

**University of West Georgia
Philosophy Program
Assessment AY2011-2012
Prepared Fall 2011**

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I. Basic Information

Number of majors: 84

 Traditional philosophy major (no concentration): 29

 Pre-Law concentration: 26

 Religion concentration: 12

 Freshman assigned to Pre-Law concentration by EXCEL Center: 17*

Number of permanent faculty: 4

Number of temporary faculty: 4

Number of sections f2011: 20

Number of Core seats taught by permanent faculty, f2011: 203

Number of Core seats taught by temporary faculty, f2011: 361

Number of Core seats:

 Area B1 (PHIL 2020): 172

 Area C2 (PHIL 2010 and 2030): 392

 Area E4 (PHIL 2130): 0

Number of degrees: 1 (B.A. in philosophy)

Number of concentrations: 2 (religion and pre-law)

Number of Student Research Presentations (2010-11): 5

 Presentations at UWG: 3

 Presentations at Regional Conferences: 1

 Presentations at National Conferences: 1

 Total Number of Students Presenting: 5

*In fall 2011, 22 incoming freshmen who had expressed an interest in “pre-law” were designated as philosophy majors by the EXCEL Center. In earlier years, these students would have been designated as “Pre-Law” majors. But when COAS was dissolved and all degree programs had to be reentered into Banner with new college affiliations, the old “Pre-Law” designation was eliminated from the system (we believe that this happened because there never was an actual “Pre-Law” degree program—that designation in Banner was actually used for political science majors who planned to attend law school after graduating from UWG). So the only official “pre-law” designation in Banner was our pre-law concentration. None of these 22 freshmen had indicated an interest in philosophy, but they were given to us by default, and we agreed to advise them. As of this writing, 17 of them are still philosophy majors enrolled at UWG.

II. Mission Statement

It is the purpose of the Philosophy Program to expose students to the distinctive ways in which different philosophical traditions have examined the basic issues of life. Our aim is not only to examine these diverse philosophies, but to teach students a unique method of inquiry that has at its basis the belief that deep-seated convictions, prejudices and beliefs should be thoroughly scrutinized. It is our goal to help students focus on the meaning of an idea, its basis, coherence, and relation to other ideas; to understand the role of premises and inference in ordinary discourse as well as in philosophical argumentation; to recognize and define different world views; and to comprehend the history of philosophy in particular. In the process, we strive to teach students general problem solving skills and critical thinking skills, help them develop communicative, analytical and persuasive skills, and sharpen their writing and synthesizing skills. All of this is done to enhance the lives of our students and to prepare them for success in academic and workplace environments

III. Program Goals and Objectives

Program Goal 1: Curriculum and Instruction

To provide a broad curriculum encompassing a variety of philosophical methods and traditions, as well as high quality instruction employing both traditional and emerging pedagogical techniques, such that students who complete the B.A. in philosophy possess a core body of philosophical knowledge and skills.

Objectives

- ? To maintain class sizes that allow for quality faculty-student interactions.
- ? To require extensive, written results of philosophical research in upper-division courses.
- ? To require oral presentations of philosophical research in select courses.
- ? To incorporate the use of new media in select courses.
- ? To assess the curriculum on an annual basis with a view to improving it whenever and however possible.

Outcomes

Every student graduating with a B.A. in philosophy will be able to:

1. discuss the general historical development of the discipline of philosophy;
2. discuss three major historical figures of philosophy;
3. ask philosophical questions and differentiate their types;
4. incorporate a philosophical position in oral and written communications;
5. critically outline and analyze philosophical issues;
6. exhibit critical thinking skills.

Program Goal 2: Progression, Graduation, and Professional Preparation

To ensure that students progress toward their degrees at a satisfactory pace and that they graduate within a reasonable period of time.

Objectives

- ? To advise every philosophy major once per semester to ensure appropriate selection of courses.
- ? To offer required courses with sufficient frequency to allow students to graduate within a reasonable period of time.
- ? To provide a variety of opportunities for extra-curricular philosophical activity, including student-driven events and organizations.
- ? To assist students in identifying the skills they have acquired in order to market themselves in academic and workplace environments.

Outcomes

- ? The graduation rates of philosophy majors will be consistent with or exceed those of the institution.
- ? By the time that he or she graduates from the institution, each philosophy major will complete a senior portfolio containing evidence of his or her professional preparation.

Program Goal 3: Student Research

To encourage student research and other creative endeavors that enhance an understanding of philosophical argumentation and prepare students for success in academic and workplace environments.

Objectives

- ? To assist students with individual research projects.
- ? To encourage students to participate in professional meetings and scholarly competitions.

Outcomes

- ? Some philosophy majors will participate in scholarly activities other than those required by their course work (Honor's theses, presentations at student conferences, submissions to undergraduate philosophy journals, etc.).

Program Goal 4: Professional Development of Faculty

To promote professional development by supporting faculty research and other professional activities.

Objectives

- ? To fund faculty participation in professional meetings.
- ? To strengthen faculty members' ability to obtain internal and external funding for other scholarly activities.
- ? To facilitate reassigned time for research and paid research leave.

Outcomes

- ? Faculty will make appropriate progress through ranks by meeting or exceeding requirements for the professional development necessary for promotion.
- ? Faculty will demonstrate consistent productivity in annual reports.

IV. Student Learning Outcomes

Every student graduating with a B.A. in philosophy will be able to:

1. discuss the general historical development of the discipline of philosophy;
2. discuss three major historical figures of philosophy;
3. ask philosophical questions and differentiate their types;
4. incorporate a philosophical position in oral and written communications;
5. critically outline and analyze a philosophical question.
6. exhibit critical thinking skills.

V. Assessment Plan

Our plan for assessing whether our students meet the six Learning Outcomes listed in section IV includes the following assessment instruments.

A. Senior Portfolio

Each philosophy major's academic advisor maintains for that student a Senior Portfolio. This file is kept by the student's advisor until he or she graduates, at which point it is transferred to the Philosophy Program's files. Each Senior Portfolio contains the following:

1. The student's **Senior Seminar paper**: an original essay that reflects research into primary sources and secondary philosophical texts and that represents active engagement with theoretical and critical issues in philosophy. Majors are required to write this paper in order to earn a passing grade in PHIL 4300 (Senior Seminar), the capstone course that each philosophy major is required to take in his or her senior year.
2. A completed **program sheet** (a.k.a. advising sheet), maintained and updated regularly by the student's academic advisor. The sheet should be completed, with a record of every class that the student has taken that will count toward his or her B.A. in philosophy, during the student's last advising meeting with his or her advisor, usually during the semester before the student graduates. Appendix A contains copies of all three program sheets (philosophy, pre-law and religion) used during the current academic year.
3. An **intellectual autobiography** in which the student discusses, e.g., a favorite philosopher, a first memory of scholarly interest, the impact of a mentor, or one or more topics of past, present, or future research interest. This autobiography is a required writing assignment in PHIL 4300.
4. An up-to-date **resume**, another required writing assignment in PHIL 4300.
5. The names of at least **two references**, which may be included on the student's resume. (The portfolio may also include letters of recommendation for admittance into graduate school written by Philosophy Program faculty, but these are not required.)

6. The **Senior Outcomes Assessment Form**, which is completed by the instructor teaching PHIL 4300 during an interview conducted with the student during the semester in which he or she is enrolled in PHIL 4300. Participation in this interview is also required for students in PHIL 4300. (See below for more information about this document.)

The criterion of success for this aspect of our assessment is that 90% of students who complete each section of PHIL 4300 have a complete Senior Portfolio containing each of the six items listed above. At the beginning of each fall semester, the Director of the Philosophy Program examines the portfolios of all students who have completed PHIL 4300 the previous fall semester (PHIL 4300 is offered each fall).

B. Senior Outcomes Assessment

We require that each student enrolled in PHIL 4300 participate in an outcomes assessment conducted by the instructor. The results of this assessment are collated by the Director of the Philosophy Program. Our plan is to build a database from this information as we continue to collect it in the coming years. We believe that prudent use of these data will allow us to assess the strengths and weaknesses of our undergraduate curriculum with a view to improving it where needed.

This assessment requirement was introduced in fall 2009 in the form of an interview. Assessment data were collected via interviews conducted by the PHIL 4300 instructor during fall 2009 and fall 2010, so as of this writing we have collected Senior Outcome Assessment data for two sets of graduating students. Collection of this data will continue in fall 2011 via a new, written assessment. For copies of the Senior Outcomes Assessment forms used in fall 2010 (interview) and fall 2011 (written assessment), see Appendix B.

The criterion of success for this aspect of our assessment is the average score for each LO be 3.5 or higher.

C. Senior Seminar Anthologies

The instructor of each section of PHIL 4300 selects the best seminar papers written by the students in that class (typically, the papers that received final grades of “A” or “B”) to appear in an anthology that is published by the Philosophy Program during the semester after which the class is taught. This anthology contains the best work by our graduating students and reflects the analytical and communicative skills that they have acquired through their studies with us.

The criterion of success for this aspect of our assessment is that 90% of essays published in the anthology meet at least three of our program learning outcomes. This assessment is made by the professor teaching the relevant section of PHIL 4300 at the beginning of each spring semester.

D. Program Exit Survey

We request that students enrolled in PHIL 4300 complete a **Program Exit Survey**. This survey is both voluntary and anonymous, like the evaluations that students are asked to write of each of their classes at the end of each semester. For the form that was used to conduct this survey in fall 2010, see Appendix C.

E. Feedback Process

The Philosophy faculty meet early each fall semester to discuss the assessment data gathered during the previous academic year, including the exit survey, the alumni survey (when available), and Senior Outcomes Assessments. We collectively determine the basic findings and based upon those findings develop action items to be implemented during the academic year. We then compare the degree of fit between our stated goals and the composite view of our students. We anticipate that these feedback sessions will sometimes result in changes to the Philosophy Program’s assessment plan, as well as to its curriculum, program goals and objectives, and student learning outcomes.

VI. Results of Assessment

Results for AY2010-2011 are as follows.

A. Senior Portfolio

The following table summarizes the contents of the Senior Portfolios of the philosophy majors who completed PHIL 4300 in fall 2010 (checks indicate that the item is present in the portfolio, while “X”s indicate that the item is absent):

Fall 2010	Seminar Paper	Program Sheet	Intellect. Autobio.	Names of Refs	Resume	SOA
Student 1	??	??	??	?	??	??
Student 2	??	??	??	?	??	??
Student 3	??	??	??	?	??	??
Student 4	??	??	??	?	??	??
Student 5	??	??	??	?	??	??
Student 6	??	??	?	??	?	?
Student 7	??	??	??	??	??	??
Student 8	??	??	??	?	??	??
Student 9	??	??	??	?	??	??
Student 10	??	??	??	?	??	??

Again, the criterion of success for this aspect of our assessment is that 90% of students who complete each section of PHIL 4300 have a complete portfolio. Each of the 10 students in this year’s cohort have complete Senior Portfolios, so we have exceeded the criterion of success for this portion of our assessment process.

During our first fall 2011 assessment meeting, the Philosophy Program faculty discussed the value of recording references in Senior Portfolios and decided to exclude this beginning in AY2011-12.

B. Senior Outcomes Assessments

The anonymized results are summarized in the table below (different numbers have been assigned to each student in this summary than in the summary of the contents of the Senior Portfolio):

SOA Scores:	LO-1	LO-2	LO-3	LO-4	LO-5	LO-6	AVERAGES
Student 1	2	2	3	2	3	3	2.5
Student 2	1	1	1	2	1	3	1.5
Student 3	4	4	4	5	5	5	4.5
Student 4	2	3	3	3	2	4	2.83
Student 5	5	5	5	5	4	5	4.83
Student 6	2	2	1	3	3	5	2.67
Student 7	5	4	4	4	4	5	4.33
Student 8	5	4	5	4	4	5	4.5
Student 9	4	3	5	3	3	3	3.5
Student 10	4	3	4	3	3	3	3.33
AVERAGES	3.4	3.1	3.5	3.4	3.2	4.1	3.45

For LO-1 through LO-5, each student was assigned by the instructor of PHIL 4300 (in this case, Dr. Lane) a score from 1 to 5 for each of our Student Learning Outcomes:

- 1 = student fails at this task
- 2 = student is below average at this task
- 3 = student is average at this task
- 4 = student is above average at this task
- 5 = student excels at this task

For LO-6, students were assigned scores based on their final grades in Critical Thinking (PHIL 2020), as follows:

- A 5
- B 4
- C 3
- D 2
- F 1

Again, the criterion of success for this aspect of our assessment is that the average score for each LO is 3.5 or higher.” The scores for only two of the LOs assessed in AY2010-11 are equal to or above 3.5. We are not happy with these results, but we suspect the shortcomings that they capture have less to do with our students’ knowledge and abilities and more to do with our assessment techniques themselves. [See Section E, below, on how we will be revising this portion of our assessment process next year.]

