1. What student learning outcomes were assessed this year, and why?
We assessed all department goals and student learning outcomes, because most of the tools we use assess multiple learning outcomes. It seems easier to assess all of them, rather than revise the tools year to year.

2. How were they assessed?

Department Goal 1: We used senior theses, exit surveys, student participation in conferences, student participation in internships, and student participation in study abroad programs to assess our educational goals. Data was collected in Spring, Summer, Fall, and Winter quarters from all graduating or thesis-writing seniors, and from the majors participating in these various events and programs.

Department Goal 2: We collected information about student and faculty presentations at conferences and faculty publications to assess our scholarship goals. This information was collected during Winter quarter.

Department Goal 3: We collected information in all four quarters about how many programs the department had sponsored or co-sponsored, our support of interdisciplinary programs, and student participation in clubs and university service.

Student Learning Outcome 1: This outcome focuses on teaching student content knowledge in our two disciplines, we used our senior thesis rubric as an objective measure of this skill on all senior theses. This was done in Spring, Fall and Winter quarters for philosophy theses, and as needed for religious studies theses. We also distributed exit surveys, in online form, to all graduating or thesis-writing seniors in Spring, Fall, and Winter quarters. A third measurement of this outcome came in the form of student grades in required coursework, in which this core content is taught. In order to collect grades on required coursework from majors, we ran a query in SAFARI for Spring, Fall, and Winter quarters.

Student Learning Outcome 2: This outcome focuses on the ability to analyze and support a thesis, and we used our senior thesis rubric to evaluate this skill objectively and the exit survey to evaluate it subjectively.

Student Learning Outcome 3: This outcome focuses on intellectual diversity and pluralism.
Again, we measured this outcome on the senior thesis rubric and the exit survey.

**Student Learning Outcome 4:** This outcome relates to students’ ability to understand and apply various approaches to ethics – including ethical reasoning, locating ethical values in historical and cultural context, and examining the wider implications of these values. This outcome was measured subjectively through a question on the exit survey, and objectively through our ethical evaluation rubric, which measured specific criteria on a set of papers written by majors. It was filled out by the instructors of PHIL 302 (Ethics) and PHIL 305 (Philosophy of Religion).

**Note:** We have changed the format of reporting our results. Rather than repeating a great deal of information from the assessment plan, we have added two columns to the right side of the chart from the assessment plan (Data collected and Standard met?). This seemed like a more efficient way to present the information.
### Table I. Department Goals

