discussion. Students will analyze, interpret and criticize an additional, specific idea or theory from a different philosophical context, present the analysis before the class and produce a short paper detailing the analysis.	PHL 205. Evidence of student opportunities to develop these skills will be obtained by review of syllabi of representative sections and discussions with individual faculty concerning teaching objectives and strategies.	Assessment Team or Advisor checks student transcripts and consults with faculty for samples of student work representative of different levels of student achievement to determine whether program objectives are being met. Electronic portfolio of work of students in the major under consideration. Timeline*: Sophomore or Junior year.

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: PHILOSOPHY
Degree: B.A.
Chair: DONALD ZEYL
Academic Year Plan: 2007/ 2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
3. Be familiar with major ethical theories and their practical applications	Students are expected to apply analytical and interpretive skills acquired in PHL 205 and/or other introductory courses to problems raised within the framework of moral reasoning. Students will develop existing critical skills in the context of ethical theories and applied ethics, with the additional goal of beginning to develop the student's personal ethical outlook.	PHL 212 or 314. Evidence of student opportunities to develop these skills will be obtained by review of syllabi of representative sections and discussions with individual faculty concerning teaching objectives and strategies.	Assessment Team or Advisor checks student transcripts and consults with faculty for samples of student work representative of different levels of student achievement to determine whether program objectives are being met. Timeline*: Sophomore or Junior year.

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: PHILOSOPHY
Degree: B.A.
Chair: DONALD ZEYL
Academic Year Plan: 2007/ 2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
4. Possess a basic knowledge of the history of philosophy, in particular Ancient Philosophy and Modern Philosophy	Students will apply analytical and interpretive skills acquired in PHL 205 and/or other introductory courses to problems raised within the framework of the history of philosophy. Students will develop existing critical skills in the context of beliefs, values and theories from the Ancient and Modern periods.	PHL 321 and 323. Evidence of student opportunities to develop these skills will be obtained by review of syllabi of representative sections and discussions with individual faculty concerning teaching objectives and strategies.	Assessment Team or Advisor checks student transcripts and consults with faculty for samples of student work representative of different levels of student achievement to determine whether program objectives are being met. Electronic portfolio of work of students in the major under consideration. Timeline*: Junior year.
5. Be familiar with the "Analytic" approach to philosophical questions, and at least one of the fields of philosophical inquiry in which this approach is most commonly practiced	Students will apply analytical and interpretive skills acquired in PHL 205 and/or other prior courses to problems raised within the framework of epistemology and metaphysics. Students will develop existing critical skills in the context of questions concerning the nature	PHL 341 or PHL 342 or PHL 452. Evidence of student opportunities to develop these skills will be obtained by review of syllabi of representative sections and discussions with individual faculty concerning teaching objectives and strategies	Assessment Team or Advisor checks student transcripts and consults with faculty for samples of student work representative of different levels of student achievement to determine whether program objectives are being met. Electronic portfolio of work of students in

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: PHILOSOPHY
Degree: B.A.
Chair: DONALD ZEYL
Academic Year Plan: 2007/ 2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
6. Be familiar with the "Continental" approach to philosophical questions, and at least one of the fields of philosophical inquiry in which this approach is most commonly practiced	Student will apply existing analytical and interpretive skills acquired in PHL 205 and/or other introductory courses to problems raised within the framework of phenomenological, existential and post-structuralist methods of philosophical reasoning. Student will develop existing critical skills in the context of questions concerning the character of intentionality, the nature of subjective experience, the meaning of life and the implications of epistemological and other ambiguity.	PHL 204 or PHL 318 or PHL 324 or PHL 346: Evidence of student opportunities to develop these skills will be obtained by review of syllabi of representative sections and discussions with individual faculty concerning teaching objectives and strategies.	Assessment Team or Advisor checks student transcripts and consults with faculty for samples of student work representative of different levels of student achievement to determine whether program objectives are being met. Electronic portfolio of work of students in the major under consideration. Timeline*: Sophomore or Junior Year.

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: PHILOSOPHY
Degree: B.A.
Chair: DONALD ZEYL
Academic Year Plan: 2007/ 2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
7. Engage critically both the primary and secondary literature on philosophical subject matter, to present one's critical assessment orally to a group, and to produce a written document reflecting one's independent research on a philosophical subject	Students will exercise advanced analytical and interpretive skills in reading widely on a designated philosophical theory, problem, thinker, school of thought or topic. Students will exercise advanced critical skills in conceiving, planning, researching and executing a scholarly paper on a defined philosophical issue.	PHL 490: Evidence of student opportunities to develop these skills will be obtained by review of syllabi of representative sections and discussions with individual faculty concerning teaching objectives and strategies.	Copy of major paper and evaluation of oral presentation provided to Assessment Team. Electronic portfolio of work of students in the major under consideration. Timeline: Spring semester, Senior Year

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: PHILOSOPHY
Degree: B.A.
Chair: DONALD ZEYL
Academic Year Plan: 2007/ 2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
Optional 8. Write a substantial essay on a given philosophical topic reflecting directed research and independent analysis and conclusions	Student will exercise advanced analytical and interpretive skills in completing an original research product based on intensive study of primary and secondary philosophical source materials. This product will be evaluated by a committee of faculty members.	PHL 499: Evidence of student opportunities to develop these skills will be obtained by review of syllabi of representative sections and discussions with individual faculty concerning teaching objectives and strategies. Proposals for the senior thesis will be formally submitted to and evaluated by a committee and, for those proposals approved, an adviser will oversee the production of a final thesis, which will in turn be presented to a department committee for review and discussion	Copy of thesis provided to Assessment Team and written report by faculty supervisor. Student portfolio under consideration. Timeline: Spring semester, Senior Year

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: PHILOSOPHY
Degree: B.A.
Chair: DONALD ZEYL
Academic Year Plan: 2007/ 2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>

* These timeline assignments express an ideal path through the major. In reality, because many students choose to major in Philosophy fairly late in their careers, and our faculty resources do not permit the teaching of every course in the major in every semester, students frequently pick up a more basic course *after* they have already passed a more advanced course.

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Philosophy
Degree: BA
Chair: Donald Zeyl
Academic Year Plan: 2007 / 2008

Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.	Identify students' actual level of achievement against the expected performance level.	Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of	Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.	Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?
Outcome 1. 80% of Graduating Philosophy Majors				
Outcome 2. 80% of Graduating Philosophy Majors				
Outcome 3. 80% of Graduating Philosophy Majors				
Outcome 4. 80% of Graduating Philosophy Majors				
Outcome 5. 80% of Graduating Philosophy Majors				
Outcome 6. 80% of Graduating Philosophy Majors				
Outcome 7. 80% of Graduating Philosophy Majors				
Outcome 8. 80% of Graduating Philosophy Majors				