C. Senior Seminar Anthologies

Walking the Road of Inquiry: Essays on Peircean Philosophy (ed. Robert Lane), published in spring 2011, contains papers by all ten students who completed PHIL 4300 in fall 2010. The instructor (Lane) assigned each essay a score for each of three LOs:

- ? LO-4: incorporate a philosophical position in oral and written communications.
- ? LO-5: critically outline and analyze a philosophical question.
- ? LO-6: exhibit critical thinking skills.

based on the following scale:

- 1 = student fails at this task
- 2 = student is below average at this task
- 3 = student is average at this task
- 4 = student is above average at this task
- 5 = student excels at this task

Scores assigned were as follows:

Seminar Paper Scores:	LO-4	LO-5	LO-6	AVERAGES
Student 1	2	2	2	2.0
Student 2	5	5	5	5.0
Student 3	4	3	4	3.67
Student 4	3	3	4	3.33
Student 5	5	5	5	5.0
Student 6	3	2	3	2.67
Student 7	5	5	5	5.0
Student 8	2	2	1	1.67
Student 9	4	4	4	4.0
Student 10	3	3	4	3.3
AVERAGES	3.44	3.22	3.56	3.41

[Different student numbers were assigned for this purpose than for the SOA scores and Senior Portfolio record documented above.]

Again, the criterion of success for this aspect of our assessment is that 90% of essays published in the anthology meet at least three of our program LOs. We construe this standard as requiring that a student achieve a score of “3” (“student is average at this task”) or higher on the three LOs assessed. So for 2010-2011, 70% of the essays published in the anthology met (scored “3” or better) at three of our LOs. However, the instructor for this section of PHIL 4300 elected to include in the anthology *all* seminar papers written for the course, including four that earned “C” grades. Had the instructor been more selective, we would have met our standard for success in this area. [See Section E, below, on how we will be revising this portion of our assessment process next year.]

D. Program Exit Survey

All 10 students enrolled in the fall 2010 section of PHIL 4300 completed and submitted this year's Exit Survey.

Quantitative Results. The Survey asks students to indicate the degree to which the faculty of the Philosophy Program have met each of the following Program Goals on a scale of 1-10, with 1 meaning "not at all" and 10 meaning "a great deal":

1. To provide a broad curriculum encompassing a variety of philosophical methods and traditions, as well as high quality instruction employing both traditional and emerging pedagogical techniques, such that students who complete the B.A. in philosophy possess a core body of philosophical knowledge and skills.
2. To ensure that students progress toward their degrees at a satisfactory pace and that they graduate within a reasonable period of time.
3. To encourage student research and other creative endeavors that enhance an understanding of philosophical argumentation and prepare students for success in academic and workplace environments.

Results were as follows:

Exit Survey Scores	Q1	Q2	Q3
Student 1	9	8	8
Student 2	9	9	10
Student 3	7	5	7
Student 4	9	8	9
Student 5	10	10	8
Student 6	7	10	6
Student 7	9	8	7
Student 8	8	3	9
Student 9	10	9	10
Student 10	7	8	9
AVERAGES	8.5	7.8	8.3

Qualitative Results

As in previous years, the majority of students who commented on our program's strengths mentioned its faculty as its greatest strength, e.g., "The teachers are all very dedicated to the success of the students in this program." "The instructors ... all enjoy what they do and help make philosophy fun to learn." "All classes are taught by professors who have a thorough understanding of philosophy in general and there area of specialization." "Out of all of the classes I have taken at [UWG] the Philosophy Program ... has the best professors." "One of the key strengths is the variety of expertise demonstrated by each faculty member. All are effective teachers and exhibit different styles." All four tenured or tenure-eligible members of our faculty were specifically mentioned by at least one student for his or her positive contributions to that student's college experience.

Another trend revealed in this batch of surveys, and something else that we are accustomed to reading in them, is that there are too few philosophy professors. The consensus among our graduating students is that we need more tenurable faculty lines representing more specializations within the discipline, thus enabling us to offer a wider range of classes and to offer existing classes with greater frequency. One student commented that the Philosophy Program “is too small, so that the kinds of topics available for study are limited to a (*good!!*) but small collection.” Other comments included: “There are not enough teachers and not enough subjects to cover the variety range of philosophy in general.” “One major weakness is having to wait for a certain semester for certain classes that are needed.” “There is a lack of choice with regard to the number of classes offered, but this does not seem to be the fault of the philosophy program.”

Appendix D contains the full results of the survey given during fall 2010. The combined results of this survey for years 2004-2010 are in Appendix E.

E. Feedback Process

This year our assessment meetings were held on September 14 and September 21. For minutes of these meetings, see Appendix G. During these meetings we decided to implement the following changes to our assessment processes:

- ? As mentioned in section IV-A, we will discontinue requiring that names of references be recorded in each student’s Senior Portfolio.
- ? We will begin assessing LO-1 through LO-3 (1: Discuss the general historical development of the discipline of philosophy; 2: Discuss three major historical figures of philosophy; 3: Ask philosophical questions and differentiate their types) via a written assessment instrument rather than via an interview. This written assessment will be administered during PHIL 4300, and the results will be scored by all tenured and tenure-track members of the Philosophy Program faculty. Further, assessment of LO-4 (Incorporate a philosophical position in oral and written communications) will be via the students’ final course grades in PHIL 4300, and assessment of LO-5 (Critically outline and analyze philosophical issues) will be based on the grade assigned to the students’ final seminar papers written for PHIL 4300. We believe that these alternative forms of assessment will more accurately reflect what our students have learned during their studies in the Philosophy Program.
- ? We will no longer assign separate scores for LOs 4, 5 and 6 to each essay selected for the Senior Seminar anthology. Rather, grades assigned to *all* seminar papers will be used to assess for LO-5.

VII. Implications and Limitations of Assessment Results

As mentioned in previous years’ Assessment Documents, it is impossible to compare our graduating students with UWG’s graduating population without a Senior Report Card instituted at the University level. Such a document might include comparisons of the GPAs of philosophy majors to students majoring in other disciplines, comparisons of standardized test scores with overall major GPAs (to help discover where we stand with regard to grade inflation in relation to other degree programs), and a poll of all undergraduates graduating from UWG in a given year (to determine how philosophy fares compared to other programs with respect to satisfaction in

skills and advising). Without this data, we are severely restricted in our efforts to evaluate our program as compared to other programs on campus.

Despite these limitations, we are still able to draw from the assessment data that we have collected the following implications about the Philosophy Program’s strengths and weakness.

A. The Need for More Permanent Faculty

Given the assessment data recorded and analyzed above, we continue to believe that the severest threat that we face is the limited number of permanent philosophy faculty and our ever increasing student-to-faculty ratio.

At the end of AY2004-2005, we lost two tenured or tenure-track faculty members and were allowed to replace only one. We believe that the reinstatement of this line is vital to the continued growth of our program and to our ability to serve the University effectively. As described above, our Exit Surveys indicate that our majors recognize that the program needs more faculty members in order to provide more diverse course offerings. We have not offered a number of our upper-division courses, including Asian Philosophy and Feminist Philosophy, for several years, not because of lack of student interest, but because we simply do not have the faculty to teach them. We agree with our majors that we should be able to offer more upper-level courses, but that is only one reason among many why we need to grow the philosophy faculty. Some other reasons are as follows.

? **Program Growth.** The Philosophy Program continues to show consistent growth. We began the 2010-2011 academic year with 60 majors. This represents growth of more than 70% over the last five years and of more than 500% over the last ten years. (This trend began before we lost our fifth line; the number of students majoring in philosophy has grown by more than 500% over the last ten years.) As the number of philosophy majors has increased, so has the number of graduating philosophy majors:

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
graduates	1	2	5	5	4	5	9	14	9	12*

*Anticipated.

? **Increasing Credit Hour and BOR FTE Production.** In 2010-11, overall credit hours increased to 4881, an increase of 65% since 2005-06. Undergraduate credit hours within the major increased to 579 in 2010-11, an increase of 71.3% since 2005-06. BOR FTEs increased to 162.7 in 2010-11, an increase of 64.6% since 2005-06. It stands to reason that these increases would accelerate with the reinstatement of our 5th line. Without that line, our ability to assist the University in meeting the USG’s second Strategic Goal, viz. creating “enrollment capacity to meet the needs of 100,000 additional students by 2020,” will be minimized.

- ? **Service to the Core.** Our Core classes continue to fill or nearly fill. One of the faculty members who left in 2004-05 was teaching a 4-4 load, and we replaced him with a tenure-track faculty member with reassigned time for research. In effect, by replacing only one faculty member, we lost 8 sections per year, at least 4 of which would have been Core sections. The effects of this loss have been somewhat reduced by a Core instructor line that the VPAA has funded since 2008-09, as well as by a small number of VPAA-funded part-time instructors. But since these lines are not part of the Philosophy Program's budget, we cannot assume that they will continue. This is especially worrisome given the recent USG-mandated changes to the Core curriculum that UWG has already implemented, and another that we will soon implement:
- ? Area C has changed from "Humanities and Fine Arts" to "Humanities, Fine Arts, and Ethics." We anticipate that this will increase demand for PHIL 2030 (Introduction to Ethics), since it is the only Ethics class in the UWG Core. Without an additional faculty member, we can guarantee only that up to three sections of this course will be offered each year.
 - ? There is a new Overlay Requirement for "Global Perspectives." In AY2010-11, PHIL 2010 (Introduction to Philosophy) and PHIL 2130 (Introduction to World Religions) were selected as classes that meet this requirement. Without an additional faculty member, we can guarantee only that three sections of PHIL 2010 and one section of PHIL 2130 will be offered each year. With an additional faculty member, we would be able to offer more sections of both of these courses and thus help to meet the USG's Strategic Goal One, which requires that we "[i]ntegrate international education throughout the curriculum at all levels and across disciplines."¹
 - ? Beginning in AY2012-13, there will be a new "Critical Thinking" Overlay Requirement that all students will be required to complete. We have submitted PHIL 2010 (Introduction to Philosophy), PHIL 2020 (Critical Thinking) and PHIL 2030 (Introduction to Ethics) as candidates for courses to meet this requirement, and we anticipate that all three will be accepted. Without an additional faculty member, we can guarantee that a sufficient number of sections of these courses will be offered each year.
- ? **High Student-to-Faculty Ratio.** As of this writing (November 2011), our ratio of philosophy majors to tenured and tenure-eligible faculty is 21 to 1 (84 majors to 4 TE faculty members), the highest of any among our comparator and aspirational institutions with philosophy degree programs and for which we have recent data. This has obvious negative implications for our ability to provide quality advising to our majors and thus for our ability to fulfill USG Strategic Goal 1, which requires that we "improve the quality of information to students and student-advisor interactions."² It also has negative implications for our ability to assist students who wish to pursue individual research. The following tables summarize data from our comparator and aspirational institutions:³

¹ http://www.usg.edu/strategicplan/one/global_prep.phtml

² <http://www.usg.edu/strategicplan/one/advising.phtml>

³ UWG's comparator and aspirational peers are cataloged in agenda of the March 17, 2009 meeting of the Board of Regents of the University System of Georgia, p.55, URL = < http://www.usg.edu/regents/documents/board_meetings/agenda0309.pdf >. Data was requested from chairs of

Comparator Institutions	# T / E faculty	# majors	ratio of majors to faculty
Bridgewater State	7	30	4.3 : 1
Central Washington U	7	60	8.6 : 1
East Stroudsburg U PA	5	13	2.6 : 1
Edinboro U of PA	4	14	3.5 : 1
Kutztown U of PA	7	30	4.28 : 1
Minnesota State Mankato	6	15	2.5 : 1
University of Central MO	3.5	10	2.6 : 1
Southeast Missouri State	3	37	12.3 : 1
U Central Oklahoma	4	30	7.5 : 1
University of West Georgia	4	84	21:1

Aspirational Institutions	# T / E faculty	# majors	ratio of majors to faculty
Appalachian State U	7	24	3.4 : 1
James Madison U	13	71	5.5 : 1
Montclair State	6	35	5.8 : 1
U of Northern Iowa	4	28	7 : 1
U N C Wilmington	8	35	4.3 : 1
West Chester U PA	6	59	9.8 : 1
University of West Georgia	4	84	21:1

The average ratio of philosophy majors to tenured or tenure-track faculty at these institutions is 5.6 to 1. **Our ratio is more than three times the average.**

Even assuming that our number of majors would not grow larger than 84 were a fifth line added, that addition would reduce our ratio only to 16.8 to 1. **This would still be the highest ratio among our comparator and aspirational institutions.**

B. Religion Track

Depending on how one counts, participation in the religion concentration itself has either remained steady since last year or has increased a bit. At this time last year (November 2010), the percentage of religion-track students among all philosophy majors was 14.5% (10 out of 69).

respective departments during fall 2009. Not all requests were answered. These tables include information for those comparator and aspirational institutions with degree programs in philosophy and who answered our requests.

