Central Washington University
Assessment of Student Learning
Annual Report

Academic Year of Report: 2012-13
College: College of Arts and Humanities
Department: Philosophy and Religious Studies

Check here if your assessment report covers all undergraduate degree programs: [X]
Check here if your assessment report covers all graduate degree programs: [n/a]

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 is easier to assess all of them every year, 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 Summer, Fall, Winter, and Spring quarters from thesis-writing seniors, and from the majors participating in these various activities.

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 Spring quarter.

Department Goal 3: We collected information in all three 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 Fall, Winter, and Spring quarters. We also distributed exit surveys, in online form, to all thesis-writing seniors in Fall, Winter, and Spring 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 Summer, Fall, Winter, and Spring 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 instructor of PHIL 302 (Ethics) in Winter 2013.
### 3. What was learned?

#### 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>Summer, fall, winter, spring terms</td>
<td>See student learning outcomes.</td>
<td>See student learning outcomes.</td>
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<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>Summer, fall, winter, spring terms</td>
<td>See student learning outcomes.</td>
<td>See student learning outcomes.</td>
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<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>Summer, fall, winter, spring terms</td>
<td>Student participation in at least two regional or national conferences/ meetings per year</td>
<td>1 conference (Pacific Grove Undergraduate Philosophy Conference) and regional Ethics Bowl</td>
<td>Yes</td>
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<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>Summer, fall, winter, spring terms</td>
<td>5% of students doing discipline-related cooperative education projects</td>
<td>10 students of 61 total majors: 16.4%</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>Summer, fall, winter, spring terms</td>
<td>5% of majors participating in study-abroad programs</td>
<td>2 students (3%)</td>
<td>No</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>Summer, fall, winter, spring 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>
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<td></td>
<td>SL Goal 5: “Enhance students’ civic knowledge and engagement locally and globally”</td>
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</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</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>
</table>
| 2. Scholarship | University Goals I & 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”  
Faculty conference presentations and publications | Student conference presentations  
Faculty conference presentations and publications | Students and faculty participating in regional, national, and international conferences  
Faculty | Summer, fall, winter, spring terms | Students: 20% of majors will present at SOURCE or other conferences. | 5 different students presented at 2 different conferences (8.2%) | No |
| | | | | | | |
| 3. Service | University Goals I & II: “Outstanding academic life”  
Goal V: “Regional and national prominence”  
College SL Goal 5: “Enhance students’ civic knowledge”  
Participation in and sponsorship of university-wide events and interdisciplinary programs | Participation in and sponsorship of university-wide events and interdisciplinary programs | Faculty | Summer, fall, winter, spring terms | Refer to Sections IIC, III, IV, V, VI and VII of the department’s Personnel Policy. | 3 faculty directed or served on the steering committees for interdisciplinary programs: Jeff Dippmann, Asia/Pacific Studies; Cynthia Coe, Women’s and Gender Studies; Matthew Altman, Douglas Honors College. The department sponsored 12 events. | Yes |
<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>
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<th>Criterion of Achievement</th>
<th>Data collected</th>
<th>Standard met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>and engagement locally and globally”</td>
<td>Student participation in clubs and university service</td>
<td>Students who participate in clubs and university service</td>
<td>Summer, fall, winter, spring terms</td>
<td>Department-related student organizations sponsor at least one university-wide event per year.</td>
<td>Student clubs sponsored 1 event.</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Table II. Student Learning Outcomes

<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>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>Summer, 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. Out of 16 completed senior theses, 16 met or exceeded expectations on Outcome 1. (100%)</td>
<td>Yes</td>
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<td></td>
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<td></td>
<td>Exit survey</td>
<td>All majors at end of capstone projects.</td>
<td>Summer, fall, winter, spring terms</td>
<td>67% of students answering the exit survey mark “4” or higher for question 2 (understanding basic concepts).³</td>
<td>Out of 13 completed exit surveys, 13 marked 4 or higher (100%).</td>
<td>Yes</td>
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<td></td>
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<td></td>
<td>Required coursework</td>
<td>All majors and minors.</td>
<td>Summer, fall, winter, spring terms</td>
<td>At least 85% of majors receive a C or better in required courses for the relevant specialization. 90.6% of majors received a C or better (242 grades of C or better out of 267 total grades in courses that count towards the major). PHIL: 89.4%, RELS 94.1%</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

