

Institutional Effectiveness Plan

FY: 2021- 22 Department: Philosophy-Theology Submitted by: Casey Edler

For plans, complete the first 3 columns; for results, complete the final 2 columns. Each goal must be measured by at least 1 assessment method, but multiple methods may be used where appropriate. Bulleted comments are acceptable in all columns.

GOAL	MEANS OF ASSESSMENT	CRITERIA FOR SUCCESS/BENCHMARKS	ASSESSMENT RESULTS	USE OF RESULTS
<p>1. 1-Students will demonstrate a broader scope of knowledge in the area of western philosophical and theological thought upon graduation.</p>	<p>1A-A locally developed pre-test is administered by the faculty of the Philosophy Program to all students immediately prior to the beginning of their philosophy and theology courses to measure the extent of their objective philosophical knowledge.</p> <p>1B-A locally developed post-test, administered by the faculty of the Philosophy Program, to all seniors in their final month of academic studies, to measure the increase in their objective philosophical and theological knowledge.</p> <p>Criteria for Success: 70% of students will achieve a rating of 70% or better. No more than 10% of students will achieve a rating lower than 50%.</p>	<p>Criteria for Success: No more than 10% will score higher than 60%.</p> <p>Criteria for Success: 70% of students will achieve a rating of 70% or better. No more than 10% of students will achieve a rating lower than 50%.</p>	<p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p>Explanation: 1A-The pre-test was administered at the beginning of the Fall 2021 semester. 12% of students scored higher than 60%, 2% higher than the benchmark.</p> <p>1B-The post-test was administered electronically to the graduating seniors at the end of the Spring 2022 semester. 100% earned higher than 70%; no one scored lower than 50%.</p>	<p>1A-No changes needed. Continue to use pre-test to ensure students are not being taught material they already know.</p> <p>1B- This counts as one of the best set of results we have had for the post-test, which we take as a positive sign regarding the philosophy faculty’s teaching.</p>

<p>2. Students will critically engage the ideas of major western philosophers and theologians and philosophical and theological schools.</p>	<p>2A-All of the papers from Natural Theology, a required senior-level course, are submitted to the program chair by the end of the spring semester. These papers are assessed by program faculty and an outside reader, using the locally developed Senior Paper rubric.</p> <p>2B-A locally developed post-test, administered by the faculty of the Philosophy Program, to all seniors in their final month of academic studies, with a subset of questions specifically targeting a student's ability to critically engage with philosophy and theology.</p>	<p>Criteria for Success: On 70% of papers students will achieve a rating of satisfactory or better on the rubric element concerned with critical engagement. No more than 10% will be rated as highly deficient on this element.</p> <p>Criteria for Success: 70% of students will score 70% or higher. Only 10% will score 40% or lower.</p>	<p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p>Explanation: 2A- The papers for Natural Theology were assessed according to the grading rubric. 19 of 25 (76%) were rated "satisfactory" for "critical engagement"; no paper was rated highly deficient.</p> <p>2B-The 2022 post-test for graduating seniors contained nine questions targeting critical engagement (2, 3, 8, 28, 42, 48, 54, 69, 80). On these questions, 52% of students scored above 70%; 7% scored below 40%.</p>	<p>2A-There was additional time spent in Natural Theology on writing a philosophy paper, including on delivering robust critical engagement and not merely signaling agreement or disagreement.</p> <p>2B-This goal was not met. The division sees this as an opportunity to revamp the assessment tool, since testing for critical engagement using multiple choice questions, however nuanced or complex, has been felt insufficient for some time. If students fall short next year with the new tool, then the division will revisit the question of adjusting pedagogy with this in mind.</p>
<p>3. Students will demonstrate the ability to write a critical research paper in philosophy.</p>	<p>3A-All of the papers from Natural Theology, a required senior-level course, are submitted to the program chair by the end of the spring semester. These papers are assessed by program faculty and an outside reader, using the locally developed Senior Paper rubric.</p>	<p>Criteria for Success: On 70% of papers students will achieve a rating of satisfactory or better on four of five rubric elements. No more than 10% will be rated as unsatisfactory on more than 2 rubric elements.</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met</p> <p>Explanation: 3A-The papers for Natural Theology were assessed according to the grading rubric.</p> <p>Only 56% of papers were rated at least Satisfactory in four of five rubric elements.</p>	<p>3A-The weakest area of student writing from this year's papers was use of sources and grammar and mechanics. Since these have less to do with philosophical thought, the division has suggested having all paper drafts in Natural theology be submitted to the Learning Center, so that these kinds of</p>

	<p>3B-An attitudinal survey, administered by the chair of the Philosophy Program, to assess the student's sense of preparedness for writing a satisfactory critical research paper, is given to all students at the end of their senior year.</p>	<p>Criteria of Success: 90% of student surveys will show students believe they have acquired the skills necessary to write a satisfactory critical research paper. No more than 10% will indicate they feel unprepared to write a critical research paper.</p>	<p>16% of papers were rated as unsatisfactory (or as highly deficient) in more than two rubric elements.</p> <p>Note: Rubric elements include thesis development, internal logic, critical engagement, use of sources, and grammar and mechanics.</p> <p>3B-Upon their completion of the semester, graduates were surveyed by email with the following: "Has St. Joseph Seminary College prepared you to write a critical research paper in philosophy?"</p> <p>89% responded "Yes," and only 2 (11%) responded "No."</p>	<p>problems can be corrected (with a stated penalty if drafts are not submitted). There will also be more discussion in class about the use of sources.</p> <p>3B-No changes needed at this time.</p>
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