

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Philosophy & Humanities
 College of Liberal Arts
 10/13/2025

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: Philosophy is the only discipline that teaches the elemental critical and ethical thinking skills that are crucial and fundamental to our University's mission. Philosophy is a discipline that allows our students to become rigorous, ethical, and original thinkers in whichever field or practice they eventually choose as their own. GOAL STATEMENT: Goal 1 -- Content. The understanding of historically important philosophical positions. Goal 2 -- Values. The cultivation of the set of values, attitudes, and habits of mind that will translate into intellectual rigor, humility, and the skills to discern the complexity behind most issues. Goal 3 -- Skills. The engendering of critical thinking rigor within and outside the classroom through the development of effective written and verbal communication.	Ability to identify and critically analyze arguments. (i.e. summarizing, critiquing, and defending arguments) (Goals 2 & 3)	Direct Tools A. Direct interaction between faculty and student in the form of in-class elenchus and writing assignments with instructor feedback for improvement. B. A capstone course, where students are expected to demonstrate (again, through in-class elenchus and through writing assignments) their ability to synthesize their Philosophical education and apply it to topics in contemporary philosophy.	Direct Tools A. In-class elenchus and writing assignments will be assessed by peers and course instructor as part of the daily operations of the class and at its conclusion (through the assignment of a final grade). Due to the nature of the objectives, assessment must occur throughout our curriculum. B. The capstone course expands on the skills students have gained throughout the Philosophy major, asking them to bring to bear these skills on contemporary issues in need of philosophical treatment (e.g. AI, consciousness studies, etc.). Students will be expected to demonstrate these skills via peer- and faculty-assessment (e.g. class discussion, presentations, exams, and writing assignments).
	Ability to compare, contrast, explain, and summarize difficult philosophical concepts and arguments through written and verbal forms (Goal 3)	Direct Tools A. Philosophy courses necessarily involve significant writing assignments as part of the normal engagement with the curricula. Communication outcomes are assessed as a product of student success in such courses. B. Philosophy courses necessarily involve a significant verbal communication component as part of the normal engagement with the curricula. Communication outcomes are assessed as a product of student success in such courses.	Direct Tools. A. Instructors within specific upper-division courses (PHIL F351; PHIL F352; PHIL F481; PHIL F487) will assign written work with the expectations that the students will be able to integrate historical philosophical views and arguments to contemporary topics and debates. Instructors will provide feedback on such work directing students on how to increase skills in integrating historical philosophical positions and to improve the effectiveness of their written presentation, based in the best standards and practices of Philosophy. B. By the same token, individual courses also contain a discussion-based component that allows students to practice presentation of critical thinking in verbal communication.

	Ability to identify, define, remember, and reproduce key philosophical positions (Goal 1)	Direct Tools A. Direct interaction between faculty and student in the form of in-class elenchus and writing assignments with instructor feedback for improvement. B. A capstone course, where students are expected to demonstrate (again, through in-class elenchus and through writing assignments) their ability to synthesize their Philosophical education and apply it to topics in contemporary philosophy.	Direct Tools A. In-class elenchus and writing assignments will be assessed by peers and course instructor as part of the daily operations of the class and at its conclusion (through the assignment of a final grade). Due to the nature of the objectives, assessment must occur throughout our curriculum. B. The capstone course expands on the skills students have gained throughout the Philosophy major, asking them to bring to bear these skills on contemporary issues in need of philosophical treatment (e.g. AI, consciousness studies, etc.). Students will be expected to demonstrate these skills via peer- and faculty-assessment (e.g. class discussion, presentations, exams, and writing assignments).
	Ability to recognize relevance and apply philosophical positions to contemporary issues (Goals 1; 2; & 3)	Direct Tools A. Direct interaction between faculty and student in the form of in-class elenchus and writing assignments with instructor feedback for improvement. B. A capstone course, where students are expected to demonstrate (again, through in-class elenchus and through writing assignments) their ability to synthesize their Philosophical education and apply it to topics in contemporary philosophy.	Direct Tools A. In-class elenchus and writing assignments will be assessed by peers and course instructor as part of the daily operations of the class and at its conclusion (through the assignment of a final grade). Due to the nature of the objectives, assessment must occur throughout our curriculum. B. The capstone course expands on the skills students have gained throughout the Philosophy major, asking them to bring to bear these skills on contemporary issues in need of philosophical treatment (e.g. AI, consciousness studies, etc.). Students will be expected to demonstrate these skills via peer- and faculty-assessment (e.g. class discussion, presentations, exams, and writing assignments).