³ 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>
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</tr>
</thead>
<tbody>
<tr>
<td>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.</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: Goals I &amp; II: &quot;Outstanding academic life&quot; Goal VI: “Promote intellectual inquiry and encourage civility”</td>
<td>Senior thesis evaluation</td>
<td>All majors at end of capstone projects.</td>
<td>Summer, fall, winter, spring terms</td>
<td>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.</td>
<td>Outcome 2: Out of 16 completed senior theses, 16 met or exceeded expectations. (100%) Outcome 3: Out of 16 completed senior theses, 15 met or exceeded expectations. (93.8%) Outcome 5: Out of 16 completed senior theses, 16 met or exceeded expectations. (100%)</td>
<td>Yes</td>
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<td></td>
<td>College: SL Goal 1: “Ensure that students develop disciplinary specific competencies” SL Goal 4: “Develop students’ intellectual and practical skills”</td>
<td>Exit Surveys</td>
<td>All majors at end of capstone projects.</td>
<td>Summer, fall, winter, spring terms</td>
<td>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).</td>
<td>Question 3: Out of 13 completed exit surveys, 11 marked 4 or higher (84.6%). Question 5: Out of 9 completed exit surveys (philosophy majors only), 8 marked 4 or higher (88.9%). Question 7: Out of 10 completed exit surveys (religious studies majors only), 10 marked 4 or higher (100%).</td>
<td>Yes</td>
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<tr>
<td>3. Students will think pluralistically and flexibly, consider new ideas and</td>
<td>Goal 1 - encourage an understanding and appreciation of diverse</td>
<td>University: Goal VI: “Promote intellectual inquiry and encourage civility”</td>
<td>Senior thesis evaluation</td>
<td>All majors at the end of the capstone project.</td>
<td>Summer, fall, winter, spring terms</td>
<td>90% of senior theses need to obtain at least “met expectations” for outcome 4 (critical evaluation of a variety of perspectives) on the senior thesis rubric.</td>
<td>Outcome 4: Out of 16 completed senior theses, 16 met or exceeded expectations. (100%)</td>
<td>Yes</td>
</tr>
<tr>
<td>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>
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<td>critically reflect on them, and embrace perplexity.</td>
<td>traditions, perspectives, and ideas in the disciplines of philosophy/religious studies.</td>
<td><strong>College:</strong> 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>Summer, 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>Question 4: Out of 13 completed exit surveys, 13 marked 4 or higher (100%).</td>
<td>Yes</td>
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<tr>
<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>4. Students will examine multiple approaches to ethics and recognize their application in local and global communities — for example, by examining the implications of those approaches for</td>
<td><strong>University:</strong> Goal VI: “Promote intellectual inquiry and encourage civility”</td>
<td>Final paper in PHIL 302 (Ethics), assessed by an ethical engagement rubric (Appendix IV)</td>
<td>Students enrolled in PHIL 302, which is required for Philosophy and Religious Studies majors.</td>
<td>Winter term.</td>
<td>90% of students will at least “meet expectations” on a standard rubric used to grade these papers (Appendix IV).</td>
<td>Out of 35 students in PHIL 302, 35 met or exceeded expectations. (100%)</td>
<td>Yes</td>
</tr>
<tr>
<td>Exit surveys</td>
<td>All majors at the end of the capstone project.</td>
<td>Summer, fall, winter, spring terms</td>
<td>67% of students answering the exit survey mark “4” or higher for question 6 (ethical reasoning – PHIL) or 8 (understanding of ethical ideas – RELS).</td>
<td>Question 6: Out of 9 completed exit surveys (philosophy majors only), 9 marked 4 or higher (100%). Question 8: Out of 10 completed exit surveys (religious studies majors only), 10 marked 4 or higher (100%).</td>
<td>Yes</td>
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<tr>
<td>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>
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<td>Criterion of Achievement</td>
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<td>specific moral problems, comparing different positions, or identifying their historical and cultural context.</td>
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<td>higher (100%).</td>
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</tbody>
</table>
4. What will the department do as a result of this information?

