

**University of West Georgia
Philosophy Program
Assessment AY2012-2013
Prepared Fall 2012**

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I. Basic Information

Number of majors: 84

 Traditional philosophy major (no concentration): 31

 Pre-Law concentration: 27

 Religion concentration: 14

 Freshman assigned to Pre-Law concentration by UWG Admissions Office: 12*

Number of permanent full-time faculty: 4

Number of temporary full-time faculty: 1

Number of part-time faculty: 3

Number of sections f2012: 20

Number of Core seats taught by permanent faculty, f2012: 140

Number of Core seats taught by temporary faculty, f2012: 393

Number of Core seats, f2012:

 Area B1 (PHIL 2020): 175

 Area C2 (PHIL 2010 and 2030): 358

 Area E4 (PHIL 2130): 0

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

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

Number of minors: 2 (philosophy and religion)

Number of Student Research Presentations (2011-12): 11

 Presentations at UWG: 8

 Presentations at Regional Conferences: 2

 Presentations at National Conferences: 1

 Total Number of Students Presenting: 7

*In fall 2012, 12 incoming freshmen who had expressed an interest in “pre-law” were designated as philosophy majors by the Admissions Office. None of these 22 freshmen had indicated an interest in philosophy, but they were given to us because of the pre-law track within our philosophy degree program, and we have agreed to advise them.

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.

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 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 (honors 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. Assessment of Program Goal 1: Curriculum and Instruction

Again, the Student Learning Outcomes (SLOs) related to this Goal are as follows:

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.

Our plan for assessing whether our students meet these SLOs includes the following assessment instruments.

A. Senior Outcomes Assessment Exams (SLOs 1, 2 and 3)

In fall 2011, we required each student enrolled in PHIL 4300 (Senior Seminar), a required course for all graduating philosophy majors, to take a written examination intended to assess the degree to which he or she meets our first three SLOs. (For the Assessment Instrument, see **Appendix A**.) Students were given an entire 75 minute class period to answer these questions. Question 1 was intended to assess SLO-1, while question 2 was intended to assess SLO-2 and SLO-3.

Our plan was that all four tenured or tenure-track members of the Philosophy Program faculty would grade all portions of this examination, assigning each student a score from 1 to 5 for each of the three SLOs:

- 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

(N.b., when a portion of an answer dealt with a tradition or figure with whom a given faculty member was not sufficiently familiar to assign a grade, he or she did not assign a grade to that portion of the test.)

Assessment exams were evaluated blindly, so that no faculty member knew which of our graduating seniors wrote which exam. The scores submitted by the four faculty members for a given SLO were then averaged (e.g., the score shown below for Student 1 / SLO-1 is the average of the four scores assigned for that student and that SLO by the four philosophy faculty members). An average of the average scores for each SLO was then calculated:

SOA Scores:	SLO-1	SLO-2	SLO-3
Student 1	2.8	2.5	5
Student 2	1.0	2.3	2
Student 3	2.1	2.8	2
Student 4	2.5	1.5	1
Student 5*			
Student 6	1.9	2.7	1
Student 7	2.5	2.3	1
Student 8	1.5	2.5	2
Student 9	2.5	2.5	2
Student 10	1.3	1.3	1
Student 11	2.4	2.9	4
AVERAGES	2.04	2.31	2.1

**Student 5 was a double-major in philosophy and psychology who dropped his philosophy major after completing PHIL 4300.*

The grades were collated by the Director of the Philosophy Program and added to the assessment data collected in previous years. (We introduced the Senior Outcomes Assessment in fall 2009 in the form of an interview and collected assessment data 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 three sets of graduating students.)

The criterion of success for this aspect of our assessment is that the average score for each SLO be 3.5 or higher. Obviously, we did not meet this criterion.

However, we suspect that the shortcomings suggested by these scores have less to do with our students' knowledge and abilities and more to do with our assessment techniques themselves. This is because even students whose philosophy coursework is always of very high quality did not perform as well on this assessment as we expected them to; in short, their performance on this examination did not reflect the knowledge that we know them to have acquired from course-based final examinations, term papers, and oral presentations. One significant problem may have been the time given to students to complete the exam. The student who scored highest for LO-1 and LO-3—one of those just mentioned, whose philosophy coursework is universally strong but who did not do as well on this assessment as we had expected—wrote a note toward the end of his exam indicating that he was running out of time and could only provide a brief answer to the second question of the assessment instrument. Another problem is that some students actually spent *less* time completing the exam than they were given, despite the admonitions of the faculty member who taught this year's section of PHIL 4300. Student performance on this exam did not influence their grade in PHIL 4300 or have any other bearing on whether they would graduate, and since from their perspective nothing turned on how well they performed, it is possible that those who did not use all of the time they were given took the exam less seriously than we would have liked. Yet another problem was that three of four faculty members found it either difficult or impossible to assign scores for LO-3 based on what students wrote on the Student Outcome

Assessment exams (the scores shown above for LO-3 are those assigned by the one faculty member who thought that scores could be assigned for that LO).

In 2012-13, we will be revising both our program SLOs and the methods by which we assess some of them. These changes should prevent problems like those described above from happening in the future. See Section VIII-B (“Feedback Process”) below for information on how we will be revising this portion of our assessment process next year.

B. Senior Seminar Papers and Presentations (SLOs 4 and 5)

Students in each section of PHIL 4300 are required to complete a lengthy original essay—the Senior Seminar Paper—that reflects research into primary sources and secondary philosophical texts and that represents active engagement with theoretical and critical issues in philosophy. These essays reflect the analytical and communicative skills that they have acquired through their studies with us. Students are also required to make at least two oral presentations: one in which they lead class discussion and another in which they present versions of their Senior Seminar Papers to the class.

The final course grade assigned to a student in PHIL 4300 is based in part on the grades given for these presentations and on the grade given for the Senior Seminar Paper itself. Thus, we use the final course grade assigned as a measure of how well our students meet SLO-4: “incorporate a philosophical position in oral and written communications.” Final letter grades are converted to numeric grades, as follows:

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

The criterion of success for this aspect of our assessment is that the average score assigned is 3.5 or higher. This year, scores were as follows:

	PHIL 4300 Course Grade (SLO-4)
Student 1	5
Student 2	5
Student 3	4
Student 4	4
Student 5*	
Student 6	5
Student 7	5
Student 8	3
Student 9	4
Student 10	4
Student 11	4
AVERAGE	4.3

**Student 5 was a double-major in philosophy and psychology who dropped his philosophy major after completing PHIL 4300.*

The grades assigned to students' seminar papers are used to assess program SLO-5: "critically outline and analyze philosophical issues." For the purposes of assessment, the letter grades assigned to these papers are converted into numeric grades on the scale given above.

The criterion of success for this aspect of our assessment is that the average score assigned is 3.5 or higher. This year, scores were as follows:

	Seminar Paper Grade (SLO-5)
Student 1	5
Student 2	5
Student 3	4
Student 4	5
Student 5*	
Student 6	4
Student 7	5
Student 8	3
Student 9	3
Student 10	3
Student 11	5
AVERAGE	4.2

**Student 5 was a double-major in philosophy and psychology who dropped his philosophy major after completing PHIL 4300.*

We are pleased with the outcome of this aspect of this year’s assessment but nevertheless plan to improve the way we assess these SLOs beginning next year (see below).

