

Report of the Committee on Assessment of Institutional Effectiveness
Program: Philosophy, B.A.
2019

1. Program has an articulated Mission Statement that aligns with the Colleges' mission and Strategic Plan.

MEETS: This statement is not concise. It includes aspects of the mission that aren't actually the mission. Less may be more here. What is identifiable as a mission aligns with the Colleges' mission and the four goals of the Colleges' strategic plan.

2. Program has stated goals and learning outcomes in support of its mission statement.

MEETS: Program has five clearly defined learning outcomes and collected data on three SLOs.

3. Program uses assessment tools to evaluate the effectiveness of learning outcomes.

MEETS: The assessment tools are appropriate but it's possible that a more succinct mission statement would lead to less learning outcomes that can be more accurately measured. As is, the program doesn't measure 2 of 5 learning outcomes. The use of exit interviews is commendable.

4. Program reflects and if necessary acts on assessment of student learning.

MEETS: The faculty clearly reflects on their assessments. Since the department does only outcome-based assessment, there is the thought that using value-added assessment might better reveal what their programs actually teach.

5. Program has implemented curricular change to better meet program goals and learning outcomes.

MEETS: The program has "closed-the-loop" by critically examining their assessment data and making adjustments. They've changed their logic offerings from a two-semester sequence to a one-semester course in the previous review period.

6. Program has professionally active and engaged faculty scholars.

MEETS WELL: Faculty in the program are consistently productive scholars who have published both books and articles. The Aesthetics Workgroup serves as an outlet for the discussion of ongoing research, as well as an opportunity to hear from visiting scholars. Faculty serve as reviewers on a regular basis.

7. Program has faculty members who are engaged in service to their Department, School, Campus, Discipline, and/or their community.

MEETS: Most faculty are actively engaged in service to the department and the institution. There is appropriate disciplinary activity, and faculty members contribute service to the community.

8. Program provides opportunities for faculty development in teaching and research.

MEETS: Program provides funding for research and travel, while encouraging faculty to apply for additional sources of funding. The Aesthetics Working Group provides an outlet for the discussion of ongoing research, and there is a pedagogy “discussion” once a year. Faculty are pursuing DE training. It is suggested that the department attempt to engage more in the development of teaching.

9. Program produces alumni able to launch successful careers, enter graduate programs, or contribute to society.

Approaching Goal: This determination is largely a result of the limited evidence provided. Although it appears that Philosophy majors are having success in continuing their education, there is no mention of how graduates have done in securing employment or contributing to society in other ways. The program is advised to attempt to collect data from graduates to identify what graduates in Philosophy are doing when they leave C of C, other than continuing their educational endeavors.

10. Program contributes to broader educational development of students through participation in Gen Ed, QEP, FYE, Honors, Interdisciplinary, etc

MEETS: Philosophy makes a strong contribution to general education and also contributes to the honors college, the FYE, and interdisciplinary programs. Philosophy should consider ways to contribute to the current QEP on Sustainability Literacy.

11. Program provides high impact experiences to students.

MEETS: All majors are required to complete a high impact learning experience, and a variety of bachelor’s essays, independent studies, and student research projects have been supported.

12. Program has an effective enrollment strategy.

APPROACHING GOAL: Although enrollment in courses, overall, continues to be strong, the significant drop in the number of majors is worrisome for the health of the program, due to the difficulty in getting major courses to make. The evidence document lists several common strategies for attracting majors that are used commonly. The program may need to get more creative in their recruitment strategies.

13. Program has sufficient resources so as to not be overly reliant on adjunct faculty, and has an articulated process for adjunct evaluation.

MEETS WELL: The Philosophy program employs adjuncts in only a few circumstances, and those they employ, for the most part, could be roster faculty elsewhere. Adjunct evaluation, when necessary, is a product of evaluation and review of course materials. This process could be articulated a bit more clearly.

14. Program attracts diverse students and faculty.

Students: DOES NOT MEET: Although the department’s percentages of minority (generally), African American, and women graduates are similar to the national averages for Philosophy, these numbers are

far out of step with the population in general and with the student makeup of the College, particularly in terms of numbers of women. The department has made some efforts to attract female students, and these efforts should continue and be expanded, perhaps by exploring ties with WGST and AAST and pre-law programs.

Faculty: DOES **NOT** MEET: Although 45% of the faculty are women, and there is one faculty member who identifies as LGBTQ, there are no under-represented minorities on the Philosophy faculty. The committee recognizes, however, that there is a dearth of PhDs in Philosophy who are members of under-represented minorities.