- encourage more students to participate in study abroad programs, especially for students in the religious studies specialization
- encourage more students to participate in SOURCE. We have established an honors thesis option that requires students to publicly present their research, and one possible venue is SOURCE. We also will strongly encourage all thesis students to present their work at SOURCE.
- revise our ethical engagement rubric (see Appendix IV)
- develop rubrics to assess student learning in our General Education courses
- merge our assessment report with the department’s strategic plan, as we get further information about this change.
- we are creating an alumni survey, to gather more information from students who have graduated about the skills, knowledge, and attitude that have been most productive for them in their intellectual lives, careers, or continuing academic work (See Appendix VI). This survey will go out in electronic form to alumni for whom we have email addresses, and in hard copy to others.

5. What did the department do in response to last year’s assessment information?

- regarding the assessment plan itself, we have revised the wording of our fourth student learning outcome to align with the College of Arts and Humanities student learning outcomes around civic engagement.
- added a question about the quality of advising that students receive to the exit survey (See Appendix V).
- supported student participation in local, regional, and national conferences
- held a student forum in Winter 2013 to inform students about the senior thesis writing process, and also to gather their requests for upper-division course offerings and invited speakers.
- publicized the honors thesis, in both Philosophy and Religious Studies. Two students last year completed honors theses, and several students already this year have expressed interest.
- continued to teach at an exceptionally high level: both objective and subjective measures of student learning are consistently exceeding our standards of achievement. One reflection of this accomplishment was the increased number of students who were eligible for and inducted into our two honors societies (13 students in Phi Sigma Tau and 7 students in Theta Alpha Kappa).

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, 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.

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1 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>
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<tr>
<td>Clarity of thesis</td>
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</tr>
<tr>
<td>Defense of that thesis</td>
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<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>
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</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 satisfaction with the advising you received in the department [5-point scale].

10. Please rate your overall satisfaction with your experience in the department [5-point scale].

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

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

13. What should be done to improve the major?

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

[We separately collect students’ names and contact information.]
## APPENDIX IV
Department of Philosophy and Religious Studies
Revised Ethical Engagement Evaluation

Outcome assessed: Students will examine multiple approaches to ethics and recognize their application in local and global communities — 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></th>
<th>Exceeds Expectations (3)</th>
<th>Satisfactory (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification of Ethical Issue</strong></td>
<td>Student gives a clear summary of a global or local ethical issue; accurately identifies a moral concern; and avoids discussing details irrelevant to the case.</td>
<td>Student summarizes a global or local ethical issue, but may include irrelevant details or fail to identify the central moral concern.</td>
<td>Student does not identify an ethical issue or make the central moral concern clear.</td>
</tr>
<tr>
<td><strong>Identification of Key Values</strong></td>
<td>Student identifies key values at play; the discussion of values is thorough; and encompasses multiple perspectives / theoretical approaches.</td>
<td>Student identifies some values at play in the case, but does not discuss them thoroughly and / or examine the case from multiple perspectives.</td>
<td>Student does not clearly identify the key values in the case.</td>
</tr>
<tr>
<td><strong>Articulation of Moral Theory and Application to Issue</strong></td>
<td>Student articulates the main values and concepts utilized by a moral theory; articulates the interrelationship of these concepts; and applies them accurately to the case.</td>
<td>Student articulates the concepts and values used by a moral theory, but fails to apply them accurately and / or to discuss the connections between concepts.</td>
<td>Student does not accurately discuss the ethical theory or applies that theory in ways that demonstrate errors in understanding.</td>
</tr>
<tr>
<td><strong>Identification of Opposing Values</strong></td>
<td>The student identifies values opposed to those used by the moral theory; articulates and applies them accurately; and respectfully considers their importance to the case.</td>
<td>The student identifies values opposed to the moral theory, but fails to consider their importance and / or to accurately apply them to the case.</td>
<td>Student does not identify any values opposed to the moral theory or fails to seriously consider their importance to the case.</td>
</tr>
<tr>
<td>Student Name</td>
<td>Identification of Issue</td>
<td>Identification of Values</td>
<td>Articulation of Moral Theory</td>
</tr>
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Scoring instructions: For each area assessed the student should be scored as follows: 3 = Exceeds Expectations, 2 = Meets Expectations, and 1 = Unsatisfactory. The student’s four scores should then be added together for the overall assessment. Students who have an overall score of 8 or above meet expectations for department learning outcome 4.
## APPENDIX V
Exit Survey Results