C. PHIL 2020: Critical Thinking (SLO-6)

All philosophy majors are required to complete PHIL 2020 (Critical Thinking). The course-specific SLOs for PHIL 2020 are as follows:

- Identify deductive and inductive argumentation;
- Distinguish fact and informed opinion from mere opinion in a variety of argumentative contexts;
- Organize evidence and compose persuasive arguments, both orally and in writing;
- Identify and distinguish formal and informal fallacies of reasoning;
- Identify, develop, and analyze reasons in support of a conclusion.

Thus, students who complete this course with final grades of A or B meet our Program SLO-6: “exhibit critical thinking skills.” For this reason, we use philosophy majors’ final course grades in PHIL 2020 as a measure of the degree to which they meet our Program SLO-6. Final letter grades are converted to numeric grades based on the scale given above.

The criterion of success for this aspect of our assessment is that the average score assigned is 3.5 or higher. This year, scores were as follows:

	PHIL 2020 Course Grade (SLO-6)
Student 1	5
Student 2	3
Student 3	4
Student 4	5
Student 5*	
Student 6	4
Student 7	5
Student 8	3
Student 9	4
Student 10	3
Student 11	5
AVERAGE	4.1

**Student 5 was a double-major in philosophy and psychology who dropped his philosophy major after completing PHIL 4300.*

We are pleased with the outcome of this aspect of this year’s assessment but nevertheless plan to improve the way we assess these SLOs beginning next year (see below).

V. Assessment of Program Goal 2: Progression, Graduation, and Professional Preparation

Again, the outcomes relevant to this Program Goal are as follows:

- 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.

A. Graduation Rates

Our graduation rates for the last five years are as follows:

	2007-08	2008-09	2009-10	2010-11	2011-12	5 YR Average
Average number of majors*	52.125	58.9	58.417	63.417	63.333	59.238
Degrees conferred	4	8	14	9	9	8.8
majors/degrees conferred ratio	13.03	7.36	4.17	7.04	7.04	6.73

Number of majors cited for a given AY is an average of the total number of registered students each month during that AY for whom philosophy is a primary or secondary major. This data is collected and tabulated by the Philosophy Program rather than by IRP.

These figures compare favorably with those of other degree programs at UWG. Our five-year average is the sixth best of all degree programs from the former College of Arts and Sciences:

	2007-08	2008-09	2009-10	2010-11	2011-12	5 YR Average
majors/degrees conferred ratio						
Sociology	2.78	2.33	2.64	3.40	3.37	2.90
Geosciences	3.41	6.62	8.18	3.50	3.86	5.11
Psychology	6.40	5.42	6.30	6.28	6.20	6.12
Political Science	5.31	6.44	6.94	6.71	6.23	6.33
Criminology	5.41	5.16	6.05	6.02	10.03	6.53
Philosophy	13.03	7.36	4.17	7.04	7.04	6.73
Foreign Languages	5.33	6.17	7.90	8.20	9.78	7.48
Nursing	7.40	8.48	8.17	6.75	6.62	7.48
Anthropology	6.00	8.11	9.20	9.00	5.35	7.53
Mass Communications	6.74	7.30	7.08	8.96	8.51	7.72
English	7.11	10.00	8.36	8.58	5.74	7.96
History	8.36	7.89	8.76	7.83	6.92	7.96
Art	9.63	7.73	8.18	9.72	8.38	8.73
Biology	10.16	9.55	8.79	10.32	8.56	9.47

Math	9.25	11.69	11.77	8.25	8.93	9.98
Theatre	12.25	7.50	8.43	6.38	17.67	10.44
Music	17.00	9.73	8.79	10.64	8.15	10.86
Chemistry	11.62	12.18	14.19	13.57	15.21	13.35
Computer Science	17.82	47.60	24.42	13.55	17.81	24.24
Physics	22.86	21.86	45.75	66.67	49.25	41.28

Data for degree programs other than Philosophy are taken from the IRP website.

As of this writing there are 84 philosophy majors (including 12 “pre-law” students we have agreed to advise), and we anticipate graduating 12 during AY2012-13. If the number of majors does not increase and if we in fact graduate 12 majors during the current AY, our ratio for the year will be 7.0.

Time to Degree. Philosophy majors tend to take longer than four years to complete their degrees, and there seems to be no single reason for this. As in previous years, we asked questions on the AY2011-12 Senior Exit Survey (administered to the 11 students enrolled in the fall 2011 section of PHIL 4300; see section VIII-A, below) intended to reveal 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?” Two students did not respond; two others answered “yes”; and seven answered “no.” Those seven all 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?” citing the following reasons (some students indicated more than one of these):

- Decided on philosophy major too late (4)
- Personal/family matters (2)
- Foreign language (1)
- Partied too much (1)
- Took fewer than 15 hours per semester (1)
- Financial reasons (1)

The only two reasons cited by more than one student are that they decided on the philosophy major too late and that personal or family matters prevented them from graduating earlier.

It remains possible to graduate with a B.A. in philosophy within four years, so long as a student takes an average of 15 hours per semester and knows that he or she will be pursuing a philosophy degree by the beginning of his or her junior year. This is true for students in our pre-law and religion tracks, as well. See **Appendix B** for illustrations.

Retention. Our retention rate for AY2011-12 was 82%. Our five-year average (2007-12) is 78.8%. To the best of our knowledge, there were 10 philosophy majors registered during AY2011-12 and who did not return to UWG in fall 2012. In a few cases, we know the reasons

why students did not return, but for the majority of these students we can only guess at the reasons. See **Appendix C** for retention data for AY2005-06 through the current year.

B. 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 B** 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 written results of each student's **Senior Outcomes Assessment**. This assessment exam was given to PHIL 4300 students for the first time in fall 2011. (See above 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).

The following table summarizes the contents of the Senior Portfolios of the philosophy majors who completed PHIL 4300 in fall 2011 (checks indicate that the item is present in the portfolio, while "X"s indicate that the item is absent):

Fall 2011	Seminar Paper	Program Sheet	Intellect. Autbio.	Resume	SOA
Student 1	√	√	√	√	√
Student 2	√	√	√	√	√
Student 3	√	√	√	√	√
Student 4	√	√		√	√
Student 5*					
Student 6	√	√	√	√	√
Student 7	√	√	√	√	√
Student 8	√	√		√	√
Student 9	√	√	√	√	√
Student 10	√	√	√	√	√
Student 11	√	√	√	√	√

**Student 5 was a double-major in philosophy and psychology who dropped his philosophy major after completing PHIL 4300.*

Setting aside Student 5, there are ten students in the present cohort, and eight of those students (80%) have complete portfolios. So this year we fell 10% short of our criterion of success.

VI. Assessment of Program Goal 3: Student Research.

Again, the outcome relevant to this Program Goal is as follows:

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

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."¹ One of the Philosophy Program's continuing strengths is its reflection of this institutional emphasis on student research.

