## Assessment statement for Philosophy, AY 2022-23

Over 2020-23, the philosophy program has redesigned its curriculum. Changes were made to courses and to the major and minor programs overall:

- The history of philosophy sequence was merged from four courses into two courses
- The philosophy capstone was redesigned, and is now required of all majors
- Philosophy majors are required to have a minor or second major
- Some new courses were developed, while others have been dropped from the curriculum

These changes are intended to (a) remove recurring obstacles for scheduling and for students completing the major; (b) make the best use of the expertise of new faculty; (c) draw more connections between philosophy and other programs on campus.

While these changes were being made, continuing with our previous assessment plan did not make sense and was not possible. So two faculty members, Harrison Kleiner and Mike Ashfield, have developed a new assessment plan for the program that matches its new character. We are implementing the plan in Fall of 2023, and we look forward to having preliminary results at the end of the 2023-24 academic year.

The assessment plan identifies key abilities we hope to teach our students:

- *Understand* difficult texts, theories, arguments, and explanations;
- *Connect* that understanding to other texts, etc.
- *Evaluate* the coherence and legitimacy of those texts, etc.
- *Apply* those texts, etc. to new domains

More detailed information is supplied in a separate document.

We will be measuring our success in developing these abilities in students in two ways:

- First, we are integrating our assessment measures with specific items in IDEA student evaluations, so we will be learning from students whether they believe they have made advancements in these skills.
- Second, we are identifying the courses which have been typically the first courses taken by students who become philosophy majors, and we are introducing rubrics for "signature assignments" in those classes. When students become majors and eventually enroll in the capstone course, we can compare how they performed at the beginning of our program to how they perform at the end of the program. On the basis we can see how successful we have been in developing the key abilities.