- ? If the pre-law freshmen that we have inherited from the EXCEL Center are included in the total count of philosophy majors, the students in our religion track constitute 14.3% (12 out of 84) of all philosophy majors.
- ? If those pre-law freshmen are excluded, then students in our religion track constitute 17.9% (12 out of 67) of all philosophy majors.

The upper-division courses that are required for majors in our religion concentration (Christian Thought, Religious Texts, and Philosophy of Religion) continue to be extremely popular, filling or nearly filling each time they are taught. But an obstacle to the continued growth of this concentration, as well as to the religion minor, is that we can typically offer only two of these courses during any given academic year. This is because we have only one faculty member who is able to teach these courses. The same is true of PHIL 2130 (Introduction to World Religions), which is required for all students in the religion concentration as well as for all religion minors and thus serves as a gateway to that concentration and that minor. With current staffing, we are typically able to offer at most two sections of PHIL 2130 each year. In some recent years, we have been able to secure a part-time instructor with VPAA Core funds to teach extra sections of PHIL 2130. But it is much harder to find part-time instructors who are trained to teach that course than it is to find instructors to teach our other three Core courses. We fear that without an additional, permanent faculty line, occupied by someone trained to teach courses at the intersection of philosophy and religion, participation in our religion concentration and minor may plateau at current levels. So we will continue to request the reinstatement of the fifth TT line that we lost in 2005. We will also explore the possibility of adding religion-themed courses taught outside of the Philosophy Program (e.g., in History and Psychology) as upper-level electives. Doing so would make it easier for students to complete the religion minor and thus might attract more students to it.

C. Retention and Graduation Rates

Our retention rate for AY2010-09 was 78%, about the same as in AY2009-2010. (See Appendix F.) As noted in earlier assessment reports, our graduation rates have significantly improved in the last several years, but are not as high as we think they should be. As of this writing there are 67 philosophy majors (not including 17 “pre-law” students we have agreed to advise), but we anticipate graduating only 12 during AY2011-12. We still have not been able to identify a primary reason for this. Each student who fails to graduate on time, or to graduate at all, seems to have a different story. Some leave school in order to earn more money at their jobs but with the intention of returning—some do return (sometimes years later), but some don’t; others progress through their classes on schedule but end up with GPAs too low to graduate without retaking earlier classes; still others simply fail to register for the correct classes, not because they were inadequately advised, but because they did not register for the classes that their advisors told them to take. The variety of reasons why students do not graduate on time is illustrated by this year’s Exit Survey, administered to the ten students enrolled in the fall 2010 section of PHIL 4300. We asked two questions intended to unearth information about students’ ability to progress toward their degree in a reasonable amount of time. First, we asked, “Will you graduate with a philosophy degree within four years from when you enrolled in college?” Only three answered “yes.” The other seven responded to the following question: “If you will not graduate within four years, what is the reason for needing more than four years to complete your degree?” They cited the following reasons (some students indicated more than one of these):

- Decided on philosophy major too late (2)
- Required classes not offered frequently enough (2)
- Had to retake classes failed the first time around (1)
- Foreign language requirement (1)
- Not mature when starting college (1)
- Enrolled part-time (1)
- Dropped out temporarily to work (1)

Out of the seven students answering this question, no more than two cited the same reason for taking longer than four years to graduate.

D. Student Research

One of the Essential Activities enumerated in UWG’s Mission Statement is “[f]aculty-directed student research and professional activities that complement classroom learning through learning by doing and reflection on doing.”⁴ One of the Philosophy Program’s continuing strengths is its reflection of institution’s emphasis on student research. However, the number of philosophy students participating in research activities outside the classroom slipped during FY2010-11:

	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Total Student Research Presentations	8	5	7	10	11	11	5
Presentations at UWG	2	1	1	8	5	8	4
Presentations at Regional Conferences	6	4	6	2	5	2	0
Presentations at National Conferences	0	0	0	0	1	1	1
Total Number of Students Presenting	4	4	4	5	4	8	5

We are concerned that with more and more of our time being consumed with other responsibilities (teaching larger numbers of students in our upper-division courses, advising more and more philosophy majors, engaging in mandated assessment activities, participation in QEP activities, etc.), we will have less time to devote to the mentoring required for successful student participation in extra-curricular research. Unlike the physical and social sciences,

⁴ <http://www.westga.edu/1874.php>

research in philosophy is nearly always a singular endeavor. It is not conducted by groups, and so there are no research teams of which undergraduates may easily be made members. There are no laboratory studies or field work conducted by philosophy professors and in which undergraduates may be enlisted in supporting roles. Undergraduate research in philosophy is typically work conducted by a single philosophy student, on a project originated by that student, under the direction of a single professor. For these reasons, the direction of that research invariably takes time away from a professor's other work, including his or her own research. The direction of student research as a central part of our mission—student research is, in fact, one of our three Program Goals—and so will continue our efforts in this direction, and we will also continue to make the case for the reinstatement of our fifth TT line, as that reinstatement can only improve our record of promoting student research.

VIII. Future Plans

As we have noted in previous years' reports, the Philosophy Program's teaching mission continues to be threatened by a shortage of faculty. At the beginning of AY2011-12, we once again requested that the line we lost in 2005 be reinstated, but that request was again denied. We will continue making a case to our Dean and to the VPAA that it is essential to our Program and our ability to continue to serve our students and the University that that fifth line be reinstated.

We began the fall 2011 semester with 60 majors and as of this date we have 67 majors, plus an additional 17 "pre-law" freshmen assigned to us by the EXCEL Center. We are on track to graduate 12 students in AY2011-12. We will continue our efforts to recruit more majors into our degree program and to graduate a greater percentage of them.

We will participate in the implementation of the University's QEP (Quality Enhancement Plan), the topic of which is Undergraduate Student Writing. The two LOs are that students be able to (1) write in standard English and (b) apply writing to discipline-specific communication. Since discipline-specific writing is already a focus of our instruction, we look forward to working with our colleagues in other departments and colleges to help implement this aspect of the QEP.

Appendix A Program Sheets

A completed program sheet for each philosophy major is included in the senior portfolio maintained by his or her advisor. This appendix includes the advising sheets for our philosophy major and our pre-law and religion concentrations.

University of West Georgia
B.A. in Philosophy
2011-2012

U.S. / GA Constitution ____ U.S. / GA History ____
 Transfer? yes / no

 (Last) (First) (Middle)

CORE CURRICULUM	HRS	GR	TERM	TRNS/ SUB	MAJOR AND PROFESSIONAL CERTIFICATION	HRS	GR	TERM	TRNS/ SUB
A. Essential Skills	9				F. Program Related Courses	18			
1. ENGL 1101	3				1. PHIL 2010 (Intro. to Philosophy)	3			
2. ENGL 1102	3				2. PHIL 2020 (Critical Thinking)	3			
3. MATH 1001, 1111, 1113, or 1634	3				3. PHIL 2030 (Intro. to Ethics)	3			
					4. Humanities Elective:	3			
B. Institutional Priorities	5				5. FORL through 2002	3-6			
1. Elective:	3 or 4								
2. Elective:	1 or 2				Upper Division Courses in Philosophy	33			
					1. PHIL 3100 (Ancient / Medieval Phil.)	3			
C. Humanities/Arts	6				2. PHIL 3110 (Modern Philosophy)	3			
1. Elective:	3				3. PHIL 3120 (American Philosophy) or PHIL 4150 (Analytic Philosophy)	3			
2. Elective:	3				4. PHIL 3140 (Existentialism) or PHIL 4100 (Phenomenology)	3			
					5. PHIL 4300 (Senior Seminar)	3			
D. Science, Math, Technology	10				An additional six (6) courses , with a minimum of one (1) course from each of the areas A, B, C and D				
1. Lab Science	4				A. ? American Phil ? Symbolic Logic ? Analytic Phil ? Hist/ Phil. of Science	3			
2. Elective: Non-Lab	3				B. ? Existentialism ? Phenomenology ? Friendship & Love ? Hermeneutics ? Phil in Literature & Film	3			
3. Elective: Non-Lab	3				C. ? Professional Ethics ? Political Phil. ? Philosophy of Law ? Feminist Phil.	3			
					D. ? Religious Texts ? Christian Thought ? Phil. of Religion ? Asian Phil.	3			
E. Social Sciences	12				PHIL	3			
1. HIST 1111 or 1112	3				PHIL	3			
2. HIST 2111 or 2112	3								
3. POLS 1101	3								
4. Elective:*	3								
DSW Courses:									
1. <u>PHIL 4300: Senior Seminar</u> _____ (PHIL 3/4xxx)					Total Core	60			
2. _____ (ANY 3/4xxx)					Total Major	33			
Hours Transferred: _____					Total Minor and/Electives (see reverse)	27			
Date Evaluated : _____					TOTAL PROGRAM	120			

*PHIL 2130 (Introduction to World Religions) may fulfill the Core Area E4 requirement.

University of West Georgia
B.A. in Philosophy: Pre-Law Track
2010-2011

U.S. / GA Constitution ____ U.S. / GA History ____
 Transfer? yes / no

 (Last) (First) (Middle)

CORE CURRICULUM	HRS	GR	TERM	TRNS/ SUB	MAJOR AND PROFESSIONAL CERTIFICATION	HRS	GR	TERM	TRNS/ SUB
A. Essential Skills	9				F. Program Related Courses	18			
1. ENGL 1101	3				1. PHIL 2010 (Intro. to Philosophy)	3			
2. ENGL 1102	3				2. PHIL 2020 (Critical Thinking)	3			
3. MATH 1001, 1111, 1113, or 1634	3				3. PHIL 2030 (Intro. to Ethics)	3			
					4. Humanities Elective:	3			
B. Institutional Priorities	5				5. FORL through 2002	3-6			
1. Elective:	3 or 4								
2. Elective:	1 or 2				Upper Division Courses in Philosophy	33			
					1. PHIL 3100 (Ancient / Medieval Phil.)	3			
C. Humanities/Arts	6				2. PHIL 3110 (Modern Philosophy)	3			
1. Elective:	3				3. PHIL 4110 (Philosophy of Law)	3			
2. Elective:	3				4. PHIL 4115 (Political Philosophy)* *	3			
					5. PHIL 4120 (Professional Ethics)	3			
D. Science, Math, Technology	10				6. PHIL 4300 (Senior Seminar)	3			
1. Lab Science	4				An additional five (5) courses, with a minimum of one (1) course from each of the areas A, B, and C				
2. Elective: Non-Lab	3				A. ? American Phil. ? Symbolic Logic***	3			
					? Analytic Phil. ? Hist/ Phil. of Science				
3. Elective: Non-Lab	3				B. ? Existentialism ? Phenomenology	3			
					? Friendship & Love ? Hermeneutics				
					? Phil in Literature & Film				
					C. ? Religious Texts ? Christian Thought	3			
					? Phil. of Religion ? Asian Phil.				
E. Social Sciences	12				PHIL	3			
1. HIST 1111 or 1112	3				PHIL	3			
2. HIST 2111 or 2112	3								
3. POLS 1101	3								
4. Elective:*	3								
DSW Courses:									
1. <u>PHIL 4300: Senior Seminar</u> _____ (PHIL 3/4xxx)					Total Core	60			
2. _____ (ANY 3/4xxx)					Total Major	33			
Hours Transferred: _____					Total Minor and/Electives (see reverse)	27			
Date Evaluated : _____					TOTAL PROGRAM	120			

*PHIL 2130 (Introduction to World Religions) may fulfill the Core Area E4 requirement.