¹ <http://www.westga.edu/1874.php>

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Total Student Research Presentations	8	5	7	10	11	11	5	11
Presentations at UWG	2	1	1	8	5	8	4	8
Presentations at Regional Conferences	6	4	6	2	5	2	0	2
Presentations at National Conferences	0	0	0	0	1	1	1	1
Total Number of Students Presenting	4	4	4	5	4	8	5	7

With a total of seven philosophy students presenting at student conferences this year, we definitely meet the outcome relevant to this Program Goal.

As we have noted in previous years, research in philosophy is almost always a singular endeavor. Unlike inquiry in the physical and social sciences, philosophical inquiry 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 nearly always 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.

As noted last year, we continue to worry that, with ever 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. The addition of a fifth TT line beginning in AY2013-14 will relieve some of this pressure and help us to continue mentoring our students in ways that facilitate their own research. However, as noted above, even with the addition of that fifth line, we will still have the highest student-faculty ratio among our comparator and aspirational peers, and so we will continue to make the case for additional lines going forward.

VII. Assessment of Program Goal 4: Professional Development of Faculty

Again, the outcomes relevant to this Program Goal are as follows:

- 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.

During AY2011-12, one faculty member applied for and received promotion to the rank of Professor of Philosophy. No other faculty members applied for promotion.

During AY2011-12, all four tenured or tenure-track faculty members (the only members of our faculty who are evaluated in terms of professional development) submitted annual reports that demonstrated consistent records of productivity.

VIII. Other Assessment Activity

A. Program Exit Survey

Each year 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 2011, see **Appendix D**. All 11 students enrolled in the fall 2011 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 Philosophy Program has 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":

- a. 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.
- b. To ensure that students progress toward their degrees at a satisfactory pace and that they graduate within a reasonable period of time.
- c. 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 (students have been assigned different numbers here than for those aspects of our assessment process described above):

Exit Survey Scores	Q1	Q2	Q3
Student 1	7	9	10
Student 2	8	10	8
Student 3	9	5	9
Student 4	6	5	7
Student 5	8	9	7
Student 6	9	7	8
Student 7	8	6	7
Student 8	7	9	8
Student 9	9	9	7
Student 10	7	9	7
Student 11	7	7	8
AVERAGES	7.73	7.73	7.82

Qualitative Results

Ten out of eleven students mentioned the faculty as being among the strengths of the Philosophy Program, thus continuing a pattern that we have seen in earlier exit surveys. Comments included the following: “Teachers who are well-versed in their respective disciplines and knowledgeable.” “The faculty demand hard work & effort while at the same time offering help and guidance.” “The professors are all wonderful and bring their own special interests and new ideas to the discussion. It’s a stimulating and cooperative discussion over the past few years.” “Great teachers.” All five of our full-time faculty members were mentioned by at least one student as making significant contributions to their courses of study.

Unlike their descriptions of our strengths, student descriptions of our weaknesses contained very few common answers. The only weaknesses cited by more than one student were that our course offerings are limited and that there are too few professors, e.g., “We need more professors in philosophy. The lack of professors make[s] it harder to receive help outside of the classroom. Although they do as much as they can, and always make time to meet w/students & answer e-mails quickly & thoroughly, it seems a strain on the small faculty at times.” “It has far too few classes. It would be nice to have more classes.” When prompted to suggest classes that we should be offering but that are not currently offered, four students mentioned Asian/Eastern philosophy.

Appendix E contains the full results of the survey given during fall 2011. The combined results of this survey for years 2004-2011 are in Appendix F.

B. Feedback Process

The Philosophy faculty meets each fall semester to discuss the assessment data gathered during the previous academic year, including the exit survey 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.

This year our assessment meetings were held on October 10 and November 7. During these meetings we decided to implement the following changes:

- We realized during our 2011-12 assessment process that there is a significant overlap among our SLOs 1, 2 and 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.

Because of this overlap, our attempts to assess each of these SLOs separately were either redundant or unsuccessful. A discussion of the general historical development of philosophy must contain some discussion of the views of specific historical figures, and thus it now seems to us superfluous to assess SLO-1 and SLO-2 separately. What's more, it is impossible to discuss well either the historical development of the discipline or the views of specific figures without posing philosophical questions or indicating what types of philosophical questions those are. So an attempt to tease out data relevant to SLO-3 either duplicates work already done with regard to SLOs 1 and 2 or fails to find anything specific to SLO-3 itself.

So beginning in spring 2013, we will replace our first three SLOs with a single SLO: "discuss the general historical development of the discipline of philosophy, including the views of at least three major historical figures of philosophy." This will yield a set of four Program Student Learning Outcomes:

1. discuss the general historical development of the discipline of philosophy, including the views of at least three major historical figures of philosophy;
 2. incorporate a philosophical position in oral and written communications;
 3. critically outline and analyze philosophical issues;
 4. exhibit critical thinking skills.
- Beginning in 2013-14, assessment of the new SLO-1 will be by way of the grades assigned to the final papers written by, and final exams administered to, philosophy majors in all of the six historically-oriented courses that the student has completed:

PHIL 3100: Ancient and Medieval Philosophy (required for all majors)

PHIL 3110: Modern Philosophy (required for all majors)

PHIL 3120: American Philosophy

PHIL 3140: Existentialism

PHIL 4100: Phenomenology

PHIL 4150: Analytic Philosophy

Each of these courses covers several different figures within a given period or tradition. PHIL 3100 and 3110 are required for all philosophy majors, and so all graduating majors will have taken at least two of our historically-oriented courses. For classes in which one or more term papers are assigned, we will use the grade assigned to the last paper assigned. For classes in which no term papers are assigned, we will use the grade assigned to the final exam given in the course. We will convert the students' paper or exam grades according to this scale:

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

And then, for each student, we will compute the average score earned across all of his or her historically-oriented classes. The standard of success for this aspect of our assessment process will be that 90% of students will have earned an average score of 3.0 or higher across all such classes.

- Beginning in 2013-14, rather than basing our assessment of SLO-2 (“incorporate a philosophical position in oral and written communications”) on the final course grade earned by philosophy majors in PHIL 4300 (Senior Seminar), we will base it on (a) the grades assigned to the oral presentations made by philosophy majors in that course and (b) the grades assigned to the final version of the seminar papers written in that course. This new method of assessment ensures that elements that can contribute to the final course grade but that are irrelevant to this SLO (e.g., attendance) are excluded from the assessment of this SLO. This course will continue to be required for all philosophy majors, so SLO-2 data will be available for each of our graduating seniors. The standards of success for this aspect of our assessment process will be that (a) 90% of students will have earned an A or B on their oral presentations and (b) 90% of students will have earned an A or B on their seminar papers.
- Beginning in 2013-14, rather than basing our assessment of SLO-4 (“exhibit critical thinking skills”) on the final course grade earned by philosophy majors in PHIL 2020 (Critical Thinking), we will base it on the grades assigned to the oral presentations made by philosophy majors in that course. This new method of assessment ensures that elements that can contribute to the final course grade but that are irrelevant to this SLO (e.g., attendance) are excluded from the assessment of this SLO. Because PHIL 2020 is included in our Core area B-1 (“Oral Communication”), every section requires that a student make an oral presentation to the rest of the class toward the end of the semester. This course will continue to be required for all philosophy majors, so data SLO-4 data will be available for each of our graduating seniors. The standard of success for this aspect of our assessment process will be that 90% of students will have earned a B or higher on this oral presentation.

