

Philosophy Department Assessment Meeting Report

This year the Philosophy Department held its annual meeting on assessment on April 27, 2021. Present at the meeting were Professors Falls-Corbitt, Campolo, Dow, and Ablondi. As in years past, we ranked our (three) graduating seniors according to our learning goal rubric. The results are attached in a file named 'Philosophy Assessment Rubric Seniors 2021'.

Following this discussion, we turned to the topic of our curricular offerings in relation to the department's Learning Goal Two. We concluded that we are doing a very good job of meeting the goal of educating our majors with respect to the traditional philosophical areas of metaphysics, epistemology, and ethics. This is done primarily through course offerings, including the requirement that all majors take at least one course in ethics. We are also making an effort to tie together our lower level courses, especially the fresher-only 100-level courses, with upper-level courses in the same areas (e.g., What is Real? and Theories of Reality, What is Beauty? and Aesthetics). It was noted, however, that with the retirements (though not the replacement) of two of our five faculty this year, meeting *all* of our learning goals will be more of a challenge in the (hopefully only) near future. In the area of ethics in particular we have a need for someone specializing in applied ethics, and we need room in (one of) our teaching schedules to offer PHIL 360: Social & Political Philosophy on a regular basis.

Finally, we made minor updates to both our Curricular Mapping and the evaluations of the degree to which our courses offered in the 2020-2021 academic year met our Learning Goals. Both of these documents are also attached.

In the Assessment Committee's evaluation of our meeting report from last year it was recommended that because of the small number of majors graduating in a single year, we ought to aggregate data from multiple years. We are now doing this for both our senior surveys and the learning goals rubric for graduating majors. However, due to the fact that over the last two academic years we received only four of the former and ranked only eight seniors in the latter, the total numbers are still too small to really minimize the impact of individual student variance. (The combined 2019-2020 and 2020-2021 rubric data is attached.)

2020 curriculum mapping

courses	DLG 1	DLG 2	DLG 3	DLG 4
PHIL 111	I	I	I	I
112	I	I	I	I
113	I	I	I	I
114	I	I	I	I
PHIL 200*	I	I	I	I
PHIL 205			M	
PHIL 206*	I	D	D	D
PHIL 215	D	D	D	D
PHIL 225	I	I/D	D	D
PHIL 235		D	D	D
PHIL 240	D	D	D	D
PHIL 245			M	
PHIL 255	D	D	D	D
PHIL 280		D	D	D
PHIL 318	D/M	D	D	D
PHIL 302	M	D	D	D
PHIL 306	M	D	D	D
PHIL 308		D	M	M
PHIL 310	M	M	M	M
PHIL 315	D	D	D	D
PHIL 316		D	M	M
PHIL 320		M	M	M
PHIL 330	M	M	M	M
PHIL 350	D	M	M	M
PHIL 355	M	M	M	M
PHIL 360	M	M	M	M
PHIL 370	D	M	M	M
PHIL 380		M	M	M
PHIL 385		M	M	M
PHIL 390		M	M	M
PHIL 395*	M	M	M	M
PHIL 425		M	M	M
PHIL 490*		M	M	M
PHIL 497	M	M	M	M

*these courses have variable content

I=introducing

D=developing

M=mastering

2020 to Present learning goal rubric: 8 graduating seniors			
LEARNING GOAL	ADVANCED	PROFICIENT	BASIC
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.	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. 5	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. 2	Able to identify particular philosophers and philosophical problems as significant to the history of philosophy and our times. 1
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.	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. 3	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. 4	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. 1
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.	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. 4	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. 3	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. 1
4. Upon completion of the philosophy major, students will be able to express their ideas, arguments and reasoning orally and in written form.	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. 3	Can write and speak in ways that demonstrate an ability to critically entertain a variety of philosophical questions, concerns, and positions. 4	Can write and speak in ways that demonstrate recognition of some philosophical questions, concerns, and positions. 1

2021 learning goal rubric: 3 graduating seniors			
LEARNING GOAL	ADVANCED	PROFICIENT	BASIC
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.	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. 2	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. 1	Able to identify particular philosophers and philosophical problems as significant to the history of philosophy and our times
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.	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. 1	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. 2	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
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.	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. 2	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. 1	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
4. Upon completion of the philosophy major, students will be able to express their ideas, arguments and reasoning orally and in written form.	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. 1	Can write and speak in ways that demonstrate an ability to critically entertain a variety of philosophical questions, concerns, and positions. 2	Can write and speak in ways that demonstrate recognition of some philosophical questions, concerns, and positions.