<table>
<thead>
<tr>
<th>Department Goals and Outcomes</th>
<th>Related University and College Goals</th>
<th>Methods of Assessment</th>
<th>Who/What Assessed</th>
<th>When Assessed</th>
<th>Criterion of Achievement</th>
<th>Data collected</th>
<th>Standard met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education</td>
<td>University Goals I &amp; II: “Outstanding academic life”</td>
<td>Senior Thesis Evaluation (Appendix II)</td>
<td>All majors at end of capstone projects</td>
<td>Fall, winter, spring terms</td>
<td>See student learning outcomes.</td>
<td>See student learning outcomes.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Goal V: “Regional and national prominence”</td>
<td>Exit survey (Appendix III)</td>
<td>All majors at end of capstone projects</td>
<td>Fall, winter, spring terms</td>
<td>See student learning outcomes.</td>
<td>See student learning outcomes.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Goal VI: “Promote intellectual inquiry and encourage civility”</td>
<td>Student participation in conferences and meetings</td>
<td>Track student participation in regional and national conferences/meetings</td>
<td>Fall, winter, spring terms</td>
<td>Student participation in at least two regional or national conferences/meetings per year</td>
<td>22 students participated in three different conferences/meetings</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>College SL Goal 2: “Improve students’ knowledge of human cultures and diversity”</td>
<td>Student internships</td>
<td>Students who participate in internships</td>
<td>Fall, winter, spring terms</td>
<td>5% of students doing discipline-related cooperative education projects</td>
<td>5 students (10.2%)</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>SL Goal 3: “Facilitate disciplinary and interdisciplinary integrative learning”</td>
<td>Student participation in study abroad programs</td>
<td>Students who participate in study abroad programs</td>
<td>Fall, winter, spring terms</td>
<td>5% of majors participating in study-abroad programs</td>
<td>3 students (6.1%)</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>SL Goal 4: “Develop students’ intellectual and practical skills”</td>
<td>Department personnel policies</td>
<td>All faculty</td>
<td>Fall, winter, spring, summer terms</td>
<td>Refer to Sections IIA, III, IV, V, VI and VII of the department’s personnel policy.</td>
<td>Reported in faculty reappointment files and annual activity reports.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”</td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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1 For full text of department goals and outcomes, see Appendix I.
2 Department, university, and college goals do not correspond one-to-one to methods of assessment.
<table>
<thead>
<tr>
<th>Department Goals and Outcomes</th>
<th>Related University and College Goals</th>
<th>Methods of Assessment</th>
<th>Who/What Assessed</th>
<th>When Assessed</th>
<th>Criterion of Achievement</th>
<th>Data collected</th>
<th>Standard met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Scholarship</td>
<td>University Goals I &amp; II: “Outstanding academic life” Goal V: “Regional and national prominence” College SL Goal 2: “Improve students’ knowledge of human cultures and diversity” SL Goal 3: “Facilitate disciplinary and interdisciplinary integrative learning” Strategic Goal 3: “Increase visibility of CAH”</td>
<td>Student conference presentations</td>
<td>Students and faculty participating in regional, national, and international conferences</td>
<td>Fall, winter, spring terms</td>
<td>Students: 20% of majors will present at SOURCE or other conferences.</td>
<td>12 majors (24.5%)</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty conference presentations and publications</td>
<td>Faculty</td>
<td>Fall, winter, spring terms</td>
<td>Refer to Sections IIB, III, IV, V, VI and VII of the department’s Personnel Policy.</td>
<td>Faculty members presented at a total of 16 conferences, and published 1 edited book, 2 book chapters, and 6 articles.</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Service</td>
<td>University Goals I &amp; II: “Outstanding academic life” Goal V: “Regional and national prominence” College SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”</td>
<td>Participation in and sponsorship of university-wide events and interdisciplinary programs</td>
<td>Faculty</td>
<td>Fall, winter, spring terms</td>
<td>Refer to Sections IIC, III, IV, V, VI and VII of the department’s Personnel Policy. Department sponsors or co-sponsors on average 4 programs per year.</td>
<td>3 faculty directed interdisciplinary programs: Jeff Dippmann, Asia/Pacific Studies; Cynthia Coe, Women’s Studies; Matthew Altman, Douglas Honors College Department sponsored 18 events.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student participation in clubs and university service</td>
<td>Students who participate in clubs and university service</td>
<td>Fall, winter, spring terms</td>
<td>Department-related student organizations sponsor at least one university-wide event per year.</td>
<td>Student clubs sponsored 5 events.</td>
<td>Yes</td>
</tr>
<tr>
<td>Table II. Student Learning Outcomes</td>
<td>Related Departmental Goals</td>
<td>Related College and University Goals</td>
<td>Methods of Assessment</td>
<td>Who/What Assessed</td>
<td>When Assessed</td>
<td>Criterion of Achievement</td>
<td>Data collected</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------</td>
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<tr>
<td>1. Students will demonstrate an understanding of the major ideas within philosophical/religious traditions.</td>
<td>Goal 1 – encourage an understanding and appreciation of the diverse traditions, perspectives, and ideas in the disciplines of philosophy/religious studies.</td>
<td>University: Goals I &amp; II: “Outstanding academic life” Goal VI: “Promote intellectual inquiry and encourage civility” College SL Goal 1: “Ensure that students develop disciplinary specific competencies” SL Goal 2: “Improve students’ knowledge of human cultures” SL Goal 3: “Facilitate disciplinary and interdisciplinary integrative learning” SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”</td>
<td>Senior thesis evaluation</td>
<td>All majors at end of capstone projects.</td>
<td>Fall, winter, spring terms</td>
<td>90% of senior theses need to obtain at least “met expectations” for Outcome 1 (understanding of major ideas) on the senior thesis rubric.3</td>
<td>Out of 17 completed senior theses, 15 met or exceed expectations on this outcome. (88.2%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exit survey</td>
<td>All majors at end of capstone projects.</td>
<td>Fall, winter, spring terms</td>
<td>67% of students answering the exit survey mark “4” or higher for question 2 (understanding basic concepts).4</td>
<td>81.25% marked 4 or higher.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required coursework</td>
<td>All majors and minors.</td>
<td>Fall, winter, spring terms</td>
<td>At least 85% of majors receive a C or better in required courses for the relevant specialization.</td>
<td>83.3% of majors received a C or better.</td>
<td>No (not quite)</td>
</tr>
</tbody>
</table>