IX. Implications and Limitations of Assessment Results

As mentioned in previous years' Assessment Documents, it is impossible meaningfully 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 fields, 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.

Still, we can draw from the assessment data that we have collected some implications about the Philosophy Program's strengths and weakness.

A. The Need for More Permanent Faculty

We continue to believe that the gravest threat that we face is the limited number of permanent philosophy faculty and our ever increasing student-to-faculty ratio. This year's data, following a trend established in previous assessment cycles, supports this conclusion. Our Exit Surveys continue to show that our students recognize the need for more philosophy faculty members 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.

The ability to offer more upper-level courses is only one reason among many why we need to grow the philosophy faculty. Other reasons are as follows.

- **Program Growth.** The Philosophy Program has shown consistent growth over the last decade. During the 2011-2012 academic year we averaged 63.33 majors, plus 22 incoming freshmen and transfer students who were assigned philosophy as a major because they had expressed an interest in pre-law. This represents growth of more than 60% over the last five years and of more than 196% 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	2012-13
graduates	1	2	5	5	4	5	9	14	9	9	12*

*Anticipated.

- **Increasing Credit Hour and BOR FTE Production.** In 2011-12, overall credit hours were 4,866, an increase of 89% since 2006-07. Undergraduate credit hours within the major increased to 642 in 2011-12, an increase of 26% since 2006-07. BOR FTEs were 162.2 in 2011-12, an increase of 89% since 2006-07. It stands to reason that these increases would accelerate with the addition of new full-time faculty members. Without such additions, our

increasing 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,” may decline.

- **Service to the Core.** Our Core classes continue to fill or nearly fill. A fifth tenure-track member of our faculty teaching a 3/3 load would be responsible for three Core sections each year, with a maximum enrollment of 150 students across those three sections. While we have many curricular needs, our top priority is to hire a specialist in Comparative Religion / Comparative Philosophy who could teach PHIL 2130 (Introduction to World Religions) and potentially PHIL 2010 (Introduction to Philosophy). This would put us in a better position to help students meet the “Global Perspectives” Overlay Requirement. In AY2010-11, PHIL 2010 and PHIL 2130 were selected as classes that meet this requirement. 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.”²
- **High Student-to-Faculty Ratio.** As of this writing (November 2012), our ratio of philosophy majors to tenured and tenure-eligible faculty is 21.5 to 1 (86 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.”³ 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:⁴

Comparator Institutions	# T/TE faculty	# majors	ratio of majors to faculty
Bridgewater State	7	40	5.71 : 1
California U of PA	3	13	4.33 : 1
Central Washington U	5	68	13.6 : 1
East Stroudsburg U PA	5	28	5.6 : 1
Edinboro U of PA	4	13	3.25 : 1
Kutztown U of PA	6	28	4.66 : 1
Slippery Rock U of PA	4	52	13 : 1
U Central Oklahoma	5	59	11.8 : 1
University of West Georgia	4	86	21.5 : 1

² http://www.usg.edu/strategicplan/one/global_prep.phtml

³ <http://www.usg.edu/strategicplan/one/advising.phtml>

⁴ 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 respective departments during summer 2012. 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.

Aspirational Institutions	# T/TE faculty	# majors	ratio of majors to faculty
Appalachian State U	7	27	3.85 : 1
California State U Chico	13	58	4.46 : 1
Eastern Illinois U	7	22	3.14 : 1
James Madison U	14	43	3.07 : 1
Murray State U	3	12	4 : 1
U of Northern Iowa	8	45	5.62 : 1
UNC Wilmington	15	80	5.33 : 1
West Chester U-PA	10	77	7.7 : 1
<i>University of West Georgia</i>	4	84	21:1

The average ratio of philosophy majors to tenured or tenure-track faculty at these institutions is 6.2 to 1. **Our ratio is more than three times the average.**

Happily, in fall 2012 we received permission to search for a fifth TE faculty member. As of this writing we are receiving applications, and if all goes well our new colleague will join us beginning in August 2013. However, even assuming that our number of majors will not grow larger than 86 once that fifth TE faculty member joins our ranks, our major-to-TE-faculty ratio will be 17.2 to 1. **This will still be the highest such ratio among our comparator and aspirational institutions.**

B. Religion Track and Religion Minor

The number of philosophy majors participating in our religion track has held steady over the last year. In October 2011, there were 12 majors in the religion track, and as of this writing there are 13. The upper-division courses that are required for majors in our religion concentration (PHIL 3205: Religious Texts, PHIL 3220: Christian Thought, and PHIL 4230: Philosophy of Religion, each of which is capped at 30 seats) are still very popular, filling or nearly filling each time they are taught. The same is true of PHIL 2130 (Introduction to World Religions, capped at 50 seats), which is both a requirement for philosophy majors in the religion track and, for other students, a course that fulfills Core Area E4. So despite the relatively low number of philosophy majors who choose the religion track, the courses required for that track are nearly always full to capacity.

Participation in the religion minor has not been very high over the last several years. This includes a dry period of four years in which no students graduated with the religion minor:

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
graduates with minor in religion	3	3	3	1	0	0	0	0	3	3

PHIL 2130 is a requirement for religion minors, and PHIL 3205, 3220, and 4230 are among the electives that students can choose to fulfill the minor. As mentioned above, these classes are almost always filled to capacity, so low participation in the religion minor has not led to low enrollments in the classes that serve that minor:

	CAP	S09	F09	S10	F10	S11	F11	S12	F12
PHIL 2130 Intro to World Religions	50	44		49	43	49		16*	
PHIL 3205 Religious Texts	30		23			29			30
PHIL 3220 Christian Thought	30	31			26			30	
PHIL 4230 Philosophy of Religion	30			28			30		

**This was an Honors section capped at 16 seats and was thus fully enrolled.*

At least a partial explanation of the 2006-2010 dry period is the fact that starting in 2005-6, we introduced a religion track for our philosophy majors, and at least some students who were religion minors at that time decided to become philosophy majors in that track. It is plausible to think that at least some students who would have graduated as religion minors in the absence of a religion track within the philosophy major elected to become philosophy majors and finish in that track. In other words, we suspect that the introduction of the religion track within our philosophy B.A. program drew at least some students out of the religion minor.

An obstacle to the continued growth of religion track is that we can typically offer only two upper-division courses required for that track during any given academic year. This is because we have only one faculty member who is able to teach those 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. We anticipate that participation in our religion track will increase in the coming years given the new faculty line mentioned above. We currently anticipate that our new colleague will teach between one and three sections of PHIL 2130 (Introduction to World Religions) each year, as well as a selection of upper-division courses that will count toward the religion track. We predict that participation in the religion minor will increase, as well, since the classes mentioned above also serve that minor.

