

Assessment Plan

Department of Philosophy

2019-20

Goals

1. Upon completion of the philosophy major, students will know the central ideas of some major figures in the history of philosophy. This will educate them regarding the ideas, values, and philosophical perspectives that shape our civilization, and to a significant degree, provide the context in which the front-line debates of our time occur.
2. Upon completion of the philosophy major, students will have investigated the traditional philosophical areas of metaphysics, epistemology, ethics, and/or social & political thought. They will understand how these issues stand behind concerns or interests they may have in science and religion, or regarding social issues from abortion to economic justice, or simply in pursuing the nature and meaning of a well-lived life.
3. Upon completion of the philosophy major, students will be able to read critically, which involves careful analysis, critical reasoning, responsible evaluation, and creative thinking.
4. Upon completion of the philosophy major, students will be able to express their ideas, arguments and reasoning orally and in written form.

Ways of Meeting Goals

Goals 1 & 2: achieved by taking the appropriate coursework; courses of the sort mentioned in both of these goals are offered on a regular basis. With regard to Goal 1, majors and minors are required to take a three-course history of philosophy sequence; Philosophy & Religious Studies majors are required to take two of these three classes.

Goal 3: achieved by assigned readings of primary sources and class discussions.

Goal 4: achieved by writing exams and papers, engaging in class discussions, and by oral presentations. Majors, who choose the Senior Thesis course, are required to write a thesis paper for which they give an oral defense before the philosophy faculty.

Methods of Assessing Student Learning

Direct Measures: Assess each graduating senior according to the learning goals rubric; Senior thesis papers; Placement in graduate school programs or other post-graduate activities; Student participation in undergraduate conferences.

Indirect Measures: Evaluations from individual classes, which include questions concerning students' assessment of learning goals for that class; Senior surveys.

Assessment cycle: 1) each year all the graduating seniors will be assessed according to the learning goals rubric; 2) each year, in rotating order, the courses offered by the department will be assessed according to one of the learning goals—19-20 learning goal 1; 20-21 learning goal 2; 21-22 learning goal 3; 22-23 learning goal 4.

HENDRIX COLLEGE
Philosophy Department
Senior Majors' Survey:
May 2020

Under the program of assessment adopted by the College and approved by the North Central Association, Hendrix conducts an annual survey of departmental majors to solicit student opinion on the efficacy of the College's major programs. For each statement below, please check the box corresponding to your level of agreement or disagreement with the statement. You may have responded to similar questions in a more general survey. Please confine your responses to these questions to your experience in the Philosophy Department.

Please respond since this survey is part of the data the Philosophy Department submits to Hendrix College when we are being assessed. We also use the information to improve our program.

Email you completed response to Vanamant@hendrix.edu and she will remove identifying aspects and pass on the completed questionnaires to the department chair person.

1. When I needed mentoring or individual attention, my professors were available.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

2. Course offerings allowed me to satisfy the requirements of the major.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

3. Course offerings met my interests in breadth and depth.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

4. My coursework was relevant to a liberal arts education.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

5. By taking philosophy courses at Hendrix, I have learned about some major figures in the history of philosophy.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

Please list some major figures you enjoyed learning about:

6. By taking philosophy courses at Hendrix, I have learned about some major areas of philosophy, like metaphysics, epistemology, ethics, social & political thought.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

Please list some major areas you enjoyed learning about:

7. By taking philosophy courses at Hendrix, I became a better reader and thinker.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

Please explain your answer. If possible, give examples.

8. By taking philosophy courses at Hendrix, I became better at expressing ideas in speech and in writing.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

Please explain your answer. If possible, give examples.

9. My experience as a major in this discipline made me appropriately aware of the career and professional opportunities to which it might lead.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

10. My experience as a major in this discipline appropriately prepared me for the career and professional opportunities to which it might lead.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

11. My experience as a major in this discipline appropriately fulfilled the liberal arts aims of the College as encapsulated in the motto, "Unto the Whole Person," or "Toward Human Fulfillment."