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3 We slightly revised our assessment plan so that the individual outcomes on the senior thesis rubric could be used to assess the matching student learning outcome.
4 The complete results of the exit survey are compiled in Appendix V.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Departmental Goals</th>
<th>Related College and University Goals</th>
<th>Methods of Assessment</th>
<th>Who/What Assessed</th>
<th>When Assessed</th>
<th>Criterion of Achievement</th>
<th>Data collected</th>
<th>Standard met?</th>
</tr>
</thead>
</table>
| 2. Students will demonstrate the ability to advance and support a thesis, as well as analyze and critically evaluate the beliefs and practices of others. | Goal 2 - explore the questions that lie at the core of the human condition — issues of value, purpose, identity, knowledge, and faith | University: Goals I & II: “Outstanding academic life”
  Goal VI: “Promote intellectual inquiry and encourage civility”
  College: SL Goal 1: “Ensure that students develop disciplinary specific competencies”
  SL Goal 4: “Develop students’ intellectual and practical skills” | Senior thesis evaluation | All majors at end of capstone projects. | Fall, winter, spring terms | 90% of senior theses need to obtain at least “met expectations” for Outcome 2 (clarity of thesis), Outcome 3 (defense of that thesis) and Outcome 5 (thoughtful engagement with a serious question) on the senior thesis rubric. | Outcome 2: 94.1% met or exceeded expectations
  Outcome 3: 82.6% met or exceeded expectations
  Outcome 5: 94.1% met or exceeded expectations | No (specifically on Outcome 3) |
| 3. Students will think pluralistically and flexibly, consider new ideas and critically reflect on them, and embrace perplexity. | Goal 1 - encourage an understanding and appreciation of diverse traditions, perspectives, and ideas in the disciplines of philosophy/religious studies. | University: Goal VI: “Promote intellectual inquiry and encourage civility”
  College: SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally” | Senior thesis evaluation | All majors at the end of the capstone project. | Fall, winter, spring terms | 67% of students answering the exit survey mark “4” or higher for question 3 (advance/defend thesis), question 5 (analyze/critically evaluate claims – PHIL) and question 7 (analyze/comprehend others’ beliefs – RELS). | Question 3: 68.75% marked 4 or higher
  Question 5: 92.9% marked 4 or higher
  Question 7: 85.7% marked 4 or higher | Yes |
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Departmental Goals</th>
<th>Related College and University Goals</th>
<th>Methods of Assessment</th>
<th>Who/What Assessed</th>
<th>When Assessed</th>
<th>Criterion of Achievement</th>
<th>Data collected</th>
<th>Standard met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. continued</td>
<td>Goal 2 - explore the questions that lie at the core of the human condition — issues of value, purpose, identity, knowledge, and faith</td>
<td>University: Goal VI: “Promote intellectual inquiry and encourage civility” College: SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”</td>
<td>Exit surveys</td>
<td>All majors at the end of the capstone project.</td>
<td>Fall, winter, spring terms.</td>
<td>67% of students answering the exit survey mark “4” or higher for question 4 (engagement with multiple points of view).</td>
<td>75% marked 4 or higher.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

| 4. Students will examine multiple approaches to ethics and recognize their application — for example, by examining the implications of those approaches for specific moral problems, comparing different positions, or identifying their historical and cultural context. | Goal 2 - explore the questions that lie at the core of the human condition — issues of value, purpose, identity, knowledge, and faith | Final paper in specific 300-level courses, assessed by an ethical engagement rubric (Appendix IV) | Students enrolled in PHIL 302 (Ethics), which is required for Philosophy majors, and PHIL 305 (Philosophy of Religion), which is required of all Religious Studies majors. | Terms in which these courses are offered | 90% of students will at least “meet expectations” on a standard rubric used to grade these papers (Appendix IV). | 86.4% of students in PHIL 302 (Ethics) and PHIL 305 (Philosophy of Religion) met or exceeded expectations. | No (not quite) |