** POLS 4601 (Ancient and Medieval Political Thought) or POLS 4602 (Modern Political Thought) may be substituted for PHIL 4115 (Political Philosophy).

***Because Symbolic Logic enhances one's abilities in skills necessary for the LSAT, students in the Pre-Law track are strongly encouraged to take this course.

University of West Georgia
B.A. in Philosophy: Religion Track
2011-2012

U.S. / GA Constitution ____ U.S. / GA History ____
 Transfer? yes / no

 (Last) (First) (Middle)

CORE CURRICULUM	HRS	GR	TERM	TRNS/ SUB	MAJOR AND PROFESSIONAL CERTIFICATION	HRS	GR	TERM	TRNS/ SUB
A. Essential Skills	9				F. Program Related Courses	18			
1. ENGL 1101	3				1. PHIL 2010 (Intro. to Philosophy)	3			
2. ENGL 1102	3				2. PHIL 2020 (Critical Thinking)	3			
3. MATH 1001, 1111, 1113, or 1634	3				3. PHIL 2030 (Intro. to Ethics)	3			
					4. PHIL 2130 (Intro. to World Religions)	3			
B. Institutional Priorities	5				5. Foreign Language through 2002	3-6			
1. Elective:	3 or 4								
2. Elective:	1 or 2				Upper Division Courses in Philosophy	33			
					1. PHIL 3100 (Ancient / Medieval Phil.)	3			
C. Humanities/Arts	6				2. PHIL 3110 (Modern Philosophy)	3			
1. Elective:	3				3. PHIL 3205 (Religious Texts)	3			
2. Elective:	3				4. PHIL 3220 (Christian Thought)*	3			
					5. PHIL 4230 (Phil. of Religion)	3			
D. Science, Math, Technology	10				6. PHIL 4300 (Senior Seminar)	3			
1. Lab Science	4				An additional five (5) courses, with a minimum of one (1) course from each of the areas A, B, and C				
2. Elective: Non-Lab	3				A. ? American Phil. ? Symbolic Logic ? Analytic Phil. ? Hist/Phil. of Science	3			
3. Elective: Non-Lab	3				B. ? Existentialism ? Phenomenology ? Friendship & Love ? Hermeneutics ? Phil in Literature & Film	3			
					C. ? Professional Ethics ? Political Phil. ? Philosophy of Law ? Feminist Phil.	3			
E. Social Sciences	12				PHIL	3			
1. HIST 1111 or 1112	3				PHIL	3			
2. HIST 2111 or 2112	3								
3. POLS 1101	3								
4. Elective:	3								
DSW Courses:									
1. PHIL 4300: Senior Seminar _____ (PHIL 3/4xxx)					Total Core	60			
2. _____ (ANY 3/4xxx)					Total Major	33			
Hours Transferred: _____					Total Minor and/Electives (see reverse)	27			
Date Evaluated : _____					TOTAL PROGRAM	120			

*PHIL 3170 (Asian Philosophy) may be substituted for PHIL 3220

Appendix B

Senior Outcomes Assessment

Here we include two assessment instruments:

1. The form completed by the instructor of the fall 2010 section of PHIL 4300 during assessment interviews with the students in that course.
2. The form we will begin using in fall 2011 when we switch from interviewing students in PHIL 4300 to requiring that they complete a written examination.

Senior Outcomes Assessment

Student Name: _____

Date of Assessment: _____

Assessor: _____

Rate the student's ability to do the following on a scale of 1 to 5.

1=student fails at this task

4=student is above average at this task

2=student is below average at this task

5=student excels at this task

3=student is average at this task

1. Student can discuss the general historical development of the discipline of philosophy.

Rating: ____ Comments:

2. Student can discuss three major historical figures of philosophy.

Rating: ____ Comments:

3. Student can ask philosophical questions and differentiate their types.

Rating: ____ Comments:

4. Student can incorporate a philosophical position in oral and written communications.

Rating: ____ Comments:

5. Student can critically outline and analyze a philosophical question.

Rating: ____ Comments:

6. Student exhibits critical thinking skills.

Rating: ____ Comments:

Senior Outcomes Assessment
Fall 2011

Answer the following questions in as much detail and with as much clarity as possible in the time provided.

1. According to Alfred North Whitehead, “The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato.” Respond to this claim by EITHER
 - a. describing the general historical development of the discipline of philosophy, from the ancient period, through the medieval period, into the modern period and beyond; OR
 - b. tracing the development of a concept, idea, or belief from the ancient period, through the medieval period, into the modern period, and beyond.
2. Choose **three** major historical figures of philosophy; the figures may be drawn from the following list, or you may choose other figures:

St. Thomas Aquinas	Martin Heidegger	Charles Peirce
Hannah Arendt	John Hick	Alvin Plantinga
Aristotle	David Hume	Plato
St. Augustine	Edmund Husserl	Hilary Putnam
A. J. Ayer	William James	W. V. O. Quine
George Berkeley	Immanuel Kant	John Rawls
Albert Camus	Søren Kierkegaard	Richard Rorty
Rudolf Carnap	Gottfried Wilhelm Leibniz	Bertrand Russell
Simone de Beauvoir	John Locke	Jean-Paul Sartre
René Descartes	Maurice Merleau-Ponty	Peter Singer
John Dewey	John Stuart Mill	Socrates
Michel Foucault	G. E. Moore	Baruch Spinoza
Gottlob Frege	Friedrich Nietzsche	Simone Weil
Hans-Georg Gadamer		Ludwig Wittgenstein

For each of the three figures you choose:

- c. State one or more questions that the philosopher addresses, and say what kind of question it is (e.g., metaphysical, epistemological, ethical, political, etc.) and/or what tradition it belongs to (e.g., analytic philosophy, existentialism, phenomenology, pragmatism, etc.)

AND

- d. Discuss how the philosopher addresses that question(s).

rev. Sept. 2011

Appendix C
University of West Georgia Philosophy Program
Exit Survey

We, the Philosophy Program faculty, take seriously the opinions of our students. We are therefore soliciting the opinions of our graduating seniors in an effort to improve and build upon the strengths of our Program, as well as to address potential weaknesses and areas for growth.

Completing this questionnaire is purely voluntary, and you may choose not to answer any specific questions. Your answers will remain strictly confidential and will be coded for statistical purposes to further ensure your anonymity.

Section One: Please indicate the degree to which the faculty of the Philosophy Program have met each of the four goals described below.

- 1. To provide a broad curriculum encompassing a variety of philosophical methods and traditions, as well as high quality instruction employing both traditional and emerging pedagogical techniques, such that students who complete the B.A. in philosophy possess a core body of philosophical knowledge and skills.**

On a scale of 1-10, with 1 meaning 'not at all' and 10 meaning 'a great deal,' how well have we accomplished Goal 1?

1 2 3 4 5 6 7 8 9 10

- 2. To ensure that students progress toward their degrees at a satisfactory pace and that they graduate within a reasonable period of time**

On a scale of 1-10, with 1 meaning 'not at all' and 10 meaning 'a great deal,' how well have we accomplished Goal 2?

1 2 3 4 5 6 7 8 9 10

- 3. To encourage student research and other creative endeavors that enhance an understanding of philosophical argumentation and prepare students for success in academic and workplace environments.**

On a scale of 1-10, with 1 meaning 'not at all' and 10 meaning 'a great deal,' how well have we accomplished Goal 3?

1 2 3 4 5 6 7 8 9 10

- 7. What are your plans for after graduation (e.g. job, graduate school, etc.)?**

- 8. What skills do you think you have acquired in the Philosophy Program that you will be able to use in your life after graduation?**

- 9. If there was a faculty member who made significant contributions to your course of study and you would like to mention her or him for purposes of recognition, please provide her or his name.**

- 10. Will you graduate with a philosophy degree within four years from when you enrolled in college?**

- 11. If you will not graduate within four years, what is the reason for needing more than four years to complete your degree?**

- 12. Has the academic advising you have received been adequate in helping you to meet requirements, make progress toward your degree and graduate in a timely manner?**

- 13. Additional information that you would like to provide.**

Appendix D Results of Exit Survey 2010

[The combined results for 2004 through 2010 are displayed in Appendix E.]

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Quantitative Results

On a scale of 1-10 with 1 meaning “not at all” and 10 meaning “a great deal” how well has the Philosophy Program accomplished the following goals:

- To provide a broad curriculum encompassing a variety of philosophical methods and traditions, as well as high quality instruction employing both traditional and emerging pedagogical techniques, such that students who complete the B.A. in philosophy possess a core body of philosophical knowledge and skills.**

10=2	20%
9=4	40%
8=1	10%
7=3	30%
10	100%

- To ensure that students progress toward their degrees at a satisfactory pace and that they graduate within a reasonable period of time.**

10=2	20%
9=2	20%
8=4	40%
5=1	10%
3=1	10%
10	100%

- To encourage student research and other creative endeavors that enhance an understanding of philosophical argumentation and prepare students for success in academic and workplace environments.**

10=2	20%
9=3	30%
8=2	20%
7=2	20%
6=1	10%
10	100%

Exit Survey Scores	Q1	Q2	Q3
Student 1	9	8	8
Student 2	9	9	10
Student 3	7	5	7
Student 4	9	8	9
Student 5	10	10	8
Student 6	7	10	6
Student 7	9	8	7
Student 8	8	3	9
Student 9	10	9	10
Student 10	7	8	9
AVERAGES	8.5	7.8	8.3

Qualitative Results

1. What do you consider to be the strengths of the Philosophy Program?

The faculty=6

Diversity of approaches=3

Faculty/student interaction=2

Teaching critical reading/thinking skills=1

Small program=1

It's fun=1

- ii) One of the key strengths is the variety of expertise demonstrated by each faculty member. All are effective teachers and exhibit different styles.
- jj) It allows for the student to train her mind in the process of critical & philosophical thinking. It provides an excellent selection of interesting reading material. The teachers are all very dedicated to the success of the students in this program.
- kk) All classes are taught by professors who have a thorough understanding of philosophy in general and their area of specialization.
- ll) The instructors. They all enjoy what they do and help make philosophy fun to learn.
- mm) It's diverse but at the same time relatively small and close knit.
- nn) The teachers. They all teach in a unique way that is neither dull nor boring. The skills that are acquired in this program can help in job placement because one has a broad sense of knowledge.
- oo) The professors. Out of all of the classes I have taken at (SUWG) the Philosophy Program has consistently had the best professors.
- pp) Other than the skills gained by studying philosophy, such as reading and writing comprehension, one strength is how familiar with the teachers students become, probably from taking several classes with each teacher.
- qq) The strengths of the philosophy program is the fact that some teachers are very helpful when needed.
- rr) The variety that it offers in the upper level courses. I feel I gained a well rounded education of philosophical traditions and to the variety of courses offered & the broad spectrum of expertise each professor brings to the dept.

