

Response Summary:



BE THE DIFFERENCE.

Marquette Program Outcomes Report Philosophy-PHD

Q2. Please list your Program Assessment Leader and Assessment Committee Members

Theresa Tobin (chair), Javiera Perez Gomez, Desiree Valentine, Richard Taylor, Mike Green

Q3. Link to Program Website with Outcomes (learning outcomes MUST be explicitly displayed on this site)

<https://www.marquette.edu/philosophy/phd-program.php>

Q54. The purpose of the program assessment process is to help inform meaningful changes to your program.

Did your program make any recent changes (in the last few years) that were informed by the assessment process? In answering this question, it may help to review your report from previous years.

Changes may include, but are not limited to, changes to courses or experiences, professional development, changing assessment methods, changing communication, etc.

- No

Q4. How many outcomes does your program have? Enter a numeral (e.g., 1,2,3) up to 20.

5

Please list each of your outcomes here:

Q6. Outcome #1. Upon graduating from the program, students will be able to:

Introduce a philosophical work of scholarship with a clear articulation of a problem.

Q7. Outcome #2. Upon graduating from the program, students will be able to:

Determine what scholarly philosophical literature is relevant to a scholarly work making progress in addressing a philosophical problem, and to make good use of it.

Q8. Outcome #3. Upon graduating from the program, students will be able to:

Develop and argue for a thesis, in conformity with professional standards of logical rigor and philosophical sophistication.

Q9. Outcome #4. Upon graduating from the program, students will be able to:

Anticipate objections to philosophical theses and arguments, and to be able to respond to them in a way that reflects awareness of both their strengths and weaknesses.

Q10. Outcome #5. Upon graduating from the program, students will be able to:

Write a clear and effective conclusion to a work of philosophical scholarship.

Q35. Are any of your outcomes new or substantially revised for this academic year?

- No

Q21. Please select whether each of your outcomes is expected or aspirational.

An Expected program-level intended SLO is: A statement that describes the key knowledge, abilities, or dispositions a program currently expects students to acquire as a function of the experiences within that program. Expected program-level SLOs aim to drive efforts to maintain the high quality of efforts to facilitate program-level student learning/development.

An Aspirational program-level intended SLO is: A statement that describes the key knowledge, abilities, or dispositions students WILL acquire in the future, given planned changes to the program. Aspirational program-level assessment SLOs aim to drive new efforts to facilitate program-level student learning/development (e.g., new curricula, new educational experiences, new pedagogies, new structural components, etc.).

<i>Outcome #1: Introduce a philosophical work of scholarship with a clear articulation of a problem.</i>	Expected (Current educational experiences)
<i>Outcome #2: Determine what scholarly philosophical literature is relevant to a scholarly work making progress in addressing a philosophical problem, and to make good use of it.</i>	Expected (Current educational experiences)
<i>Outcome #3: Develop and argue for a thesis, in conformity with professional standards of logical rigor and philosophical sophistication.</i>	Expected (Current educational experiences)
<i>Outcome #4: Anticipate objections to philosophical theses and arguments, and to be able to respond to them in a way that reflects awareness of both their strengths and weaknesses.</i>	Expected (Current educational experiences)
<i>Outcome #5: Write a clear and effective conclusion to a work of philosophical scholarship.</i>	Expected (Current educational experiences)

Q26. Do you have a curriculum/experience map to upload that links your program outcomes to your educational experiences?

- No

In lieu of an experience map, later in this report you will be asked to describe the educational experiences associated with each outcome.

However, each academic program is required to have a detailed curriculum/experience map connecting outcomes with educational experiences. Without a map, it is much more difficult to conduct meaningful assessment work for your program.

Please contact the office of assessment (assessment@marquette.edu) to discuss ways in which we can help your program to develop a curriculum/experience map.

Q23. Select at least 2 outcomes for which you will (as a minimum) report assessment information/data at the conclusion of the Spring semester.

You are not required to report results on each outcome every year.

- Outcome #2: Determine what scholarly philosophical literature is relevant to a scholarly work making progress in addressing a philosophical problem, and to make good use of it.
- Outcome #3: Develop and argue for a thesis, in conformity with professional standards of logical rigor and philosophical sophistication.

Q34. Please describe, in as much detail as possible, how your program's educational experiences are designed to help students achieve the program outcomes that you plan on assessing this year.

All PhD students are required to pass a doctoral qualifying paper (DQP) which helps students achieve these outcomes.

The questions in this section will ask about your plan for data collection. In order to consider how your program is helping students reach SLOs, data must be collected that offer the best information possible. While direct measures are more likely to measure student learning towards the identified SLO, sometimes indirect measures are used to answer the question whether students believe they have reached the SLO. (<https://www.marquette.edu/assessment/workshop-2.php>)

Q13.