| Exit surveys | All majors at the end of the capstone project. | Fall, winter, spring terms. | 67% of students answering the exit survey mark “4” or higher for question 6 (ethical reasoning – PHIL) or 8 (understanding of ethical ideas – RELS). | Question 6: 75% marked 4 or higher | Question 8: 85.7% marked 4 or higher | Yes |
4. What will the department do as a result of this information?

1. We have modified the assessment plan so that, for each student learning outcome, we are looking at the relevant outcome on the senior thesis rubric. This will allow us to isolate more precisely the areas in which students skills are meeting expectations, and in which areas they are not. It also makes it easier to compare the objective measure of the senior thesis with the subjective measure of the exit survey; the two assessment methods measure the same set of students during the same quarter. For instance, this year students told us that (on average) they are relatively confident about critically evaluating a variety of perspectives. However, based on data from the senior thesis rubric, this was the skill that needed the most improvement. In the case of advancing and defending a thesis, students’ (relatively low) evaluation of their abilities matched the information from the senior thesis rubric, that defending a thesis statement is a skill that needs to be improved, on average.

2. We have instituted an ethics minor that includes a service learning requirement. This minor will build on our current success in educating students as global citizens, by emphasizing both service learning and ethical engagement. It also will draw more students from diverse major into our classes, which will enhance the interdisciplinary nature of discussions inside and outside of the classroom.

3. We are in the process of revising the Philosophy major, and we will take this opportunity to plan more carefully how students are exposed to and practice the skills and attitudes we value as a discipline – particularly, critical thinking and argumentative writing skills, which seem to be areas that need improvement (based on the senior thesis data). The department will also meet to discuss how we supervise the senior thesis, so that we have a shared understanding of our expectations and how best to guide students through this culminating project.

4. In response to the answers to question 13 on the exit survey, about students’ plans after graduation, we will discuss how to help our majors imagine and then prepare for a variety of career paths.

5. We have written forms to evaluate students who act as teaching assistants in our courses – one form to be filled out by the faculty member, and the other to be filled out by students enrolled in the course (Appendix VI). The information we collect will not be part of the assessment plan/report, but rather will give feedback to the teaching assistant, and will also help us to think about how to improve the overall experience of being a teaching assistant.

6. We are still working on how to streamline and systematize the collection of information for this report, so that assessment can be both meaningful and manageable. Our department secretary will have more responsibility for collecting information at the eighth week of every quarter.

7. We will continue to encourage students to participate in SOURCE and regional/national conferences, as well as continue the work (through the student organizations) of sponsoring public discussions of issues in our disciplines.
5. **What did the department do in response to last year’s assessment information?**
We have begun holding an annual student forum in the fall to present what the department is doing well, and what needs to be improved (a summary of our assessment report) – inviting majors, minors, and other interested students to give their input on what could be improved. It also serves as a time to share information about upcoming courses and events and ask students which courses they would like to see offered.

We also began discussions of our expectations on senior theses, so that we can better prepare students to research and write this project.

6. **Questions or suggestions concerning Assessment of Student Learning at CWU:** None.
APPENDIX I
Department Goals and Outcomes

The department will:

1. In education, encourage an understanding and appreciation of the diverse traditions, perspectives, and ideas in the disciplines of philosophy/religious studies by:
   a) offering excellent courses for majors, minors, general education students,\(^5\) and students in other programs,
   b) demonstrating to students the value of a liberal education for thriving intellectual lives, as well as careers in the professions, business, industry, public administration, and non-profit institutions
   c) cultivating critical reasoning skills
   d) promoting knowledge and employment of moral reasoning.

2. In scholarship, explore the questions that lie at the core of the human condition — including issues of value, purpose, identity, knowledge, and faith — by:
   a) supporting faculty and student research
   b) helping faculty to share that research in a variety of settings
   c) having clear performance standards in the area of scholarship.