2. What do you consider to be the weaknesses of the Philosophy Program?

Limited course offerings=6

Need more professors=1

Tests too difficult=1

Too few students=1

- ii) There is a lack of choice with regard to the number of classes offered, but this does not seem to be the fault of the philosophy program.
- jj) It is too small, so that the kinds of topics available for study are limited to a (*good!!*) but small collection. Also, I would have liked to get a better background in ancient philosophers, specifically pre-socratics.
- kk) N/A
- ll) Studying for tests is difficult, and it's a large workload even for a full time student.
- mm) The number and variety of courses offered each semester.
- nn) There are not enough teachers and not enough subjects to cover the variety range of philosophy in general. There are certain materials that we covered that would help me get into law school and some that has no relevance at all.
- oo) Sadly you guys need to recruit more students / maybe you can show test statistics of students leaving the program.
- pp) Not a big enough variety of classes.
- qq) One major weakness is having to wait for a certain semester for certain classes that are needed.
- rr) N/A

3. Based upon the information provided in Question 2 (if any), what improvements would you suggest?

Hire more faculty=2

More classes=4

Teach upper-levels in the summer=1

Less material per course=1

Coordination of due dates across courses=1

ii) I would like to see classes that focus specifically on metaphysics, epistemology, and philosophy of mind, as well as classes that focus on current issues in philosophy or at least that highlight contemporary research and concerns. Also, I would suggest spreading out the due dates of the paper assignments rather than having multiple papers due for different classes on the same day.

jj) I would like to see different classes offered that reflect the diversity of philosophical thought both historically & currently. I really think Ancient & Medieval Philosophy should be split into two classes, where the breadth of those major periods of thought can be more fully examined.

kk) N/A

ll) Not covering so much material in a semester. It is good to take your time in learning much of philosophy.

mm) N/A

nn) I would definitely look to expand the Philosophy department and make it better by allowing more subjects to be taught by more teachers.

oo) You need more students to give the demand for more *classes*!

pp) Splitting Ancient & Medieval into two classes and adding others like Asian philosophy.

qq) Hiring more teachers or start teaching some upper level in the summer.

rr) N/A

****4. Are there any courses within the Philosophy Program currently required for the philosophy major that you think should not be required?**

ii) No.

jj) Not that I can think of off the top of my head.

kk) No

ll) No, they all were helpful in gaining a better understanding of philosophy & logic.

mm) N/A

nn) I think Senior Seminar is a good class .However I feel that it should focus on how one can use their skills after undergraduate and how one can market themselves.

oo) No, but there should be more logic & ethics and less history and even though I love the Religion classes, less of them, will there are more professors.

pp) No

qq) No. Maybe we should not have so many religion courses.

rr) No.

****5. Are there any courses within the Philosophy Program that are not currently required for the philosophy major that you think should be?**

ii) N/A

jj) N/A

kk) No

ll) Philosophy of religion, more classes pertaining to philosophy of law.

mm) N/A

nn) Logic should be required and taught every semester. Philosophy is based off of logic and yet this is one class that is only taught every so often.

oo) No.

pp) No

qq) No

rr) I think Symbolic Logic should be a definite requirement instead of one to choose from just to meet requirements.

****6. Are there courses that you would like the Philosophy Program to offer and that are currently not offered?**

ii) Metaphysics, Epistemology, Philosophy of Mind

jj) Ancient Philosophy, Medieval Philosophy, Classical Philosophy

kk) Philosophy of Science, Philosophy of Mathematics

ll) N/A

mm) N/A

nn) The list can go on.

oo) I would like to see the ability to have a concentration, like Art. May religions/ethics/logic or something.

pp) Asian philosophy & postmodernism

qq) No

rr) N/A

7. What are your plans for after graduation (e.g. job, graduate school, etc.)?

Graduate school (unspecified)=2

Graduate school in philosophy=1

Law school=5

Graduate school in education=1

Military=2

Internship=1

Other employment=2

[Some students indicated more than one of the above options]

8. What skills do you think you have acquired in the Philosophy Program that you will be able to use in your life after graduation?

Critical Thinking skills=4

Ability to recognize multiple perspectives=1

Analytical skills=2

Communication skills=6

Reading comprehension=2

Argumentation skills=4

“Improved focus”=1

ii) First and foremost, critical thinking and reading skills. Also, my writing has improved greatly, which is something I love to do and plan on doing more of in the future.

jj) I have acquired the ability to speak clearly & articulately about many different kinds of topics, both academic & not.

kk) I have acquired the ability to form sound arguments, to think critically, and to write clearly.

ll) A greater understanding of logic & argumentation.

mm) Reasoning, logic, problem solving, communication skills.

nn) I have acquired the ability to be able to think, analyze things, that of which has helped to play a major role in my life. It's easier for me to analyze my decisions. Also my speaking ability and writing ability has improved drastically.

oo) Critical thinking skill by far.

pp) Reading & writing comprehension as well as improved focus. It's like I learned how to use my mind properly.

qq) Being able to set up an argument of my own. Being to think deeper and harder about things.

rr) I have leaned critical thinking skills insofar as how I look @ things, construct arguments, evaluate arguments, & think overall. It has broadened my mind in terms of thinking & accepting opposing arguments, etc.

9. If there was a faculty member who made significant contributions to your course of study and you would like to mention her or him for purposes of recognition, please provide her or his name.

ii) It's hard to say. They have all been great. Dr. Alberg (who is no longer here) "converted" me to a philosophy major. Dr. Lane is a *great* teacher and so is Dr. Donohoe. Dr. Riker is good at posing several sides of an argument.

jj) Dr. Donohoe sparked my interest in philosophy in her film & lit class.

kk) Dr. Riker, Dr. Donohoe, Dr. Tietjen, Dr. Lane

ll) N/A

mm) N/A

nn) All of my teachers have played a significant role and that's one thing I can say. I believe the philosophy department may be the only department where the instructors do not treat you just as another student. They will talk and cater to your needs.

oo) Thanks Lane, Donohoe, Tietjen, and Alberg for all the time spent out of class help me understand.

pp) Riker & Lane

qq) Dr. Lane was very helpful to me. Tough but he was great help at times.

rr) Dr. Donohoe & Dr. Lane

****10. Will you graduate with a philosophy degree within four years from when you enrolled in college?**

yes=3

no=7

****11. If you will not graduate within four years, what is the reason for needing more than four years to complete your degree?**

Had to retake class(es)=1

Foreign language=1

Decided on phil. major too late=2

Required classes not offered frequently enough=2

Not mature when starting college=1

Enrolled part-time=1

Dropped out to work=1

[Some students indicated more than one of the above options]

ii) I changed majors about halfway through.

jj) N/A

kk) N/A

ll) I failed a few classes in Philosophy or needed to retake them. Also foreign language held me back.

mm) I transferred from a different school, was unsure about what I wanted to do, had some tough semesters, and didn't take all of the classes that I needed.

nn) Classes that I need are only offered at certain times of the year.

oo) Time to grow up.

pp) Went part time for a while then dropped out to work before I came back

qq) No b/c some classes are offered certain semester which causes you to wait.

rr) N/A

****12. Has the academic advising you have received been adequate in helping you to meet requirements, make progress toward your degree and graduate in a timely manner?**

ii) Yes.

jj) N/A

kk) Yes

ll) Yes. Dr. Donohoe was very helpful in this regard.

mm) Yes.

nn) Yes

oo) Yes

pp) Yes

qq) Yes

rr) Yes, it was great.

13. Additional information you would like to provide.

ii) I have enjoyed my time here and will miss every one of my professors. You have each challenged me in ways that have been very beneficial to my growth as a thinker and as a person. Thank you all. I really want to see the program grow into its own department.

jj) N/A

kk) N/A

ll) N/A

mm) N/A

nn) N/A

oo) N/A

pp) N/A

qq) I would like to see if the Philosophy dept. could provide tutoring for upper level classes.

rr) N/A

** Question added to survey in 2010.

Appendix E

Combined Results of Exit Surveys 2004-2010

On a scale of 1-10 with 1 meaning “not at all” and 10 meaning “a great deal” how well has the Philosophy Program met the following goals:

QUANTITATIVE (OLD QUESTIONS, 2004-2009)

1. **To provide a high quality curriculum that emphasizes disciplinary rigor and ensures the transmission of a unique method of inquiry.**

10=7	20.5%
9=8	23.5%
8=12	35%
7=4	12%
6=2	6%
5=0	0%
4=1	3%
34	100%

2. **To provide high quality instruction that promotes the development of effectiveness in communication, critical and independent thinking, problem solving, and the use of technology.**

10=6	18%
9=11	32%
8=11	32%
7=3	9%
6=2	6%
5=1	3%
34	100%

3. **To promote student research, scholarship, and creative endeavors which enhance an understanding of philosophical argumentation and prepare our students for success in the academic and workplace environment.**

10=12	35%
9=10	29%
8=2	6%
7=8	24%
6=1	3%
5=1	3%
34	100%

4. **To affirm the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity.**

10=13	38%
9=9	26%
8=6	18%
7=1	3%
6=2	6%
5=1	3%
4=1	3%
2=1	3%
34	99%

QUANTITATIVE (NEW QUESTIONS, BEGINNING 2010)

1. **To provide a broad curriculum encompassing a variety of philosophical methods and traditions, as well as high quality instruction employing both traditional and emerging pedagogical techniques, such that students who complete the B.A. in philosophy possess a core body of philosophical knowledge and skills.**

10=2	20%
9=4	40%
8=1	10%
7=3	30%
10	100%

2. To ensure that students progress toward their degrees at a satisfactory pace and that they graduate within a reasonable period of time.

10=2	20%
9=2	20%
8=4	40%
5=1	10%
3=1	10%
10	100%

3. To encourage student research and other creative endeavors that enhance an understanding of philosophical argumentation and prepare students for success in academic and workplace environments.

10=2	20%
9=3	30%
8=2	20%
7=2	20%
6=1	10%
10	100%

QUALITATIVE QUESTIONS

1. What do you consider to be the strengths of the Philosophy Program?

The faculty=21
Diversity of approaches=15
Faculty/student interaction=8
Community=3
Teaching critical reading/thinking skills=3
Promotion of student scholarship=2
Small Program=2
It's fun=2
Teaching communication skills=1

- a) The wide range of exposure to different fields, time periods, and overall approaches to Philosophical issues given in this department constitutes one of its greatest strengths. In being exposed to not only the history of philosophy but being asked to take up someone like Plato in a critical way. Philosophy was displayed as something you do and are instead of just something you study.
- b) The faculty!! The faculty of the Philosophy Program is the greatest strength of the Program, with their vast knowledge of all aspects in philosophy and their willingness to help all individuals succeed. They are mentors and leaders.
- c) This Philosophy department has met, with exceptional quality, goals 1 and 2. The instructors encourage students to further enhance their communication skills both linguistically and in writing.
- d) The Program is diverse and therefore offers a focus to any and all approaching students. The professors are incredibly well versed in the subjects and capable of explaining ideas clearly and effectively. There is a high degree of interaction among majors, as well as encouragement from the professors for active participation in campus philosophical activities, and outside of campus in presentations and paper submissions.
- e) The professors. Their passion for teaching is magnificent.
- f) The fact that the program is smallness of the program and the fact that the classes are small. This allows for relationships between professors and students to be built easier which is very helpful towards learning. The teachers of the program are the other strength of the program. Dr. Lane and Dr. Donohoe are very good at making the topics they teach make sense and also at making them fun and exciting.
- g) Donohoe, Alberg. Challenging! I always feel dumb and intelligent all within the span of one class hour.
- h) The vast majority of the teachers have a deep love of their profession and are extremely effective in teaching. The availability of the teachers also gives the program a feel of friendship between teacher and student that I find helpful in being able to do my best work.
- i) The variety of teachers that specialize in different areas of philosophy such as analytical, existentialism, etc.
- j) This program is fun and inviting. It keeps people who aren't majors signing up for philosophy classes.
- k) The diversity of the professors—each with his or her own area of expertise.
- l) Faculty members are close to students. Some of them encourage students to ask questions, attend meetings, etc.