We are taking further steps to increase the number of students in the religion minor. We are currently in the process of adding a selection of religion-themed upper-division courses taught by other departments (including Anthropology, History and Psychology) as electives from which students may choose in order to complete the religion minor. This change should take effect with the 2013-14 catalog. We believe that it will result in more students choosing to minor in religion, and it may also help some current religion minors graduate sooner by giving them a wider range of upper-level electives from which to choose.

X. Future Plans

As mentioned above, a new TE faculty member will be joining us in AY2013-14. This will help to improve our student-to-faculty ratio, which is currently 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. It is also much higher than the target set in UWG's Strategic Goal #8 of reaching an *overall* student-faculty ratio of 18 to 1; while the UWG Strategic Plan does not mention a specific student-faculty ratio for which a given degree program should aim with regard to its majors and faculty members, any reasonable target would presumably be much lower than the overall ratio of students to faculty on campus. The addition of a fifth TE line will also help bring the ratio of full-time to part-time faculty in the Philosophy Program closer to that stipulated in Strategic Goal #8: 4.4 to 1. With five full-time faculty and three part-timers, our ratio is currently 1.66 to 1. However, even assuming that our number of majors will not grow once that fifth TE faculty member joins our ranks, our major-to-TE-faculty ratio will be 16.8 to 1, still the highest such ratio among our comparator and aspirational institutions. This has obvious negative implications for many aspects of our work, including 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." It also undermines our ability to assist students who wish to pursue individual research and to offer a sufficient number of sections of our upper-division courses without having to increase enrollment caps, which are already relatively high (30 seats for every 3/4000 class other than our Senior Seminar, which is capped at 16). What's more, on the assumption that the number of part-time instructors in the Philosophy Program does not decrease, the addition of a fifth TE faculty member will increase our full-time to part-time faculty ratio only to 2 to 1, still far below the general target set in **Strategic Goal #8**. So our plan is to begin requesting a sixth TE faculty line during AY2013-14, in the hopes that that new faculty member will join us in AY2015-16 or shortly thereafter.

The fifth TE faculty member mentioned above will specialize in Comparative Philosophy / Comparative Religion. This will allow us to expand the number of upper-level courses which can be counted toward the religion track within our philosophy major and toward our religion minor. We anticipate that this will increase enrollments in both that track and that minor and that it will enable religion students to progress more quickly toward graduation.

In support of **Complete College Georgia** and its goal of "**shortening time to degree**" we will do all of the following:

- We will continue to require that every philosophy major meets with his or her assigned faculty advisor for a mandatory advising session before he or she is allowed to register for classes. (The Registrar's Office will continue to place an advising hold on the accounts of all of our majors, holds that we will lift on a case-by-case basis only after each student has completed an advising session.) Faculty advisors will continue to maintain a file for each advisee containing an advising sheet that the advisor updates during each such meeting.
- We will continue to include in our Senior Exit Surveys questions regarding timely student progression toward graduation and to use student responses to help guide decisions about curriculum and advising practices.

- We will continue to monitor the scheduling of our upper-division courses with an eye to ensuring that it remains possible for our majors to graduate within four years.
- We will expand the upper-division electives from which students in our religion minor may choose, thus making it easier for those students to graduate more quickly (changes to be implemented by the beginning of AY2013-14).

We will continue to produce our annual “Meeting of the Minds” event each spring and, when budgets permit, to bring guest speakers to campus, thus helping to support **UWG’s Strategic Goals #5** (“The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life”) and **#12** (“The University will engage the local community educationally, culturally and recreationally.”)

Appendix A Senior Outcomes Assessment

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:

- (a) 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

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

rev. Sept. 2011

Appendix B

Four-Year Schedules

The following program sheets illustrate that it is possible to graduate with a B.A. in philosophy within four years, given that a student takes an average of 15 hours per semester and knows by the beginning of his or her junior year that he or she is pursuing a degree in philosophy. This is true for all three of our tracks, including pre-law and religion.

These illustrations assume a four-year course of study beginning in fall 2009 and lasting through spring 2013. In all instances, the 3/4000 PHIL courses shown were actually offered during the semesters indicated (or in the case of spring 2013 courses, will in fact be offered during that semester).

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		F09		1. PHIL 2010 (Intro. to Philosophy)	3		F11	
2. ENGL 1102	3		S10		2. PHIL 2020 (Critical Thinking)	3		S12	
3. MATH 1001, 1111, 1113, or 1634	3		F09		3. PHIL 2030 (Intro. to Ethics)	3		F12	
					4. Humanities Elective:	3		S11	
B. Institutional Priorities	5				5. FORL through 2002	3-6		F12	
1. Elective: FORL 1001	3 or 4		F11					S13	
2. Elective:	1 or 2		F09		Upper Division Courses in Philosophy	33			
					1. PHIL 3100 (Ancient / Medieval Phil.)	3		F11	
C. Humanities/Arts	6				2. PHIL 3110 (Modern Philosophy)	3		S12	
1. Elective:	3		S10		3. PHIL 3120 (American Philosophy) or PHIL 4150 (Analytic Philosophy)	3		F12	
2. Elective: FORL 1002	3		S12		4. PHIL 3140 (Existentialism) or PHIL 4100 (Phenomenology)	3		F12	
					5. PHIL 4300 (Senior Seminar)	3		F12	
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		F09		A. • American Phil • Symbolic Logic • Analytic Phil • Hist/ Phil. of Science	3		S12	
2. Elective: Non-Lab	3		S10		B. • Existentialism • Phenomenology • Friendship & Love • Hermeneutics • Phil in Literature & Film	3		S12	
3. Elective: Non-Lab	3		F10		C. • Professional Ethics • Political Phil. • Philosophy of Law • Feminist Phil.	3		F11	
					D. • Religious Texts • Christian Thought • Phil. of Religion • Asian Phil.	3		F11	
E. Social Sciences	12				PHIL3120: American Phil	3		S13	
1. HIST 1111 or 1112	3		F09		PHIL3220: Christian Thought	3		S13	
2. HIST 2111 or 2112	3		S10						
3. POLS 1101	3		S10						
4. Elective:*	3		F10						
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 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 ____
 (Last) (First) (Middle) Transfer? yes / no

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		F09		1. PHIL 2010 (Intro. to Philosophy)	3		F11	
2. ENGL 1102	3		S10		2. PHIL 2020 (Critical Thinking)	3		S12	
3. MATH 1001, 1111, 1113, or 1634	3		F09		3. PHIL 2030 (Intro. to Ethics)	3		F12	
					4. Humanities Elective:	3		S11	
B. Institutional Priorities	5				5. FORL through 2002	3-6		F12	
1. Elective:	3 or 4		F11					S13	
2. Elective:	1 or 2		F09		Upper Division Courses in Philosophy	33			
					1. PHIL 3100 (Ancient / Medieval Phil.)	3		F11	
C. Humanities/Arts	6				2. PHIL 3110 (Modern Philosophy)	3		S12	
1. Elective:	3		S10		3. PHIL 4110 (Philosophy of Law)	3		S12	
2. Elective:	3		S12		4. PHIL 4115 (Political Philosophy)* *	3		S13	
					5. PHIL 4120 (Professional Ethics)	3		F12	
D. Science, Math, Technology	10				6. PHIL 4300 (Senior Seminar)	3		F12	
1. Lab Science	4		F09		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		S10		A. • American Phil. • Symbolic Logic***	3		S12	
3. Elective: Non-Lab	3		F10		• Analytic Phil. • Hist/ Phil. of Science				
					B. • Existentialism • Phenomenology	3		F12	
					• Friendship & Love • Hermeneutics				
					• Phil in Literature & Film				
					C. • Religious Texts • Christian Thought	3		F11	
					• Phil. of Religion • Asian Phil.				
E. Social Sciences	12				PHIL3120: American Philosophy	3		F11	
1. HIST 1111 or 1112	3		F09		PHIL3220: Christian Thought	3		S13	
2. HIST 2111 or 2112	3		S10						
3. POLS 1101	3		S10						
4. Elective:*	3		F10						
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 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 ____
 (Last) (First) (Middle) Transfer? yes / no