3. In service, educate a wider audience about the value and significance of philosophy/religious studies by:
   a) sponsoring relevant public presentations and colloquia
   b) contributing to interdisciplinary programs and university-wide forums
      c) providing scholarly service activities for local, regional, national, and international professional philosophy/religious studies organizations.

\(^5\) Note: General education courses will be assessed as part of the general education program.
APPENDIX II
Department of Philosophy and Religious Studies
Evaluation of Senior Thesis

Student’s Name: _______________________________ Date: __________________

Paper Title: ______________________________________

Evaluator: _________________________________

Please refer to the evaluation rubric on the back of this sheet.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the major ideas in the disciplines: Accuracy and relevance of historical or contextual references</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defense of that thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consideration and critical evaluation of a variety of perspectives in supporting material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughtful engagement with a serious question</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Evaluation Rubric: These descriptions are intended as general guidelines.

<table>
<thead>
<tr>
<th>Primary Traits</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the major ideas in the relevant discipline</td>
<td>The paper demonstrates a clear grasp of the broader context and implications of the issues discussed.</td>
<td>The paper accurately refers to the historical or intellectual context of the issues discussed.</td>
<td>The paper contains serious inaccuracies or neglects the context of the issues discussed.</td>
</tr>
<tr>
<td>Clarity of thesis</td>
<td>The paper has a clear and appropriate thesis.</td>
<td>The paper’s thesis is appropriate but needs to be clarified.</td>
<td>The paper lacks a clear and appropriate thesis.</td>
</tr>
<tr>
<td>Defense of that thesis</td>
<td>The thesis is defended by a well-constructed and convincing argument. Writing is clear and free of grammatical errors, interesting, and well-organized.</td>
<td>The author’s argument could be strengthened but is fairly persuasive. Writing is fairly clear, organized, interesting, and mostly free of grammatical errors.</td>
<td>The paper does not support the thesis adequately. Writing is vague, contains many grammatical errors, and lacks organization.</td>
</tr>
<tr>
<td>Consideration and critical evaluation of a variety of perspectives in supporting material</td>
<td>Original and insightful analysis of the material. The paper references important and varied sources, uses them effectively, and cites them appropriately.</td>
<td>The analysis shows some independent interpretation of the material. The paper uses well-chosen sources adequately and cites them appropriately, with some mistakes in format.</td>
<td>The paper merely repeats someone else’s ideas and interpretations, or gives a relatively superficial reading of the material. The paper does not use appropriate sources or does not cite them properly.</td>
</tr>
<tr>
<td>Thoughtful engagement with a serious question</td>
<td>The thesis focuses on a significant topic, and demonstrates the student’s grasp of the perplexities and complexities of that issue.</td>
<td>The thesis focuses on a significant topic but does not demonstrate a very thorough engagement with the issue.</td>
<td>The thesis does not focus on a significant topic, and does not demonstrate an adequate grasp of the theoretical issues.</td>
</tr>
</tbody>
</table>
APPENDIX III
Department of Philosophy and Religious Studies
Exit Survey (questions from online form)

1. What is your specialization? Philosophy Religious Studies

2. When you pick up a text in philosophy or religious studies (depending on your specialization), how well are you able to understand the basic concepts and situate that text in relation to other concepts and works in the tradition of philosophy or religious studies? [5-point scale]

3. How would you rate your ability to advance and defend a thesis? [5-point scale]

4. How much has the department contributed to your engagement with multiple points of view, and an attitude of open-mindedness with regard to those views? [5-point scale]

**Philosophy majors only:**
5. How would you rate your ability to analyze and critically evaluate the claims of others? [5-point scale]

6. How would you rate your ability to engage in ethical reasoning? [5-point scale]

**Religious Studies majors only:**
7. How would you rate your ability to analyze and comprehend the beliefs and practices of others? [5-point scale]

8. How much has the department contributed to your ability to understand the ethical sources, concepts, ideas, and practices of various religious traditions? [5-point scale]

**Everyone, again:**
9. Please rate your overall satisfaction with your experience in the department: [5-point scale]

10. Which of your skills have improved the most, due to your work in this department?

11. What is the most important academic experience you’ve had in this department?

12. What should be done to improve the major?

13. What do you plan on doing in the next few years?

[We separately collect students’ names and contact information.]
Students will examine multiple approaches to ethics and will recognize their application – for example, by examining the implications of those approaches for specific moral problems, comparing different positions, or identifying their historical and cultural context.

