PART ONE

What are the learning objectives? How, where, and when are they assessed? What are the expectations? What are the results? Committee/ person responsible? How are results shared?

1. Students will demonstrate basic knowledge of the historical periods and major areas of philosophy.

PHI 2000/3260.
Next year we intend to use both essay and quantitative data to assess student learning in our core history classes. We will combine quantitative questions with essay questions scored with a PTA. In fall 2005, assessment committee will develop and recommend a rubric for philosophical history courses, pending departmental approval. This is groundwork necessary to implement both quantitative and essay scores into our assessment rubric for this objective. The expectation is that 90% of our students in these classes will meet the expectation.

2. Students will demonstrate ability for critical and independent thinking, including analysis and evaluation of arguments.

This is assessed both in PHI 1900G and in PHI 4480 Senior Seminar. Expectation: 90% of our majors will meet the expectation of choosing an appropriate topic for an argumentative essay. Results are that expectation is met. Expectation has been met 2004/5. Results to be shared at departmental meeting fall 2005.
3. Students will be able to write argumentative essay and express ideas in a coherent form.

Writing intensive courses. All majors will meet this expectation, 50% will exceed. The department needs to agree on a PTA rubric for essays. In this way, we can monitor major writing over general education, via portfolios and test against performance in a 4000-level class. This work is on the agenda for departmental meeting fall 2005.

4. Students will demonstrate knowledge of contemporary developments in philosophy.

Now in place, our epistemology and metaphysics courses give us a forum for assessment in these areas. Need to decide rubric for students' understanding, and agree on which contemporary developments in philosophy ought to be targeted. This work is on the agenda for departmental meeting fall 2005.

5. Students will recognize and understand cultural and philosophical pluralism.

By adding a non-western component to the major, we now have in place a structure to ensure that the philosophy department curriculum reflects philosophical pluralism. At this point the department is ready to discuss how this objective can be properly assessed.

PART TWO
Describe what your program’s assessment accomplishments since your last report was submitted.
Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

We have taken into consideration CASA director's comments on last years' report. As noted by the director, the changes to our major were not the direct result of qualitative or quantitative student learning data. Rather, they were driven by the need to structure the major in such a way as to create a hard landscape for assessment of our objectives in the majors. Program objectives are now reflected in the structured curriculum for our major. As suggested, we will use both quantitative and qualitative data to assess writing and knowledge of history, PTA for these two objectives will be developed.
PART THREE

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Besides our scrutiny of writing, critical and independent thinking, and history. The department faculty are curious as to whether our majors who decide to join the profession would agree that they received adequate training in these areas: alumni surveys, exit interviews would be appropriate instruments deciding how we are doing on student and alumni satisfaction in these areas. We can integrate both quantitative and qualitative questions in this survey. These indirect measures will be in addition to the rubrics for history courses, writing intensive courses and non-western philosophy courses. Developing a rubric and PTA for relevant courses is a critical next stage in the development of philosophy curriculum. Assessment meeting fall 2005 should put these in place with data collection and analysis fall 2006.

We have seen consistent achievement in the areas of critical thinking in PHI 1900 and independent thinking PHI 4480. We feel satisfied that our majors are achieving adequately in these areas. Fall 2005 we will discuss whether on-going assessment in these areas is warranted, we intend to focus on students' achievement in philosophical history and writing.