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		F09		1. PHIL 2010 (Intro. to Philosophy)	3		F11	
2. ENGL 1102	3		S10		2. PHIL 2020 (Critical Thinking)	3		S12	
3. MATH 1001, 1111, 1113, or 1634	3		F09		3. PHIL 2030 (Intro. to Ethics)	3		F12	
					4. PHIL 2130 (Intro. to World Religions)	3		S11	
B. Institutional Priorities	5				5. Foreign Language through 2002	3-6		F12	
1. Elective:	3 or 4		F11					S13	
2. Elective:	1 or 2		F09		Upper Division Courses in Philosophy	33			
					1. PHIL 3100 (Ancient / Medieval Phil.)	3		F11	
C. Humanities/Arts	6				2. PHIL 3110 (Modern Philosophy)	3		S12	
1. Elective:	3		S10		3. PHIL 3205 (Religious Texts)	3		F12	
2. Elective:	3		S12		4. PHIL 3220 (Christian Thought)*	3		S12	
					5. PHIL 4230 (Phil. of Religion)	3		F11	
D. Science, Math, Technology	10				6. PHIL 4300 (Senior Seminar)	3		F12	
1. Lab Science	4		F09		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		S10		A. • American Phil. • Symbolic Logic • Analytic Phil. • Hist/Phil. of Science	3		S13	
3. Elective: Non-Lab	3		F10		B. • Existentialism • Phenomenology • Friendship & Love • Hermeneutics • Phil in Literature & Film	3		F12	
					C. • Professional Ethics • Political Phil. • Philosophy of Law • Feminist Phil.	3		S13	
E. Social Sciences	12				PHIL3160: Phil in Lit and Film	3		S12	
1. HIST 1111 or 1112	3		F09		PHIL3140: Existentialism	3		F11	
2. HIST 2111 or 2112	3		S10						
3. POLS 1101	3		S10						
4. Elective:	3		F10						
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 3170 (Asian Philosophy) may be substituted for PHIL 3220

Appendix C
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
2012-13	69	70															
2011-12	60	60	61	68	67	58	59	64	69	63	64	66	63.3	9	54.25	10	82%
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 D
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 E Results of Exit Survey, Fall 2011

The combined results for 2004 through 2011 are displayed in Appendix E.

** Question added to survey in 2010.

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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:

- 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.**

9=3	27.3%
8=3	27.3%
7=4	36.4%
6=1	9.0%
11	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=1	9.0%
9=5	45.8%
7=2	18.1%
6=1	9.0%
5=2	18.1%
11	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=1	9.0%
9=1	9.0%
8=4	36.3%
7=5	45.7%
11	100%

Exit Survey Scores	Q1	Q2	Q3
Student 1	7	9	10
Student 2	8	10	8
Student 3	9	5	9
Student 4	6	5	7
Student 5	8	9	7
Student 6	9	7	8
Student 7	8	6	7
Student 8	7	9	8
Student 9	9	9	7
Student 10	7	9	7
Student 11	7	7	8
AVERAGES	7.73	7.73	7.82

Qualitative Results

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

The faculty=10
Classes/course content=3
Diversity of approaches/classes=2
Good advising=1
Religion classes=1

- ss) The faculty. The faculty demand hard work & effort while at the same time offering help and guidance.
- tt) Knowledgeable faculty members, strong advising advice, professors who work to make content relatable, and work hard to teach it in an unbiased way.
- uu) I feel it is strong in all major categories, especially American and political and legal philosophy.
- vv) Good professors, I especially enjoy the philosophy or religion classes.
- ww) A good variety of philosophy with an educated professor teaching his or her expertise.
- xx) The broad range of information that can be attained. Teachers do a good job at presenting the material.
- yy) Teachers who are well-versed in their respective disciplines and knowledgeable.
- zz) Classes provided, instructors.
- aaa) The professors are all wonderful and bring their own special interests and new ideas to the discussion. It's a stimulating and cooperative discussion over the past few years.
- bbb) The teachers really present the material in a way that a person can compare one branch to another.
- ccc) Great teachers.

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

Limited course offerings=2
Too few professors=2
Insufficient logic requirement=1
Too few religion professors=1
Political phil offered too late in student's career=1
Conflicting due dates/test dates=1
No Eastern phil=1
Degree not relevant to most jobs=1
No class about LSAT and law school=1

- ss) Other than Symbolic Logic, there isn't much focus on logic as a discipline or useful tool. Sure, our papers have to contain a well-established thesis that is well-supported by facts or premises, but there isn't much formal logic being demanded.
- tt) We need more professors in philosophy. The lack of professors make it harder to receive help outside of the classroom. Although they do as much as they can, and always make time to meet w/students & answer e-mails quickly & thoroughly, it seems a strain on the small faculty at times.
- uu) All the religion classes are taught by one professor. If he is not effective for a given student, there are no alternatives.
- vv) This is my senior year and am just now being introduced to political philosophy.
- ww) N/A
- xx) Less now than before, but a small variety of professors.
- yy) Conflicting due dates and test schedules.
- zz) Not enough phil. classes. Not a lot of choices. More.
- aaa) It could branch out to include Eastern philosophy—also, philosophy B.A. is not the most relevant for most jobs.

bbb) It has far too few classes. It would be nice to have more classes.

ccc) Needs specific class for pre-law students that teaches students how to do well on the LSAT and what is on it, how to get into a law school, and how to succeed in law school once admitted as a philosopher.

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

Hire more faculty=2

More classes=2

More math/logic requirements=1

More political/legal classes=1

Separate ancient from medieval=1

Add class about LSAT and law school=1

Add "Philosopher's Lounge"=1

ss) More math requirements & more formal logic. On an unrelated note to this point, analytic philosophy should be here to stay because of its relevance to science. This relation is important because we live in a society that has tremendously progressed by means of science.

tt) Hire more professors.

uu) I would add to political and legal and separate ancient and medieval into two classes, though still requiring both for the major.

vv) A broader curriculum that touches on more subjects.

ww) N/A

xx) N/A

yy) N/A

zz) More choices/classes.

aaa) N/A

bbb) Get at least one more professor.

ccc) A class called "Pre-Law Philosophy". A philosopher's lounge full of books and comfortable chairs, rugs, and maybe a coffee maker.