<table>
<thead>
<tr>
<th>Primary Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will examine multiple approaches to ethics and will recognize their application – for example, by examining the implications of those approaches for specific moral problems, comparing different positions, or identifying their historical and cultural context.</td>
</tr>
<tr>
<td><strong>Exceeds Expectations:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Meets Expectations:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Does Not Meet Expectations:</strong></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
APPENDIX V
Exit Survey Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Average response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2: When you pick up a text in philosophy or religious studies (depending on your specialization), how well are you able to understand the basic concepts and situate that text in relation to other concepts and works in the tradition of philosophy or religious studies?</td>
<td>4.13</td>
</tr>
<tr>
<td>Q3: How would you rate your ability to advance and defend a thesis?</td>
<td>3.88</td>
</tr>
<tr>
<td>Q4: How much has the department contributed to your engagement with multiple points of view, and an attitude of open-mindedness with regard to those views?</td>
<td>4.32</td>
</tr>
<tr>
<td>Q5 (PHIL majors only): How would you rate your ability to analyze and critically evaluate the claims of others?</td>
<td>4.29</td>
</tr>
<tr>
<td>Q6 (PHIL majors only): How would you rate your ability to engage in ethical reasoning?</td>
<td>4.29</td>
</tr>
<tr>
<td>Q7 (RELS majors only): How would you rate your ability to analyze and comprehend the beliefs and practices of others?</td>
<td>4.29</td>
</tr>
<tr>
<td>Q8 (RELS majors only): How much has the department contributed to your ability to understand the ethical sources, concepts, ideas, and practices of various religious traditions?</td>
<td>4.43</td>
</tr>
<tr>
<td>Q9: Please rate your overall satisfaction with your experience in the department.</td>
<td>4.6</td>
</tr>
</tbody>
</table>

Open-ended questions:
Q10: Which of your skills have improved the most, due to your work in this department?

- my skills in understanding another person's religious culture has improved.
- My understanding of ethics, human rights, and critical analysis has increased due to the education offered by the department.
- being able to analsys arguments not just jump to conclusions, being able to ask key questions that get others to question what they believe to true. being openminded
- History of philosophy and an understanding of the views of the major western philosophers.
- Being able to evaluate my own positions to make sure that I am being consistent and then presenting those ideas in a coherent fashion.
- Writing, Comprehension
- Critical analysis of multidimensional arguments, ethical debates, contextualizing real-world issues within the range of text being studied
- My argumentative writing skills; reading skills! I pick up a piece of literature and its a piece of cake now that I am used to reading philosophical texts for so long.
- My ability to analyze an argument and seek out the weak points within it.
- Critical analysis skills, with both texts and spoken arguments; my writing has also greatly improved.
- My communications skills have improved the most.
- My logical reasoning ability, and my ability to elaborate on ideas at length rather than being pithy.
- Critical reading, constructing a fluid argument in a grammatically sound fashion, and
- I believe my skills at debate in writing and also in the verbal arena have gotten stronger. Participating in ethics bowl and classes helped to strengthen my argument/debate style.

Q11: What is the most important academic experience you’ve had in this department?