- m) A variety of teachers. The Philosophy Program teachers are different which makes each class different as well as interesting.
- n) Well-balanced between Continental and analytic, generally makes material interesting. WE study a broad range of philosophies.
- o) For being small, it has a good variety of different perspectives in philosophy. My intro classes in ethics and philosophy were the reasons I declared my major. I never ventured far from Dr. Donohoe's classes (I've only taken Lane once and Alberg once) but I feel thoroughly prepared and informed from my classes on the 'Continental' side.
- p) Availability of professors and wide variety of courses.
- q) The amount of courses dealing with a range of different philosophical approaches. Diverse views from the professors.
- r) The variety of teaching methods. Each teacher teaches differently.
- s) Personal environment, professors who actually care, who really want to help, and who we can idolize in a not-joking way.
- t) The open communication between the professors and the students and opportunities for further study outside the classroom.
- u) The range of choices in classes, the emphasis on reading a text critically, the faculty's commitment to the success of the student.
- v) The open mindedness of the professors in class. Sometimes class reading bring up other philosophical questions and the professors are always ready to help. This allows us to gain knowledge in subjects of philosophy that are not offered.
- w) The diversity of the philosophy program and their offered areas of study in philosophy. The one-on-one factor that plays a role in a more qualitative students-teacher interaction that is important for this particular major.
- x) Interesting classes and subject material. Professors very proficient in their fields. A sense of camaraderie amongst the students.
- y) The strengths are that the program encourages the students to think critically. That is going to be useful in the future.
- z) The fact that philosophy challenges the minds way of thinking.
- aa) The professors seem truly interested in the students.
- bb) All the professors are very welcoming and helpful.
- cc) The faculty is the greatest strength. These individuals care a great deal about their students and make them feel values as academics. They encourage individual assistance and discussion. The classes are rigorous, and the professors demand a lot of their students. The professors are also actively involved in research themselves, which fosters a greater sense of respect with the student community. Also, they're brilliant.
- dd) I like its historical approach. I like that the teachers engage in open dialogue w/students and are willing to explain and even defend philosophers that they do not necessarily agree with. The professors are very professional and always willing to aid their students in whatever way possible. They, likewise, have the ability to shape a student's mind & press him/her to push the boundaries of thinking.
- ee) Dr. Donohoe, Dr. Lane, and Dr. Tietjen. Their ability to sustain lectures, generate discussions, and most importantly meaningful, insightful response to questions. Also their personal devotion to students.
- ff) The close, personal environment that enables real discussion between the students and the professors.
- gg) N/A
- hh) The involvement of our faculty in student lives as students. Without this, many philosophy students might fall through the net and lose sight of the application of philosophy to student life.
- ii) One of the key strengths is the variety of expertise demonstrated by each faculty member. All are effective teachers and exhibit different styles.
- jj) It allows for the student to train her mind in the process of critical & philosophical thinking. It provides an excellent selection of interesting reading material. The teachers are all very dedicated to the success of the students in this program.
- kk) All classes are taught by professors who have a thorough understanding of philosophy in general and there area of specialization.
- ll) The instructors. They all enjoy what they do and help make philosophy fun to learn.
- mm) Its diverse but at the same time relatively small and close knit.
- nn) The teachers. They all teach in a unique way that neither dull nor boring. The skills that are acquired in this program can help in job placement because one has a broad sense of knowledge.

- oo) The professors. Out of all of the classes I have taken at (SUWG) the Philosophy Program has constity [?] has the best professors.
- pp) Other than the skills gained by studying philosophy, such as reading and writing comprehension, one strength is how familiar with the teachers students become, probably from taking several classes with each teacher.
- qq) The strengths of the philosophy program is the fact that some teachers are very helpful when needed.
- rr) The variety that it offers in the upper level courses. I feel I gained a well rounded education of philosophical traditions and to the variety of courses offered & the broad spectrum of expertise each professor brings to the dept.

2. What do you consider to be the weaknesses of the Philosophy Program?

- Limited course offerings=21
- Need more professors=7
- Some of the Faculty/temporary faculty=3
- Tests too difficult=1
- Too few students=1
- Need more interdisciplinary communication=1
- Need to explain how to write a philosophy paper=1
- Needs more focused direction=1
- Size of introductory courses=1
- Too Continental=1
- Introductory courses=1
- Ethnic/cultural diversity=1
- Need better advising=1

- a) Although there is a wide range of Philosophical approaches—from Analytic and Symbolic Logic to Phenomenology and Hermeneutics, from Ancient to Modern, etc.—there could still be more interdisciplinary communication that keeps the ‘alternative viewpoints’ open. That is, most classes begin with saying how some other time period, approach, etc. got things wrong and where this one goes right. Although the questionability and demand to think through the problems remains, there does seem to be a sense of easy dismissal in terms of what Modern Philosophy rejects, for instance.
- b) At first thought of this question I was going to say that the weakness of the Philosophy Program is, as far as I knew it, the small number of disciplines covered relative to philosophy as a whole, but after a second thought I realize that the philosophy program was limited by being ‘under the wing’ of the English Department. The Philosophy Program could not have done any better with the resources it had available.
- c) the department could explain what style of writing is conducive to a great philosophy paper.
- d) It is still too small. There are some classes that are only offered every two years, which should be offered more frequently. Also the program could use better direction. Each focus, pre-law, religion, etc. should be more full. I would like to see philosophy of law/criminal justice, logic, and other law related classes offered every semester, and the same with religion courses. Often students have a difficult time enrolling in classes to fulfill their study program.
- e) The bias towards a Continental style of philosophy. Also, the size of introductory classes is unacceptable. A non-lecture style of class is also very popular and very annoying.
- f) The smallness of the program makes it so that there is not as much a variety of classes as there could be. This is all I can think of.
- g) Intro classes! Including critical thinking—except for Donohoe, that I know of, the intro classes are not challenging or mind-blowing in the way that philosophy can be.
- h) Some of the professors are far less effective than others. The method of the better professors can’t make up for the lack of quality of an individual professor.
- i) Not enough ethnic, cultural diversity in the staff such as Spanish, Black, etc. All the staff looks alike.
- j) The main weakness of the program is in its lack of depth. I would like to see more upper-level classes that go into one or two philosopher’s entire philosophies.
- k) possible disunity because of extreme diversity.
- l) Lack of understanding the areas outside of philosophy. For example, we need to know evidence of evolution BEFORE we talk about the issue of creationism in Religion class. Another example is that some faculty members are careless about sending proprietary Microsoft Word documents on e-mail, which might undermine free flow of ideas.
- m) Need to offer more classes each semester. More logic classes would be good.

- n) Professors have a very hard time being unbiased some of the time. This can be a strength and a weakness. Sometimes there (in certain classes) is so much material that there isn't time to interact with and talk about the material.
- o) The religion dept. hopefully will strengthen in the future. I had a few interim professors here in the last year or so who unfortunately did not give me much inspiration or much challenge intellectually.
- p) A major weakness is the size of the program. However, only so many individuals are interested in philosophy.
- q) Not enough Eastern Philosophy. Way too many courses that were only MWF. I wish there were more exploratory classes along the lines of Philosophy of Literature and Film. More primary source readings.
- r) The lack of classes available, and a need for more teachers and more upper level classes offered during the summer.
- s) Lack of budget for professors, too many pre-law kids, too many Friday afternoon classes.
- t) more teachers!
- u) Some of the classes required for the major were not of interest to me.
- v) The classes are not real wide. There are not a lot of different class options and the ones that are taught each semester have to be taken since there are not a lot of philosophy classes taught.
- w) A limited amount of professors. 2 or 3 more would seem perfect for having more options for classes. At the same time though, the 4 professors seem to offer the maximum of classes that is in their ability to teach or for anybody that is.
- x) Too limited a selection of classes. I basically had to take most of what was offered.
- y) I understand that we are all adults but the program could do better with helping students make better choices about which courses to select.
- z) Philosophy at West GA needs to have more of a variety of philosophers to study.
- aa) I don't feel prepared to graduate, even though I am doing so very soon. I thought senior seminar would prepare me more for this by tying everything together that I had learned thus far, but so far I don't feel like it has. IT is a great class, but just feels like every other philosophy class.
- bb) When I first started taking philosophy of religion courses they were all taught by visiting professors. Now that I have come to the end of my studies here, I realize how much many of these past professors did not go over.
- cc) A lack of focus on student research in terms of having students present at conferences. Also, a lack of classes offered my final semester. I wasn't able to take any philosophy courses because I had already taken all of the classes being offered. A lot of this is due to lack of professors (Dr.s. Donohoe, Lane, and Tietjen can only do so much) and funding.
- dd) We need more courses which means more teachers. The ratio of majors to professors is pathetic. If we had more teachers, then a variety of classes could prompt more people to be interested in the subject. As one of the highest & oldest forms of human expression, it is sad to watch as other departments [?] favor while philosophy is neglected.
- ee) The ratio of professors to majors is unsettling at best and disrespectful at worst—for the students and faculty. There needs to be more professors. Hopefully, funds can be allocated to this end.
- ff) The class offerings. It would be nice if the program could grow.
- gg) N/A
- hh) Though the faculty, for the most part, adhere to it, there needs to be an active effort to achieve academic respect among students. The stereotypes that philosophy is a discipline for the elite or that it is somehow separate from all other disciplines still stands. It has become evident to me through philosophy that these stereotypes are untrue, however.
- ii) There is a lack of choice with regard to the number of classes offered, but this does not seem to be the fault of the philosophy program.
- jj) It is too small, so that the kinds of topics available for study are limited to a (*good!!*) but small collection. Also, I would have liked to get a better background in ancient philosophers, specifically pre-socratics.
- kk) N/A
- ll) Studying for tests is difficult, and it's a large workload even for a full time student.
- mm) The number and variety of courses offered each semester.
- nn) There are not enough teachers and not enough subjects to cover the variety range of philosophy in general. There are certain material that we covered that would help me get into law school and some that has no relevance at all.

oo) Sadly you guys need to recruit more student / maybe you can show test statistics of students leaving the program.

pp) Not a big enough variety of classes.

qq) One major weakness is having to wait for a certain semester for certain classes that are needed.

rr) N/A

3. Based upon the information provided in Question 2 (if any), what improvements would you suggest?

Hire more faculty=13

More / more in-depth classes=13

More analytic philosophy=1

Encourage more interaction=2

None=2

Closer ties to English=1

More ethnic diversity within faculty=1

Offer classes more frequently=1

“Active efforts ... to attain a sense of academic respect”=1

Teach upper-levels in the summer=1

Less material per course=1

Coordination of due dates across courses=1

a) If this is possible, professors that are immersed in a certain time period or approach could be present in one way or another during one or some of the class periods. This could be a bodily presence, a brief, written statement, or something along those lines. What is crucial is having someone who is deeply enfolded in that particular approach or time period “there” to defend and clarify what a particular thinker, epoch, etc. thought and said.

b) This might sound cliché, with regard to this question, but...none.

c) The Philosophy department should work more closely with the English department.

d) See 6. [*This refers to the previous question, which was numbered “6” the year that this student took the survey.*]

e) Have more professors of the analytic style of philosophy. And please get away from the idea that a discussion class is useful. Lectures are much more informative.

f) It should become a department and get more money to hire a few more professors.

g) All classes read the philosophers themselves! It’s Essential!

h) Make sure the teachers in the department are effective. Not all students will like the same teacher, but if all students find an individual to be ineffective, get rid of her.

i) A Black person; a Asian, an Spanish. So that all people will be able to see young and old models as well as a well rounded group of people.

j) More seasoned professors and more indepth classes.

k) none, disunity is bound to happen. To my knowledge no professor ever held a grudge. That’s a positive thing.

l) scientific issues or technical legal issues might well be covered in a philosophy class.

m) Maybe hire an extra teacher. Teach more variety of classes.

n) Always encourage interaction, and make room for it. Being unbiased in harder...Professor are unbiased a lot of the time.

o) Religion professors with more knowledge of Asian/Western religion.

p) It’s difficult to interest people in philosophy, so I’m unsure. Perhaps more public functions. The lunches were nice this semester.

q) I would like to see more classes even though it is not the fault of the philosophy program because they simply don’t have the resources for more classes.

r) More teachers, more upper-level classes and more summer classes.

s) Money, getting rid of people in that program who can’t or won’t honestly consider things, and earlier classes or relocating half the department to Carrollton.