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

ss) Religious Texts; fairy tales hardly seem worthy of philosophical inquiry.

tt) No.

uu) No.

vv) N/A

ww) Four languages? That's almost a minor.

xx) N/A

yy) N/A

zz) FORL – Foreign language.

aaa) NO—They're not all my interest but they give a wide range of views and philosophers.

bbb) Foreign language. What purpose does it satisfy for philosophy majors.

ccc) I think there should be two intro classes that split the timeline at Descartes and incorporate Ancient & Medieval so we can get a better overview.

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

ss) Logic

tt) No.

uu) Either political or legal should be required.

vv) I think professional ethics should be a requirement.

ww) N/A

xx) N/A

yy) N/A

zz) N/A

aaa) Language requirement should not be.

bbb) Intro to Anthropology

ccc) Pre-law majors should be required to take pre-law philosophy.

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

ss) More on analytic philosophy or more courses in math.

tt) Yes, I would have liked to take an Asian philosophy course or perhaps a philosophy course that addressed issues or benefits of medical psychology.

uu) History of western philosophy maybe.

vv) A few more political philosophy courses.

ww) Asian Philosophy.

xx) N/A

yy) N/A

zz) Yes. More classes from the analytic field. More classes in general.

aaa) Any variation of Eastern philosophy—maybe require 1 class.

bbb) A general study of epistemologic thought and Eastern Philosophy.

ccc) Objectivism always gets mentioned and no one knows what it is.

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

Other employment=5

Law school=3

Graduate school (unspecified)=2

Other=2

Graduate school in psychology=1

Nursing school=1

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

ss) Graduate school or law school.

tt) Job.

uu) Job.

- vv) To go to grad school with my other degree, psychology.
- ww) Law School.
- xx) To live.
- yy) I start working as a counselor at a mental hospital.
- zz) Job. Possible: nursing school.
- aaa) Graduate school after some time off. Liberal arts. Otherwise, whatever job I can get.
- bbb) Law school, GA State.
- ccc) Contemplation.

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=5
- General intellectual development=4
- Writing skills=3
- Communication skills=2
- Speaking skills=2
- Analytical skills=1
- Reading comprehension=1
- Argumentation skills=1
- “understanding different types of texts and opinions”=1
- Abstract thinking=1
- “get myself advanced in whatever field”=1
- “open perspective; philosophical mindset”=1

- ss) Not only critical thinking skills that will aid in any career field, but also an enrichment to my life that no other field of study could offer.
- tt) Too many to list. Some are skills to speak and write clearer and practice having your opinions understood better. Practice reading, writing, and understanding different types of texts and opinions.
- uu) Critical Thinking
- vv) A lot of critical thinking skills as well as the ability to contemplate abstract ideas.
- ww) I have far better critical thinking skills. I have also become a much better writer.
- xx) The duty to further reason, get myself advanced in whatever field.
- yy) A deeper understanding of the world.
- zz) Arguments. Writing. Speaking. Open perspective. Philosophical mindset.
- aaa) Communicating in a logical and open way. Overall, I have developed as a person intellectually.
- bbb) Thinking critically & it has made me more analytic.
- ccc) I learned how to think.

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.

- ss) Dr. Brommage. Dr. Lane. Dr. Riker.
- tt) Dr. Donohoe and Dr. Lane
- uu) Riker, Lane.
- vv) Dr. Tietjen has been my favorite professor for changing my views on religion.
- ww) N/A

xx) N/A

yy) Janet Donohoe, Walter Riker, Mark Tietjen, Robert Lane

zz) Riker, Lane, Donohoe

aaa) Dr. Donohoe—Had my 1st phil class with her and have continued talking to her every semester following. Truly inspirational.

bbb) Dr. Riker

ccc) N/A

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

no=7

yes=2

N/A=2

ww) I will have completed my degree in 3.5 years at the time of graduation.

zz) Nope, around 8.

aaa) I also enrolled in the Advanced Academy & had additional requirements.

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

Decided on phil. major too late=4

Personal/family matters=2

Foreign language=1

Partied too much=1

Took fewer than 15 hours per semester=1

Financial reasons=1

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

ss) I changed my major numerous times as well as partied too much as a freshman.

tt) I was a commuter student and only took 12 credits a semester.

uu) Family obligations, financial.

vv) I struggled early on and discovered that I wanted phil. as a major late.

ww) N/A

xx) N/A

yy) I changed majors.

zz) Not sure in the beginning. Moving/legal matters. Spanish classes.

bbb) I was not originally a philosophy major.

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?

ss) Absolutely.

tt) Yes.

uu) Yes.

vv) No, they don't provide you with enough post-graduate information.

ww) Definitely.

xx) N/A

yy) Yes.

zz) Yes.

aaa) Yes.

bbb) N/A

ccc) N/A

13. Additional information you would like to provide.

ss) As mentioned above, I would like our program to offer a B.S. track that contains more math and/or logic.

tt) N/A

uu) N/A

vv) N/A

ww) N/A

xx) N/A

yy) N/A

zz) N/A

aaa) N/A

bbb) N/A

ccc) N/A

Appendix F Combined Results of Exit Surveys 2004-2011

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	10%
9=7	33%
8=4	19%
7=7	33%
6=1	5%
21	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=3	14%
9=7	33%
8=4	19%
7=2	10%
6=1	5%
5=3	14%
3=1	5%
21	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=3	14%
9=4	19%
8=6	29%
7=7	33%
6=1	5%
10	100%

QUALITATIVE QUESTIONS

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

The faculty=31
Diversity of approaches=17
Faculty/student interaction=8
Classes/course content=3
Community=3
Teaching critical reading/thinking skills=3
Promotion of student scholarship=2
Small Program=2
It's fun=2
Teaching communication skills=1
Religion classes=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 valued 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.
- ss) The faculty. The faculty demand hard work & effort while at the same time offering help and guidance.
- tt) Knowledgeable faculty members, strong advising advice, professors who work to make content relatable, and work hard to teach it in an unbiased way.
- uu) I feel it is strong in all major categories, especially American and political and legal philosophy.
- vv) Good professors, I especially enjoy the philosophy or religion classes.
- ww) A good variety of philosophy with an educated professor teaching his or her expertise.
- xx) The broad range of information that can be attained. Teachers do a good job at presenting the material.
- yy) Teachers who are well-versed in their respective disciplines and knowledgeable.
- zz) Classes provided, instructors.
- aaa) The professors are all wonderful and bring their own special interests and new ideas to the discussion. It's a stimulating and cooperative discussion over the past few years.
- bbb) The teachers really present the material in a way that a person can compare one branch to another.
- ccc) Great teachers.