- My most important academic experience has been classes where many people are able to talk and express their views.
- Thesis Prep with Dr. Coe
- I think the wide variety of phil classes and learning soooo much. in phil you get those times when you almost get it but not quick and than it clicks
- Understanding core epistemic problems in philosophy and how they are applied in other fields.
- Working on my thesis has been the thing that has challenged me the most. Working through ideas in such detail, and learning how to communicate these ideas effectively, has been a very rewarding experience. I feel that I have grown a lot as a philosopher in this process.
- Being open minded.
- One of the most important components to my experience of the major was the encouragement that was given to all students to discuss their views in the classroom. It was important for me to expand my knowledge and intellect, not only in the areas related to my personal convictions, but to expand the breadth of this intellectual growth, as well. Classroom discussions provided opportunities to engage with other students from the field and those with different perspectives based on their various major concentrations.
- Taking the upper level courses that are very specialized and only have 15-20 students in the class. I almost feel like I am not in a formal class, but just an intellectually compelling conversation with peers every day.
- In my first philosophy class, the Meaning of Life with Dr. Altman, I realized that all the questions I wanted to ask had already been studied in depth by others throughout the history of Philosophy.
- Probably the opportunities to present my academic and intellectual work in a serious and well thought out manner to my peers.
- Writing and finishing my thesis was by far the most important academic experience that I have had so far.
- The most important experiences for me have been taking Gary Bartlett's Philosophy of Mind class, and taking Contemporary Thought with Cynthia Coe. Finally, working on my thesis with Dr. Bartlett was a rewarding experience, and I was glad that I was able to write everything I wanted to.
- Writing a thesis, being a research assistance with Dr. Altman, and the classic ten to twelve page final papers
• That is difficult. I believe everything that I have done has had value. But the most important was getting to work with Dr. Altman and Dr. Coe both of these professors gave me the knowledge to continue in this field.

Q12: What should be done to improve the major?

• An improvement in the major would be better advertisement so that the people in the major are able to be more involved in the department.
• Have another senior seminar class or another special topic class required by the major.
• More courses that deal with in depth analysis of a specific philosopher. The general overview of typical western minds gets redundant in the last quarter of the classes.
• Class scheduling could be improved. The classes that are currently taught M/W and T/TH should be taught M/TH and T/F. This would make the schedule more balanced. The way these courses are currently, there is an imbalance created because we have one day off of class followed by four days off. Changing the schedule would help to even things out, and I think it would be easier to teach the material that way as well. It has also irked me that there isn't much opportunity to explore many texts in their original languages. This is especially true of Greek texts. At least other languages that we encounter regularly (German, French, Latin) are taught on some level at the university, but there isn't any Greek, even an introductory course. I know it would normally be the jurisdiction of the Classics department to handle that sort of thing, but we don't have a Classics department (another thing I would like to see remedied). Thinking of a Classics department, if bringing a full Classics department isn't going to happen any time soon, what about a Classics minor? That seems like it could be done by a Philosophy department. It could include a little Greek language and few other classes in classical subjects. If a minor in Classics had been offered I would have gladly taken it. I think such a thing would greatly improve the department seeing as how the two subjects are so intertwined.
• Abroad trips.
• An area that I feel may benefit from a little more attention is the student engagement. The instructors of the department are profoundly knowledgable in so many areas and unfortunately, not many students are aware of this. I think there needs to be a little more focus on the early stages of the student's college career in the Philosophy Department. More specifically, there needs to be more communication about the applications of philosophy to the real world, and more guidance once the student has declared their major. To clarify, once the student has expressed interest in declaring, a meeting or two would be helpful wherein the student and advisor carefully evaluates the student's long term goals. This would also be helpful if it were a periodic measure, to ensure that the student's academic expectations are still aligned with their intended career path.
• More guidance as to what to do with the major afterward, or some sort of practicum or means of easing the student's way into the real world and applying these skills.
• More prerequisites required for entry into certain levels of Philosophy classes. We have had people with absolutely no philosophy background jump into 400 level classes, and it takes away from the experience of those who have spent at least some time previously within the field.
• Prerequisites for upper division courses. A class for Thesis Prep (though not necessarily one for actually writing the thesis). More focus on non-Western philosophies.
• Less block classes-- more 50 minute classes spread out over the week. The 2 hour and 5 min classes are too long to keep up quality work and understanding. Especially when back to back.
• I would like some study of Indian and Chinese philosophy to be required. It is nice that the western philosophy is linear and can be taught relatively concisely, but think there should be a breadth requirement.
• More opportunities to present our work and more presentations of the faculties' work, and these presentations do not need to be linked. An opportunity to defend my thesis. I would like to see either a TAing and Service Learning requirement for the major to prepare students for their careers.
• I believe that as I have mentioned before there needs to be more help for people going into law. You claim this is something that you can do with a philosophy degree and yet you give no guidance for it. Also there needs to be some more effort to get upperclassmen involved in the department in more ways than just taking class.