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

12. The Senior Thesis or Seminar functioned well as a capstone course in philosophy.

Agree strongly___ Agree somewhat___ No opinion___ Disagree somewhat___ Disagree strongly___

13. I plan to attend graduate school in Philosophy at some point in the future. Yes___ No___

If yes:

I have applied and been accepted to an appropriate graduate school. Yes ___ No ___

Optional, list schools to which you were accepted:

14. I plan to attend graduate school in the future, but not in Philosophy. Yes ___ No ___

If yes:

I have applied and been accepted to an appropriate graduate school. Yes ___ No ___

Optional, list schools to which you were accepted:

15. I am not planning to attend graduate school, but have achieved my personal goals in studying Philosophy.

Agree strongly ___ Agree somewhat ___ No opinion ___ Disagree somewhat ___ Disagree strongly ___

Please make other comments here:

LEARNING GOAL	Rubric 2020		
Upon completion of the philosophy major, students will:	ADVANCED	PROFICIENT	BASIC
<p>1. Know the central ideas of some major figures in the history of philosophy. This will educate them regarding the ideas, values, and philosophical perspectives that shape our civilization, and to a significant degree, provide the context in which the front-line debates of our time occur.</p>	<p>Able to analyze, compare and critically weigh main ideas and controversies represented in a cross-section of historically significant philosophers, and to relate them to contemporary issues.</p>	<p>Able to associate particular historically significant philosophers with their themes, main ideas, and place in the philosophical conversation across history, and to relate them to contemporary issues.</p>	<p>Able to identify particular philosophers and philosophical problems as significant to the history of philosophy and our times</p>
<p>2. Have investigated the traditional philosophical areas of metaphysics, epistemology, ethics, and/or social & political thought. They will understand how these issues stand behind concerns or interests they may have in science and religion, or regarding social issues from abortion to economic justice, or simply in pursuing the nature and meaning of a well-lived life.</p>	<p>Able to analyze, integrate, and critically weigh major questions and theories in the fields of metaphysics, epistemology, ethics, and/or social&political thought; demonstrates insight into how these questions, theories and debates may lie behind contemporary issues or relate to the pursuit of a well-lived life</p>	<p>Familiar with the kinds of questions asked and positions disputed within the traditional philosophical areas of metaphysics, epistemology, ethics, and/or social&political thought; able to connect these questions and positions to select contemporary issues or the nature and pursuit of the well-lived life</p>	<p>Able to identify the kinds of questions asked within the traditional philosophical areas of metaphysics, epistemology, ethics, and/or social&political thought; may vaguely connect these to select contemporary issues or the nature and pursuit of the well-lived life</p>
<p>3. Be able to read critically, which involves careful analysis, critical reasoning, responsible evaluation, and creative thinking.</p>	<p>Able to analyze, compare, and critically weigh perspectives and arguments presented in philosophical prose, showing creativity in the ability to imagine possible objections, apply critique of known cases to new cases and/or uncover subtle or previously undisclosed connections among arguments</p>	<p>Able to accurately paraphrase or reconstruct perspectives and arguments presented in philosophical prose; evidences limited capacity to take up possible objections or support arguments with evidence beyond the text</p>	<p>Able to read and comprehend sophisticated and complex philosophical prose; may use inaccurate paraphrasing or surface-level summary or mere re-statement to show comprehension; little to no thinking beyond the text</p>
<p>4. Be able to express their ideas, arguments and reasoning orally and in written form.</p>	<p>Can write and speak in ways that demonstrate a fluent ability to construct, present, analyze, and critically weigh a variety of philosophical questions, concerns, and positions.</p>	<p>Can write and speak in ways that demonstrate an ability to critically entertain a variety of philosophical questions, concerns, and positions.</p>	<p>Can write and speak in ways that demonstrate recognition of some philosophical questions, concerns, and positions.</p>