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

Limited course offerings=23
 Need more professors=9
 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
 Insufficient logic requirement=1

Too few religion professors=1
Political phil offered too late in student's career=1
Conflicting due dates/test dates=1
No Eastern phil=1
Degree not relevant to most jobs=1
No class about LSAT and law school=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
- ss) Other than Symbolic Logic, there isn't much focus on logic as a discipline or useful tool. Sure, our papers have to contain a well-established thesis that is well-supported by facts or premises, but there isn't much formal logic being demanded.
- tt) We need more professors in philosophy. The lack of professors make it harder to receive help outside of the classroom. Although they do as much as they can, and always make time to meet w/students & answer e-mails quickly & thoroughly, it seems a strain on the small faculty at times.
- uu) All the religion classes are taught by one professor. If he is not effective for a given student, there are no alternatives.
- vv) This is my senior year and am just now being introduced to political philosophy.

ww) N/A

xx) Less now than before, but a small variety of professors.

yy) Conflicting due dates and test schedules.

zz) Not enough phil. classes. Not a lot of choices. More.

aaa) It could branch out to include Eastern philosophy—also, philosophy B.A. is not the most relevant for most jobs.

bbb) It has far too few classes. It would be nice to have more classes.

ccc) Needs specific class for pre-law students that teaches students how to do well on the LSAT and what is on it, how to get into a law school, and how to succeed in law school once admitted as a philosopher.

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

Hire more faculty=15

More / more in-depth classes=15

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

More math/logic requirements=1

More political/legal classes=1

Separate ancient from medieval=1

Add class about LSAT and law school=1

Add “Philosopher’s Lounge”=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

ss) More math requirements & more formal logic. On an unrelated note to this point, analytic philosophy should be here to stay because of its relevance to science. This relation is important because we live in a society that has tremendously progressed by means of science.

tt) Hire more professors.

uu) I would add to political and legal and separate ancient and medieval into two classes, though still requiring both for the major.

vv) A broader curriculum that touches on more subjects.

ww) N/A

xx) N/A

yy) N/A

zz) More choices/classes.

aaa) N/A

bbb) Get at least one more professor.

ccc) A class called "Pre-Law Philosophy". A philosopher's lounge full of books and comfortable chairs, rugs, and maybe a coffee maker.

****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.

ss) Religious Texts; fairy tales hardly seem worthy of philosophical inquiry.

tt) No.

uu) No.

vv) N/A

ww) Four languages? That's almost a minor.

xx) N/A

yy) N/A

zz) FORL – Foreign language.

aaa) NO—They're not all my interest but they give a wide range of views and philosophers.

bbb) Foreign language. What purpose does it satisfy for philosophy majors.

ccc) I think there should be two intro classes that split the timeline at Descartes and incorporate Ancient & Medieval so we can get a better overview.

****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.

ss) Logic

tt) No.

uu) Either political or legal should be required.

vv) I think professional ethics should be a requirement.

ww) N/A

xx) N/A

yy) N/A

zz) N/A

aaa) Language requirement should not be.

bbb) Intro to Anthropology

ccc) Pre-law majors should be required to take pre-law philosophy.

****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
- ss) More on analytic philosophy or more courses in math.
- tt) Yes, I would have liked to take an Asian philosophy course or perhaps a philosophy course that addressed issues or benefits of medical psychology.
- uu) History of western philosophy maybe.
- vv) A few more political philosophy courses.
- ww) Asian Philosophy.
- xx) N/A
- yy) N/A
- zz) Yes. More classes from the analytic field. More classes in general.
- aaa) Any variation of Eastern philosophy—maybe require 1 class.
- bbb) A general study of epistemologic thought and Eastern Philosophy.
- ccc) Objectivism always gets mentioned and no one knows what it is.

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

Law school=10
 Graduate school (unspecified)=8
 Employment (unspecified)=10
 Graduate school in philosophy=4
 Graduate school in religion=1
 Another undergraduate degree=2
 No idea=2
 Military=2
 Work for awhile, then go back to grad school=2
 Other=2
 Teaching abroad=1
 Graduate school in education=1
 Internship=1
 Nursing school=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.]**

Critical Thinking skills=19
 Communication skills=17
 Analytical skills=8
 Argumentation skills=8
 Reading comprehension=5
 Ability to recognize multiple perspectives=4
 General intellectual development=4
 Writing skills=3
 Speaking skills=2
 Ability to ask questions=2
 Abstract thought=2
 Analytical skills=1
 Argumentation skills=1
 Logic=1

Organization skills=1
Reading comprehension=1
Research skills=1
Self-awareness=1
“Desire for understanding”=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
“understanding different types of texts and opinions”=1
“get myself advanced in whatever field”=1
“open perspective; philosophical mindset”=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.
- ss) Not only critical thinking skills that will aid in any career field, but also an enrichment to my life that no other field of study could offer.
- tt) Too many to list. Some are skills to speak and write clearer and practice having your opinions understood better. Practice reading, writing, and understanding different types of texts and opinions.
- uu) Critical Thinking
- vv) A lot of critical thinking skills as well as the ability to contemplate abstract ideas.
- ww) I have far better critical thinking skills. I have also become a much better writer.
- xx) The duty to further reason, get myself advanced in whatever field.
- yy) A deeper understanding of the world.
- zz) Arguments. Writing. Speaking. Open perspective. Philosophical mindset.
- aaa) Communicating in a logical and open way. Overall, I have developed as a person intellectually.
- bbb) Thinking critically & it has made me more analytic.
- ccc) I learned how to think.

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

ss) Dr. Brommage. Dr. Lane. Dr. Riker.

tt) Dr. Donohoe and Dr. Lane

uu) Riker, Lane.

vv) Dr. Tietjen has been my favorite professor for changing my views on religion.

ww) N/A

xx) N/A

yy) Janet Donohoe, Walter Riker, Mark Tietjen, Robert Lane

zz) Riker, Lane, Donohoe

aaa) Dr. Donohoe—Had my 1st phil class with her and have continued talking to her every semester following. Truly inspirational.

bbb) Dr. Riker

ccc) N/A

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

no=14

yes=5

N/A=2

ww) I will have completed my degree in 3.5 years at the time of graduation.

zz) Nope, around 8.

aaa) I also enrolled in the Advanced Academy & had additional requirements.

****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]**

Decided on phil. major too late=6

Foreign language=2

Required classes not offered frequently enough=2

Personal/family matters=2

Had to retake class(es)=1

Not mature when starting college=1

Enrolled part-time=1

Dropped out to work=1

Partied too much=1

Took fewer than 15 hours per semester=1

Financial reasons=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

ss) I changed my major numerous times as well as partied too much as a freshman.

tt) I was a commuter student and only took 12 credits a semester.

uu) Family obligations, financial.

vv) I struggled early on and discovered that I wanted phil. as a major late.

ww) N/A

xx) N/A

yy) I changed majors.

zz) Not sure in the beginning. Moving/legal matters. Spanish classes.

bbb) I was not originally a philosophy major.

****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.

ss) Absolutely.

tt) Yes.

uu) Yes.

vv) No, they don't provide you with enough post-graduate information.

ww) Definitely.

xx) N/A

yy) Yes.

zz) Yes.

aaa) Yes.

bbb) N/A

ccc) N/A

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 so hard to make a quality program, it makes it even more worthwhile to be a part of.

h) After spending my years here at 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

ss) As mentioned above, I would like our program to offer a B.S. track that contains more math and/or logic.

tt) N/A

uu) N/A

vv) N/A

ww) N/A

xx) N/A

yy) N/A

zz) N/A

aaa) N/A

bbb) N/A

ccc) 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!!!