

***Assessment Plan for Implementation (Revised, Starting Spring 2013)***

1. This Spring semester, the Assessment Committee will assemble three to five faculty who will assess ***ten anonymized, randomly selected Philosophical Analyses*** submitted by majors from each of the following classes:
  - a. Both the Fall/12 and Spr/13 sections of the ***capstone course (189)***. These will be assessed against the Program Values Rubric. Ideally, these graduating majors will indicate proficient achievement of the Philosophy Core learning goals.
  - b. ***PHIL 180***, which is in the newly created core coursework and is typically taken by majors in their junior and senior years. These will be assessed against the Program Values Rubric for the Philosophy Core learning goals. The expectation is that these students will reveal proficiency in the range from competent to proficient.
  - c. ***PHIL 152***, which is an ethics course in the newly created core coursework and is required in the Ethics Politics and Law Concentration. It is typically taken by majors in their junior and senior year. Though students in the major and LPS concentrations may take this course as one of two ethics courses required, it will be used to assess the EPL concentration by narrowing the selection of sample PAs to those submitted by EPL majors. The committee will assess these Analyses using the Program Values Rubric. Ideally, students will indicate achievement of the Concentration Specific learning goals in the range between competent and proficient.
  - d. ***PHIL 153***, which is a required course in the Logic and Philosophy of Science concentration. It is typically taken by majors in their junior or senior year. Though students in the major and EPS concentrations may take this course as one of four LPS courses required, it will be used to assess the LPS concentration by narrowing the selection of sample PAs to those submitted by LPS majors. The committee will assess these PAs using the Program Values Rubric. Ideally, students will indicate achievement of the Concentration Specific learning goals in the range between competent and proficient.
  
2. This spring semester, the assessment committee will ***review a sample of ten senior essays, submitted in 189 during the 2012-13 academic year***. A sample of ten essays will be assessed against the Program Values Rubric for proficiency in the Philosophy Core.

The purpose of assessing the senior essays in addition to the PA from the same students is to allow for the possibility that students may reveal different abilities in a studied and revised essay, which requires a sustained, independent argument, developed on a specific topic through a series of revisions under faculty guidance, than is apparent through a highly structured and timed assignment as the PA in this class. The latter tests

a student's ability to demonstrate philosophical acumen in regard to providing a structured critical analysis of an article, which they must read and comprehend in the scope of the timed exam. Although philosophical acumen and reflection is not typically associated with rapidity, the department still regards the ability to apply the skills learned under a time constraint as a measure of the degree to which they have been acquired and effectively internalized. This should be an indication that the students have been cultivated and have internalized the philosophical core over the length and breadth of their time in the program. The senior essay, it is the department's belief, will reveal the degree to which our majors have acquired the skills of patient deliberation, collaborative editing (with their faculty mentor), and creative inquiry in the development and support an argument on a topic of their choice. This will demonstrate the degree to which the program has been successful in fostering the kind of creative and critical inquiry that sustains a lifelong philosophical orientation.

3. This spring semester, the Assessment Committee will collect and review the results of the ***graduating seniors' exit survey***. This exit survey was finalized and implemented in the Fall/12. Patterns in student responses, especially to key questions, will be examined for feedback on the program to be used to assess whether the program is succeeding from the students point of view. Crucial will be indicators that students perceive the program to be value-adding to their lives. Where problems, limitations or weaknesses in the program are revealed, the Assessment Committee will join with the Curriculum Committee to determine whether and what actions might be taken to improve the program.
4. This spring will make the first semester for which we will be able to ***collect data from the Assessment Survey for a subset of philosophy courses on a three year rotation***. Over the summer, the Assessment Committee will review the results of this assessment instrument to ensure that courses are being taught with the same eye toward quality and reliability. Any patterns found in the results which are indicative of a problem with the reliability of student assessment in courses will be brought to the curriculum committee for consultation and further action.
5. Early Fall/13 the department will hold a meeting specifically devoted to reviewing the assessment report for AY 2012-13. The department has committed to holding such an annual assessment meeting to ensure everyone in the department is aware of the results of the report from the previous year's program assessment and to determine when and where improvement can be made. All members of the department will be encouraged to participate and contribute, as all are stake-holders in the quality of the program and in assessing our good works.