t) Not really sure...

u)

v) Either more professors or more opportunities to do studies in other areas. The Program is not big but there are a lot of fields I wish I could have studied in my philosophy work.

w) Just a couple more professors.

x) Hire more professors.

y)

z) Taking a poll on what the students or who the students would like to study.

aa) Teachers of senior seminar should utilize the entire discipline rather than focusing on "their" philosopher.

bb) Well, the department has a more permanent religion professor, which helps. However, it would be great to have a wider variety of philosophy professors.

cc) Individual meetings with advisors, aside from end of semester advisement. Doing this and using it to focus on individual student achievements could create some confidence within the student so they might present papers at conferences.

dd) More teachers = more classes (see above)

ee) More professors. For more classes.

ff) offering courses more than once every two years; hiring more wonderful professors

gg) N/A

hh) Active efforts by faculty to attain a sense of academic respect. They already question our presumptions about "other" views well enough, but need more and unique avenues of such questioning.

ii) I would like to see classes that focus specifically on metaphysics, epistemology, and philosophy of mind, as well as classes that focus on current issues in philosophy or at least that highlight contemporary research and concerns. Also, I would suggest spreading out the due dates of the paper assignments rather than having multiple papers due for different classes on the same day.

jj) I would like to see different classes offered that reflect the diversity of philosophical thought both historically & currently. I really think Ancient & Medieval Philosophy should be split into two classes, where the breadth of those major periods of thought can be more fully examined.

kk) N/A

ll) Not covering so much material in a semester. It is good to take your time in learning much of philosophy.

mm) N/A

nn) I would definitely look to expand the Philosophy department and make it better by allowing more subjects to be taught by more teachers.

oo) You need more students to give the demand for more *classes*!

pp) Splitting Ancient & Medieval into two classes and adding others like Asian philosophy.

qq) Hiring more teachers or start teaching some upper level in the summer.

rr) N/A

****4. Are there any courses within the Philosophy Program currently required for the philosophy major that you think should not be required? [**Question added to survey in 2010]**

ii) No.

jj) Not that I can think of off the top of my head.

kk) No

ll) No, they all were helpful in gaining a better understanding of philosophy & logic.

mm) N/A

nn) I think Senior Seminar is a good class .However I feel that it should focus on how one can use their skills after undergraduate and how one can market themselves.

oo) No, but there should be more logic & ethics and less history and even though I love the Religion classes, less of them, will there are more professors.

pp) No

qq) No. Maybe we should not have so many religion courses.

rr) No.

****5. Are there any courses within the Philosophy Program that are not currently required for the philosophy major that you think should be? [**Question added to survey in 2010]**

ii) N/A

jj) N/A

kk) No

ll) Philosophy of religion, more classes pertaining to philosophy of law.

mm) N/A

nn) Logic should be required and taught every semester. Philosophy is based off of logic and yet this is one class that is only taught every so often.

oo) No.

pp) No

qq) No

rr) I think Symbolic Logic should be a definite requirement instead of one to choose from just to meet requirements.

****6. Are there courses that you would like the Philosophy Program to offer and that are currently not offered? [**Question added to survey in 2010]**

ii) Metaphysics, Epistemology, Philosophy of Mind

jj) Ancient Philosophy, Medieval Philosophy, Classical Philosophy

kk) Philosophy of Science, Philosophy of Mathematics

ll) N/A

mm) N/A

nn) The list can go on.

oo) I would like to see the ability to have a concentration, like Art. May religions/ethics/logic or something.

pp) Asian philosophy & postmodernism

qq) No

rr) N/A

***7. What are your plans for after graduation (e.g. job, graduate school, etc.)? [*Question not asked on all surveys.]**

Law school=7
Graduate school (unspecified)=6
Employment (unspecified)=5
Graduate school in philosophy=4
Graduate school in religion=1
Another undergraduate degree=1
No idea=2
Military=2
Work for awhile, then go back to grad school=2
Teaching abroad=1
Graduate school in education=1
Internship=1

[Some students indicated more than one of the above options]

***8. What skills do you think you have acquired in the Philosophy Program that you will be able to use in your life after graduation? [*Question not asked on all surveys.]**

Communication skills=15
Critical Thinking skills=14
Analytical skills=8
Argumentation skills=8
Ability to ask questions=2
Reading comprehension=5
Ability to recognize multiple perspectives=4
Self-awareness=1
Logic=1
Organization skills=1
Research skills=1
“Desire for understanding”=1
Abstract thought=1
“See relations between seemingly unrelated concepts”=1
“Recognize the potential for human thinking”=1
“Ability to bring about necessary discourse”=1
“Improved focus”=1

- a) The critical thinking skills, the ability and willingness to take up multiple perspectives when looking at an issue, the recognition of the importance of what question you are asking and the way you ask as to the direction of the inquiry, and a general sense of reflecting on myself along with the world and tradition I inhabit.
- b) With regard to everything that I learned in the Philosophy Program, I would need the space of an entire novel to discuss this, but to cover the basics, I learned how to analyze all problems that I encounter to the fullest extent so that I can use reasoning skills that I learned to logically deduce the best possible solution. I also learned great communication skills that will help me succeed.
- c) an ability to question myself and others as well as a broader range of knowledge.
- d) the capacity to think, really think.
- e) communication, organization, the ability to think about problems rationally, think more broadly about subjects and real-world events.
- f) Critical thinking skills, communication skills, ability to assess arguments, articulation of ideas.
- g) My reading comprehension has gotten much better. My critical thinking skills have also improved drastically.
- h) The skills are greatly important for my self-fulfillment and also for the preparation for grad school. Better writing skills, more intelligible argumentation and more interest in philosophy in general.
- i) Critical thinking. Being able to analyze a given situation for all its worth. An appreciation for learning, reading. An appreciation for different ways of thinking.
- j) Being able to critically analyze.
- k) Critical thinking—I just hope I can get a job with this degree.

- l) I have acquired better writing skills, as well as better researching skills that will be very helpful in graduate school.
- cc) A genuine desire for understanding, critical thinking skills, and an ability to critically read and understand nuance within texts. I feel better able to see many different sides to any argument. I feel like I can handle abstract & theoretical concepts and can better articulate my ideas and provide argumentation for them.
- dd) The ability to effectively communicate. The ability to break problems down into their smaller parts. The ability to see relations between seemingly unrelated concepts. The ability to recognize the potential for human thinking.
- ee) Interpretive skills and critical analysis skills. A keener ability to argue. A sensibility to arguments.
- ff) Writing, analytical, and strong argumentation skills.
- gg) N/A
- hh) Critical thinking skills, writing skills, communicative skills, as well as the ability to bring about necessary discourse.
- ii) First and foremost, critical thinking and reading skills. Also, my writing has improved greatly, which is something I love to do and plan on doing more of in the future.
- jj) I have acquired the ability to speak clearly & articulately about many different kinds of topics, both academic & not.
- kk) I have acquired the ability to form sound arguments, to think critically, and to write clearly.
- ll) A greater understanding of logic & argumentation.
- mm) Reasoning, logic, problem solving, communication skills.
- nn) I have acquired the ability to be able to think, analyze things, that of which has helped to play a major role in my life. It's easier for me to analyze my decisions. Also my speaking ability and writing ability has improved drastically.
- oo) Critical thinking skill by far.
- pp) Reading & writing comprehension as well as improved focus. It's like I learned how to use my mind properly.
- qq) Being able to set up an argument of my own. Being to think deeper and harder about things.
- rr) I have leaned critical thinking skills insofar as how I look @ things, construct arguments, evaluate arguments, & think overall. It has broadened my mind in terms of thinking & accepting opposing arguments, etc.

9. If there was a faculty member who made significant contributions to your course of study and you would like to mention her or him for purposes of recognition, please provide her or his name.

- a) In general, the combination of Dr. Lane and Dr. Donohoe has had the most influence on me. There vastly differing approaches, interests, and general way towards Philosophy was fundamental to my experience. The fact that I was exposed to both of their methods and ways of thinking, that I had to think through them and question myself gave me fruitful, albeit uncertain, foundations.
- b) From my introduction into the Philosophy Program to my conclusion by graduating from it, Dr. Robert Lane was a great mentor to me and I looked up to him. If I ever needed anything, even things outside of Philosophy, I could go to him and he would be so willing to help me. I admire him and commend him for being such a great mentor to me. Thank you Dr. Robert Lane. I extend a "thank you" to the rest of the faculty of the Philosophy Program as well.
- c) I was inspired in one way or another by every faculty member here. From Dr. Alberg I was encouraged to continue to research Ancient and Medieval philosophical thinking. I enjoyed being exposed to the diverse thought and am glad we did not just stick to the Greeks. From Dr. Lane I learned how grueling the Philosophical writing process can be and am a better writer for it. Last but certainly not least, Dr. Donohoe has been an inspiration to the upmost. She has encouraged me to continue writing and has inspired my interest into many topics that can be combined with Philosophy. This semester with her has been truly enlightening. I am pleased to call her my undergraduate mentor.
- d) Dr. Lane, Dr. Donohoe. Each of these professors have made my experience here more full and more enjoyable. They have in depth knowledge of the material and have shown an interest in my post-graduation success.
- e) Dr. Robert Lane. I would have to write an essay to describe his accomplishments, but simply put he has changed my life.
- f) Dr. Lane, Dr. Donohoe. Dr. Lane should get tenure.
- g) Alberg, Donohoe. Again, they've changed my thoughts on thought.

- h) Dr. Lane has been the best professor I've had. He has made me the best student I could be in his classes and I look to him not only as a teacher, but as a friend.
- i) Dr. Auble has inspired me since day one at this university. His skills in communication and music came across as a love of philosophy.
- j) Dr. Donohoe is brilliant and a great professor. Dr. Lane is the best teacher I have ever had! Dr. Alberg is always willing to help out a student as much as he/she needs.
- k) Dr. Robert Lane and Dr. Janet Donohoe. I will be forever in debt to them, whether they know it or not.
- l) Dr. Robert Lane, my advisor, helped me a lot in answering questions in email, preparing letters of recommendation, suggesting reading materials, etc.
- m) All of the faculty members are great.
- n) They all did...Dr. Lane helped develop my logical thinking and argument skills, Dr. Donohoe showed me the world of Continental Philosophy, and Dr. Alberg taught me a lot about the classical philosophers.
- o) Dr. Donohoe
- p) Each professor has contributed in my philosophical thought. I was most influenced by Professor Donohoe. I have a greater affinity toward Continental thought, so this clearly aided.
- q) Dr. Robert Lane, Dr. Janet Donohoe, Dr. Jay Alberg in no particular order of influence.
- r) Dr. Donohoe and Dr. Alberg both go above and beyond to make sure we enjoy as well learn things in classes.
- s) All of you have done so much for me, from so many different perspectives. I couldn't give a full answer to this here.
- t) Donohoe, Lane, Tietjen; they're like superheroes and Alberg is like Charlie from Charlie's Angels...(no really, each one has had an impact and has helped fuel my love for philosophy)
- u) Dr. Donohoe
- v) Dr. Tietjen
- w) I couldn't honestly list one name because they all have had a great impact upon me and my course of study.
- x) Tietjen, Donohoe
- y) Mark Tietjen, was a great influence on my success because he truly has a passion for philosophy and the success of his students. He was the only philosophy professor that REALLY worked with me and understood my struggles with being a philosophy major.
- z) Dr. Lane and Dr. Tietjen. Even though they are very different in their styles of teaching, they both are great at what they do and are genuinely interested in their students and the study of philosophy.
- aa) I really liked Dr. Manlowe even though she no longer teaches here (which is probably good since she wasn't the best lecturer), however outside of lecture she was a wonderful help. I also really enjoyed both Dr. Lane and Dr. Alberg.
- cc) Dr. Donohoe has made the greatest academic impact on me in my academic career in the philosophy program. From the 1st class I has with her (during which time I declared the major) I realized she was a brilliant woman. She balances encouragement for the student while pushing them to do the best academic work possible. She encourages individual assistance and is available to discuss philosophy, your future, academic goals, etc. I have encouraged everyone I know to take her Intro class. I cannot say enough positive things about her. Without her Intro class, I doubt I would be a philosophy major.
- dd) Dr. Lane He has been a great advisor and teacher. He was my first contact with the Philosophy Program. I cannot think him enough!!!
- ee) Dr. Donohoe
- ff) Dr. Lane
- gg) N/A
- hh) I have been impacted greatly by Dr. Mark Tietjen. He introduced me to my favorite philosophy, Kierkegaard, and never allowed me to settle into my presumptions about philosophy, faith, and the nature of self-development.
- ii) It's hard to say. They have all been great. Dr. Alberg (who is no longer here) "converted" me to a philosophy major. Dr. Lane is a *great* teacher and so is Dr. Donohoe. Dr. Riker is good at posing several sides of an argument.