Q13: What do you plan on doing in the next few years?
• I am taking a year off and then getting into a graduate school in the religious studies discipline.
• Graduate School and then working on my PHD.
• ?????? a Blg FAT ?
• Pursuing a Ph.D. in applied optics.
• I'm going to spend a couple of years at an arts college to continue my studies in music composition. From there I hope to go on to grad school.
• Travel.
• I plan on completing a nursing certification course while I apply for graduate school for the following year. Hopefully, within a couple of years I will be a student in a Phd or Masters program in Philosophy. Thank you Central Philosophy Dept!
• I would love to go to graduate school, but if that doesn't play out, then I will probably work minimum wage at some coffee house or bookstore.
• Absolutely as little as possible.
• Going to grad school (hopefully) and working towards a doctorate of philosophy to teach it myself some day.
• I plan on getting married after graduation, and finding a job in the advertising field.
• I don't know. My law school application was denied despite a 3.85 gpa on a double major. I may get a job, start a small business or apply to a psychology graduate program.
• Business Ethics and Graduate School in Ethics
• I plan on taking an internship for a year and then continuing on to law school.
APPENDIX VI
Teaching Assistant Evaluation (Faculty)
Department of Philosophy and Religious Studies

Course:  
Professor:  
Quarter:  
Teaching Assistant:  

For each of the following questions, check the answer that most accurately reflects your experience of the teaching assistant for this course. Feel free to add comments on any of these questions, using the back of this sheet if more space is required.

1. Did you observe the teaching assistant interacting with students outside of class (e.g., in office hours or study sessions)?
   □ Yes  □ No

If yes, evaluate the quality of those interactions:
   Respect towards students  □ Excellent □ Fair □ Poor
   Accuracy of explanations  □ Excellent □ Fair □ Poor
   Clarity of explanations   □ Excellent □ Fair □ Poor
   Enthusiasm              □ Excellent □ Fair □ Poor

2. Did your teaching assistant present a lecture in class?
   □ Yes  □ No

If yes, rate the teaching assistant’s lecture:
   Level of preparation for the lecture:  □ Excellent □ Fair □ Poor
   Organization of the lecture:         □ Excellent □ Fair □ Poor
   Clarity of explanations:             □ Excellent □ Fair □ Poor
   Use of media, if applicable:         □ Excellent □ Fair □ Poor

3. How reliable was the teaching assistant (in attending class, holding office hours, grading assignments promptly, and otherwise fulfilling the elements of the learning agreement)?
   □ Very reliable  □ Mostly reliable  □ Somewhat reliable  □ Not reliable

4. How would you rate the teaching assistant’s knowledge of the relevant subject matter?
   □ Excellent  □ Good  □ Fair  □ Poor

5. What were the teaching assistant’s strengths in this course?

6. What would you recommend by way of improvement?

7. What will you do differently, if anything, the next time you have a teaching assistant?
   Are there ways in which the teaching assistant’s time and energy could be better employed?

8. Any additional comments?
Teaching Assistant Evaluation (Students)
Department of Philosophy and Religious Studies

Course:       Quarter:
Professor:       Teaching Assistant:

For each of the following questions, check the answer that most accurately reflects your experience of the teaching assistant for this course. Feel free to add comments on any of these questions, using the back of this sheet if more space is required.

1. Did you participate in study sessions or visit office hours offered by the teaching assistant?
   □ Yes       □ No (skip to question 4)

2. How helpful were those sessions?
   □ Very helpful       □ Somewhat helpful       □ Not helpful

3. Was the teaching assistant respectful of students during those sessions?
   □ Yes       □ No

4. Did your teaching assistant present a lecture in class?
   □ Yes       □ No (skip to question 7)

5. How clearly was the material presented?
   □ Very clearly       □ Somewhat clearly       □ Not clearly

6. How effective was the use of media (if used)?
   □ Very effective       □ Somewhat effective       □ Not effective

7. What did having a teaching assistant add to this course?

8. What could be improved about the teaching assistant’s contributions to the course?

9. Any additional comments about the teaching assistant’s work in this course?