College of Arts and Sciences
Annual Assessment Report

Part 1. General Information

Program(s) Discussed:	Philosophy Department Major and Minor
Current Semester:	Spring 2019
Date of Assessment Meeting(s):	April 4, 2019
Participants in Assessment Meeting(s):	Earl Spurgin, Simon Fitzpatrick, Tamba Nlandu, Deniz Durmus, Patrick Mooney, Sharon Kaye

All Annual Assessment Reports are available to the appropriate Associate Dean, Dean, and the Provost, as well as to other administrators for institutional effectiveness and accreditation purposes. Please indicate the degree to which your program would like this information more widely shared.

On-Campus Users	**Off-Campus Users**
☒ Freely available	☒ Freely available
☐ Available upon request	☐ Available upon request
☐ Unavailable	☐ Unavailable

Part 2. Assessment Process

2A. Learning Goals

Prompt: Paste your program learning goals here, then, address the following questions in a sentence or two: Did you gather data on all of your program's student learning goals? If not, which student learning goals did you measure in this assessment cycle?

1. Our students will write and speak knowledgably about central aspects of and problems within the history of philosophy, as well as about philosophy's major historical figures.
2. Our students will develop the skills necessary to critically evaluate arguments and evidence.
3. Our students will understand the relationship between philosophy and other academic disciplines.
4. Our students will develop the skills necessary to become critically engaged citizens.

We gathered data on all of these student learning goals.

2B. Measuring Learning

Prompt: In one or two paragraphs, describe your assessment process. What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

This year we gathered data through canvas on a standardized form from both seminars. We created an aggregate graph showing four levels of achievement. The assessments were administered and scored by the two instructors of the courses.

Part 3. Findings

Prompt: Describe, in words, what your program learned about student learning during this assessment cycle. What were your strengths? In what ways did students fail to meet the goals you

set for them? Along with this report, please submit the data charts the program used during the assessment meeting.

<u>Our Strengths</u>

The graph shows high scores in all areas but critical evaluation. Dr. Spurgin was especially impressed that the students in his seminar were able to bring classical historical authors to bear on contemporary issues.

<u>Our Weaknesses</u>

However, it is evident that we are still serving other majors better than our own. We anticipate that our new Methods course will address this. We just submitted it for core approval so that we can offer it in the spring of 2020. We will be assessing the "additional writing" and "oral presentation" criteria in this course so that we can limit the seminar to capstone criterion.

Name(s) of file(s) containing data charts: Philosophy Data 2019

Part 4. Planned Changes to the Assessment System
4A. Changes to the Assessment System
Prompt: What changes, if any, do you need to make to your assessment system? (Questions to consider include: 1) Do your measures and processes provide useful data with a reasonable amount of effort? and 2) Are your measures reliable, valid, and sufficient?) On which student learning goals do you plan to focus your attention during the next assessment cycle? Do you need to implement additional formative assessment tools to better understand some of your findings? If so, describe those here.

Last year, we wrote: "Next year, we should be sure to score the assessment in accordance with what our students should be accomplishing with foundational training. This will more accurately reflect our dissatisfaction with the current lack of foundational training and validate our effort to reinstate it." We did this. We don't see any need for further changes at this time.

4B. Changes to the Program in Response to Data
Prompt: What changes, if any, do you need to make to your program in response to what you now know about student learning? (Possibilities include changes to learning goals, pedagogy, assignments in particular classes, activities, and curricular requirements and/or structure.) What is your anticipated timeline for both implementation and assessment of the planned changes?

Last year, we wrote: "Michael Eng acquired a book on Philosophical Methods and has been experimenting with some of its techniques in his courses. He will work with Deniz Durmus to generate a 'Methods Course Syllabus Framework' by the end of spring semester 2018. After the entire department has provided input on it, we will send it to the deans along with a request that they allow a Methods Course to be included in the next Bulletin (due Fall 2018). Todd Bruce will supply data about our seat counts over the past few years in order to show that we can afford to create a new low-enrolment course."

Michael Eng has since left the university, so Patrick Mooney has taken his place. Together he and Dr. Durmus have accomplished these goals.

Part 5. Institutional Assessment Committee Interactions
5A. Feedback from IAC

Prompt: Briefly summarize the feedback you received from the Institutional Assessment Committee about your last report.

Last year, the Committee reported that our department made important findings related to our learning goals and that we had excellent ideas for how to improve our assessment process and results.

It also indicated, however, that our report lacked some detail. In particular, we failed to make clear what we mean by "foundational competency." Did we mean "fundamental philosophical analysis" or did we mean the foundational competencies from the Core curriculum, such as "foundational writing"?

The department decided that we mean both.

The Committee indicated that we should make this clear as we develop our new Methods course, which is meant to address these deficiencies. Assessment data from this course should provide a fuller picture of the student experience overall, and it should help answer the question about what constitutes foundational competency in philosophy.

The Committee also recommended that we follow our own recommendations to standardize the rubric for program assessment and better use Canvas to assist in the process.

We did this.

The Committee also suggested that we might assess just one or two of our four learning goals in a given year.

Since our four goals are intertwined and since we don't see assessing all four as a burden, we wish to continue assessing them all.

5B. Response to Feedback
Prompt: Briefly describe how your program has made use of the feedback.

Please see above.

5C. Request for Feedback
Prompt: Do you have questions or concerns you would like the IAC or the Office of Institutional Effectiveness to address?

No.

Part 6. Evidence
6A. Of Changes
Prompt: Look at previous Annual Assessment Reports to see what changes that the program planned to make at that time. If the changes have been made, please submit evidence of the change (department meeting minutes, syllabi or Bulletin pages from before and after the change). If you have decided to not make change, please provide your rationale.

Last year, we wrote: "Now that we have arrived at an action step (a new 'Methods Course'), we can take steps to introduce it in the next Bulletin." We took those steps and Dr. Nlandu did submit the Methods Course for the next Bulletin.

6B. of Impact of Changes
Prompt: Consider the changes reported in Part VI of this and previous reports. What impact has the change had? When the impact of the changes has been assessed, discuss whether changes have had the intended impact and how you know. If the change is too recent or assessment is ongoing, you may wait for a future report.

Last year, we wrote: "We will wait for a future report to assess the impact of the new Methods Course." We continue to wait.

6C. Academic Program Review Action Plan Update
Prompt: If your program has completed an Academic Program Review since 2011, please review your Action Plan from your most recent Academic Program Review, and add a column indicating the progress made on each item. Attach your update to this report.

N/A