jj) Dr. Donohoe sparked my interest in philosophy in her film & lit class.

kk) Dr. Riker, Dr. Donohoe, Dr. Tietjen, Dr. Lane

ll) N/A

mm) N/A

nn) All of my teachers have played a significant role and that's one thing I can say. I believe the philosophy department may be the only department where the instructors do not treat you just as another student. They will talk and cater to your needs.

oo) Thanks Lane, Donohoe, Teitjen, and Alberg for all the time spent out of class help me understand.

pp) Riker & Lane

qq) Dr. Lane was very helpful to me. Tough but he was great help at times.

rr) Dr. Donohoe & Dr. Lane

****10. Will you graduate with a philosophy degree within four years from when you enrolled in college? [**Question added to survey in 2010]**

yes=3

no=7

****11. If you will not graduate within four years, what is the reason for needing more than four years to complete your degree? [**Question added to survey in 2010]**

Had to retake class(es)=1

Foreign language=1

Decided on phil. major too late=2

Required classes not offered frequently enough=2

Not mature when starting college=1

Enrolled part-time=1

Dropped out to work=1

[Some students indicated more than one of the above options]

ii) I changed majors about halfway through.

jj) N/A

kk) N/A

ll) I failed a few classes in Philosophy or needed to retake them. Also foreign language held me back.

mm) I transferred from a different school, was unsure about what I wanted to do, had some tough semesters, and didn't take all of the classes that I needed.

nn) Classes that I need are only offered at certain times of the year.

oo) Time to grow up.

pp) Went part time for a while then dropped out to work before I came back

qq) No b/c some classes are offered certain semester which causes you to wait.

rr) N/A

****12. Has the academic advising you have received been adequate in helping you to meet requirements, make progress toward your degree and graduate in a timely manner? [**Question added to survey in 2010]**

ii) Yes.

jj) N/A

kk) Yes

ll) Yes. Dr. Donohoe was very helpful in this regard.

mm) Yes.

nn) Yes

oo) Yes

pp) Yes

qq) Yes

rr) Yes, it was great.

13. Additional information you would like to provide.

a) I have been a wayward traveler when it comes to college. I attended Kansas State, East Carolina and here. It is the Philosophy Professors here that kept me coming back to UWG semester after semester. I didn't want to quit for them too (like I had so many times for other people) and now I can say I didn't quite. Instead, I made it. I made it and did better here than anywhere else.

b) In order for this University to become more diverse, there have to be the intentional desire and willingness to reach out in areas where Asians, Blacks, and Spanish are located. We must go and get the talent and bring it here, not to expect for the talent to come here.

c) Use primary texts. Don't make professors teach classes outside of their specialization! Split classes like existentialism, phenomenology, and American Phil., and Modern phil. (etc) into two semesters so we can learn more about each philosopher. Hist. of phil. And science should be required for philosophy major.

d) I dislike that such an important discipline is only a program and not a department. I also think it's silly to combine English and Philosophy. History would be a better choice. Of course, I can't blame the program for those decisions and I don't. The encouragement I was given to pursue my career was phenomenal and I consider myself truly lucky to have been able to participate in such a wonderful program.

e) Don't do drugs.

f) Best five years of my life!

g) It's good to see the profs. Working os hard to make a quality program, it makes it even more worthwhile to be a part of.

h) After spending my years her eat WGA, my decision to be a phil. Major has been the most surest and important decision I have made.

cc) I know more than I knew before.

dd) Since beginning my philosophy major, I feel as if I know less, than when I began.

ee) N/A

ff) Keep the close relationships in the department. That made this major so much more enjoyable to me than my other.

gg) N/A

hh) Philosophy WAS a stepping stone for me, but now I realize its intrinsic worth.

ii) I have enjoyed my time here and will miss every one of my professors. You have each challenged me in ways that have been very beneficial to my growth as a thinker and as a person. Thank you all. I really want to see the program grow into its own department.

jj) N/A

kk) N/A

ll) N/A

mm) N/A

nn) N/A

oo) N/A

pp) N/A

qq) I would like to see if the Philosophy dept. could provide tutoring for upper level classes.

rr) N/A

***12. Please give a thoughtful evaluation of your philosophy program. [*Question not asked on all surveys and eliminated beginning with 2010.]**

a) I am glad to see that the program is progressing

b) This program is overall, quite incredible. Each professor shows a true passion for their students success and engagement with the material. They all set aside time for personal assistance and offer advice on program related topics as needed.

c) Overall I think the program is excellent. With department status and another professor or two it could be great. All of the professor though are absolutely wonderful.

d) This program is the best thing that ever happened to me. It gave me an interest in a discipline that I have come to love and it has helped me grow as a person and a thinker. The program is great and it allows individuals to learn and grow by giving them knowledge that leads them to thinking harder about many different things.

e) I believe it has helped me prepare as best I can for my career goal of being a lawyer, not merely teaching what to think, but rather how to think has been key.

f) More classes on Religion is needed.

g) I enjoyed all of my classes but I feel like my knowledge lacks the depth I will need for graduate school.

h) It's my passion. I learned so much and am grateful that at such a small institution with such a small philosophy program I found a wealth of knowledge.

i) There are a lot of interesting philosophical issues that really matter. Thinking about the meaning of Copenhagen Consensus would be more important than Plato's Crito, for example. Dealing with new philosophical issues (e.g. human cloning) might be considered more.

j) Our Philosophy Program is challenging and interesting.

k) I like it. I learned a lot and want to continue studying philosophy. See 5,6,7

l) I am very happy with the small but personal education. I was very happy with the amount of primary texts that I grappled with (despite how hard they were). At the same time I enjoyed the format of the political philosophy course. I might not have been a philosophy major if not for Dr. Donohoe.

m) I enjoyed the professors and classes offered, but I wish there were more courses offered such as metaphysics, philosophy of language, semiotics, etc.

n) Philosophy drew me in from the start and allowed for a much different academic experience. I was used to the simple quiz/test format like in the sciences/mathematics sphere. Overall it was AWESOME!!!

Appendix F
Philosophy Program Retention Data

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	AVG Majors	Graduates (July-Dec-May)*	subtotal	Lost from UWG	Retention rate
2011-11	60	60	61	68	67								63.2				
2010-11	57	59	63	66	68	61	61	65	66	63	65	65	63.4	9	54.4	12	78%
2009-10	56	59	59	60	58	53	53	58	65	65	57	58	58.4	14	44.4	8	82%
2008-09	56	58		59	59	55	60	59	62	58		63	58.9	9	49.9	10	80%
2007-08	53		56	55		48	50	50	53			52	52.1	5	47.1	13	72%
2006-07	46	48	48	55		54	57		58	57		57	53.3	4	49.3	10	80%
2005-06	33			32	42	38	38		48	46	48		40.6	5	35.6	9	75%

Appendix G Minutes of Assessment Meetings Fall 2011

Philosophy Program Assessment Meetings

September 14, 2011

Present: Tom Brommage, Janet Donohoe, Bob Lane, Walter Riker, Mark Tietjen

1. We reviewed the contents of Senior Portfolios for students who completed PHIL 4300 in fall 2010. All Portfolios were complete; each contained a seminar paper, program sheet (completed to the degree possible, given that some students are still enrolled in classes), intellectual autobiography, names of two references, resume, and completed Senior Outcome Assessment sheet. We discussed the value of including the names of references in the Senior Portfolio and decided to exclude this portion of the portfolio going forward.
2. We reviewed the results of the fall 2010 Senior Outcomes Assessment interviews, conducted by Bob (the instructor for the fall 2010 section of PHIL 4300). These interviews are intended to assess five of our Program LOs (the sixth LO, "Exhibit Critical Thinking Skills," is assessed by way of student performance in PHIL 2020, Critical Thinking). Beginning this year, our new criterion for success with regard to this aspect of our assessment is as follows: "The average score for each LO is 3.5 or higher." Only one of the five average scores, the average for LO-3 ("Ask philosophical questions and differentiate their types"), met this standard. We were not happy with these results, but in subsequent discussion we decided that an oral interview conducted by a single professor is not a very accurate way to measure LOs 1 through 5. This is because students in these interviews may elect to discuss philosophers whose work is outside the range of expertise of the professor conducting the interviews. Beginning in fall 2011, we will replace these interviews with a very different means of assessing LOs 1 through 5:
 - ? LOs 1, 2 and 3 will be measured by a written instrument administered in PHIL 4300 and evaluated by all tenured and tenure-track members of the philosophy faculty [we discussed what sorts of questions this instrument should contain and decided to finalize the instrument at our next meeting].
 - ? LO 4 will be measured by each student's final overall course grade in PHIL 4300.
 - ? LO 5 will be measured by each student's grade on his or her seminar paper in PHIL 4300.We will continue to measure LO 6 by students' final overall course grades in PHIL 2020.

September 21, 2011

Present: Tom Brommage, Janet Donohoe, Bob Lane, Walter Riker, Mark Tietjen

3. We discussed the Senior Seminar Anthology from fall 2010. The criterion of success for this aspect of our assessment is that 90% of essays published in the anthology meet at least three of our Program LOs. We discussed how "meet" is supposed to be interpreted in this context. In evaluating the anthology essays for this year's assessment, Bob assumed that "meet" meant scoring "3" or higher, and he assessed each essay against only LOs 4, 5 and 6. Seven out of 10 (70%) published essays met this standard, but the percentage would have been higher had Bob not elected to publish *all* seminar papers from fall 2010's PHIL 4300 in the anthology. We discussed whether, given that we have been and will continue to assess all six of our Program LOs separately, whether we need to use the Anthology for this purpose going forward. We decided that since, beginning next year, all of the essays chosen to appear in the anthology will be used to assess LO 5, we will no longer assign separate scores for LOs 4, 5 and 6 to each essay.
4. We finalized the new written assessment instrument that we will use to measure Program LOs 1, 2 and 3 beginning in fall 2011.
5. We reviewed the results of the fall 2010 exit survey. The survey held no surprises and basically repeated the responses we have received from earlier cohorts of graduating majors, including that the main weakness of the Philosophy Program is that it is, as one student put it, "too small": we need more tenurable faculty lines

representing more specializations within the discipline, thus enabling us to offer a wider range of classes and to offer existing classes with greater frequency. We decided that no changes were needed to the survey and that we would ask the same questions on fall 2011's survey.

6. Bob informed everyone that beginning this year, we will need to start assessing whether each of our Core classes meets an associated Core Learning Outcome and entering that information into the SACS assessment database. Data for each Core course must be entered into the database by the end of fall 2011. We decided to use as the assessment data for PHIL 2010, 2030 and 2130 the final course grades earned in those classes (omitting Fs earned by students who did not complete the semester) and for PHIL 2020 the letter grades assigned to students' oral presentations (omitting Fs earned by students who did not give presentations). We will use data gathered in fall 2011 from Janet's lowest-numbered section of 2010 (sec.01), Tom's lowest-numbered section of 2020 (sec.02), and his own (sole) section of 2030. Since no section of 2130 is being taught this fall, we will use data gathered in Mark's (sole) summer 2011 section of 2130.
7. We agreed that beginning with the next set of assessment data collected from PHIL 4300 (in fall 2011), we would meet to discuss and document that data the semester after it is collected. So our next assessment meeting will be in spring 2012, and so long as PHIL 4300 is taught in the fall, we will continue to meet for assessment purposes in spring semester.