- **Please describe your program's anticipated timeline for collecting data (keeping in mind that the assessment report including data and interpretations is due June 1, 2024)**

Faculty evaluators assess the DQPs using a rubric aligned with these program outcomes. I will collect data by May 1 from the DQP papers submitted and evaluated this academic year.

Q44.

- **Which students does the program plan to assess this year? (e.g., all graduating students, first-year students, etc.)**

PhD student who have submitted a DQP. (typically students in their third year or equivalent).

Q45.

- **Please describe assessment instruments, measures, and/or methods of evidence collection (you may also upload them below).**

We use a rubric for DQP assessment.

Q46.

- **How does your program plan on interpreting the results of measures (compare scores to cutoff, rubrics, etc.)?**

A standards based rubric tied to numeric score.

Q47.

- What is the criteria for which an individual student will be judged as successful or not yet successful on each measure? (e.g., an individual student must get an average of 4 out of 5 on the rubric)

Papers are evaluated by three faculty evaluators who use the same rubric. Students must earn a total score of 2.8 or higher out of a possible 4.0 to pass the DQP. The quality of the DQPs in outcome areas is assessed on a scale of 1-4 (1 = standard not met; 4 = standard exceeded).

Q38. Do you have any supporting files to upload? (copies of measures, timelines, plans)

- Yes

Q39. Please upload the file.

[\[Click here\]](#)

Q40. Please upload the file.

N/A

Q41. Please upload the file.

N/A

Q42. Please upload the file.

N/A

Q24. Given the learning experiences in place in your program, what percentage of students will need to be considered successful on each outcome for the program to consider the learning experiences to be effective? (e.g., 80% of students need to achieve a satisfactory assessment score for the experiences to be considered widely effective).

While we certainly want every student to succeed (see individual success goal in prior question), setting this program goal is an important recognition that whether or not a student succeeds is affected by more than just a program's designed experiences. It is sometimes impractical to expect that all students meet all expectations as we cannot control all factors. Your program is free to set any expectation in relation to your circumstances.

Please drag each slider to the appropriate percentage of students.

Outcome #1: Introduce a philosophical work of scholarship with a clear articulation of a problem.		N/A
Outcome #2: Determine what scholarly philosophical literature is relevant to a scholarly work making progress in addressing a philosophical problem, and to make good use of it.		90
Outcome #3: Develop and argue for a thesis, in conformity with professional standards of logical rigor and philosophical sophistication.		90
Outcome #4: Anticipate objections to philosophical theses and arguments, and to be able to respond to them in a way that reflects awareness of both their strengths and weaknesses.		N/A
Outcome #5: Write a clear and effective conclusion to a work of philosophical scholarship.		N/A
Outcome #6:		N/A
Outcome #7:		N/A
Outcome #8:		N/A
Outcome #9:		N/A
Outcome #10:		N/A
Outcome #11:		N/A
Outcome #12:		N/A
Outcome #13:		N/A
Outcome #14:		N/A
Outcome #15:		N/A
Outcome #16:		N/A
Outcome #17:		N/A
Outcome #18:		N/A
Outcome #19:		N/A
Outcome #20:		N/A

Q22. Marquette has recently released a new strategic plan. However we are curious how connected program outcomes were to the outgoing plan, though program outcomes were not required to align with the strategic plan. Are any of your outcomes aligned with any of the following six themes of the [Marquette "Beyond Boundaries" Strategic Plan](#)? Please select all that apply.

<i>Outcome #1: Introduce a philosophical work of scholarship with a clear articulation of a problem.</i>	Pursuit of Academic Excellence for Human Well-being, Research in Action
<i>Outcome #2: Determine what scholarly philosophical literature is relevant to a scholarly work making progress in addressing a philosophical problem, and to make good use of it.</i>	Pursuit of Academic Excellence for Human Well-being, Research in Action
<i>Outcome #3: Develop and argue for a thesis, in conformity with professional standards of logical rigor and philosophical sophistication.</i>	Pursuit of Academic Excellence for Human Well-being, Research in Action
<i>Outcome #4: Anticipate objections to philosophical theses and arguments, and to be able to respond to them in a way that reflects awareness of both their strengths and weaknesses.</i>	Pursuit of Academic Excellence for Human Well-being, Research in Action
<i>Outcome #5: Write a clear and effective conclusion to a work of philosophical scholarship.</i>	Pursuit of Academic Excellence for Human Well-being, Research in Action

Q4. As a whole at Marquette University, we are increasing our focus on Diversity, Equity, and Inclusion (DEI). Marquette encourages programs to have DEI components intertwined within program assessment, and thus is interested in outcomes that are currently focused on DEI. Please select any outcomes that you believe include components of DEI.

N/A

Please note that once you click "Submit Report" you will no longer be able to edit your responses