Assessment Activity Report Due April 20, 2018
Submit a pdf version at https://sfsu.knack.com/ap#annual-assessment/

Closing the Loop Annual Assessment Report

Department ___Philosophy______  College LCA________________________

Degree Program___BA in Philosophy, BA in Philosophy and Religion

Please see resources about closing the loop and assessing program learning outcomes at the Academic Planning website http://air.sfsu.edu/assessment/resources

Use of Assessment for Program Improvement and Planning, or, Closing the Loop Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their use of assessment findings to improve their programs.

The quality of a program's assessment is determined by its usefulness and application. While assessment should reveal a program's strengths, it is equally (and perhaps even more) valuable if it can help programs identify, reflect on, and address areas where continued development and improvement are needed.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment clearly drives program planning and curriculum development</td>
<td>Assessment results directed toward program planning</td>
<td>Assessment describes the existing program</td>
<td>No use of assessment evident</td>
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<tr>
<td>Program improvements result from assessment</td>
<td>Program's curriculum has changed (and changes) as a result of assessment</td>
<td>Assessment used to defend status quo</td>
<td></td>
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<tr>
<td>Evidence of program-level reflection on assessment results</td>
<td>Assessment report includes reflection on larger lessons learned from assessment</td>
<td>Assessment is primarily procedural and needs reflection</td>
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1. Please list the program learning goal that was assessed in your assessment findings report or other assessment activity.

Department learning outcomes (from our self-study)

L1. Students should be able to read and understand standard philosophical texts (skills1)
L2. Students should be able to evaluate and construct philosophical arguments (skills2)
L3. Students should be able to write philosophical essays (skills3)
L4. Students should attain knowledge of the history and current state of the discipline, a grasp of representative philosophical issues and ways of dealing with them (knowledge)
2. What was the finding of that assessment?

In the Philosophy Program assessment report from June 2017 (covering AY2015-2016 and 2016-2017) we noted that although our programs generally meet set goals, there are two potential locations for improvement.

A. The first is programmatic and concerns that our GWAR course is often not taken early enough in the students’ career at State.

B. The second is that the students’ main weakness is in constructing and responding to objections.

3. What was the process through which faculty considered a response to the findings of the assessment (department meeting, department retreat, through a department assessment or curriculum committee)?

We discussed these findings at a faculty meeting and subsequently over a series of email discussions.

4. What changes have you made or are you planning to make in order to address the findings?

Re A: We will need to discuss how to provide a better roadmap to students and consider that in connection with considering our curriculum map. There are two issues here: providing clear and effective advising to students and considering potential roadblocks and bottlenecks. We have also added information to our regular advising emails about the importance of taking PHIL 320 early, and we have changed the ENG 214 pre-requisite to a co-requisite (a course that students can take either prior to or concurrently with PHIL 320) so that junior transfers are able to take PHIL 320 in their first semester.

Re B: We have encouraged instructors to pay particular attention to constructing and responding to objections. We also believe that this issue is well addressed by encouraging students to take the GWAR course earlier (issue A). Our GWAR course, PHIL 320 Philosophical Analysis GW, explicitly teaches students how to identify, make explicit, and respond to objections.

5. What assessment activities do you plan to undertake next academic year?
   • Will you assess a different program learning goal (assessment finding report)?
   • Will you address another finding from the assessment of the same program learning goal (closing the loop report)?
   • Is it time to revisit program learning goals (program learning goals report) or your curriculum map (curriculum map report)

We will revisit our curriculum map.