<table>
<thead>
<tr>
<th>Quantifiable Questions</th>
<th>2012-13 Average Response</th>
<th>2011-12 Average Response</th>
<th>2010-11 Average response</th>
<th>2009-10 Average response</th>
<th>2008-09 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>4.23</td>
<td>4.58</td>
<td>4.73</td>
<td>4.13</td>
<td>4.33</td>
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<tr>
<td>Q3: How would you rate your ability to advance and defend a thesis?</td>
<td>4.0</td>
<td>4.47</td>
<td>4.45</td>
<td>3.88</td>
<td>4.25</td>
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<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>4.8</td>
<td>4.84</td>
<td>4.64</td>
<td>4.32</td>
<td>4.78</td>
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<tr>
<td>Q5 (PHIL majors only): How would you rate your ability to analyze and critically evaluate the claims of others?</td>
<td>4.22</td>
<td>4.61</td>
<td>4.5</td>
<td>4.29</td>
<td>4.43</td>
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<tr>
<td>Q6 (PHIL majors only): How would you rate your ability to engage in ethical reasoning?</td>
<td>4.44</td>
<td>4.56</td>
<td>4.33</td>
<td>4.29</td>
<td>4.57</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>4.3</td>
<td>4.5</td>
<td>4.6</td>
<td>4.29</td>
<td>4.5</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>4.6</td>
<td>4.25</td>
<td>4.6</td>
<td>4.43</td>
<td>4.67</td>
</tr>
<tr>
<td>Q9: Please rate your overall satisfaction with your experience in the department.</td>
<td>4.75</td>
<td>4.58</td>
<td>4.73</td>
<td>4.6</td>
<td>4.56</td>
</tr>
</tbody>
</table>

Note: Responses to open-ended questions are reproduced here without editing, except when a student has named a faculty member in his or her comment, that name has been redacted.

Open-ended questions:
Q10: Which of your skills have improved the most, due to your work in this department?
• My ability to structure a paper around a topic I wish to defend.
• Writing
• Writing skills
• Defending a position in a clear, organized format.
• I’ve had some humbling experiences at Central and some rocky academic quarters due to my poor time management and crippling perfectionism that would keep me from writing one word if I couldn’t do it perfectly. But after having stumbled my way into the major, I have noticed a great deal of improvement in my overall performance--particularly in writing papers. I think enthusiasm for the material really helped to pull that forth. It's always a work in progress, but I feel so much more capable in composing long papers than before--and the 25-30 page thesis I have to write (while still daunting!) does not seem like the end of the world.
• Knowing a situation where discussion happens, versus a situation in which I feel I must defend my belief. the skill to differentiate.
• Writing
• My critical thinking and writing skills are the ones that stand out as improving the most. Philosophy offers a challenging method of organizing and defending arguments.
• Writing
• My ability to explain complex ideas in a concise and efficient manner.
• Articulating a position through writing and speaking.
• critical thinking, reading comprehension, logical reasoning and shaping character/views on the world

Q11: What is the most important academic experience you’ve had in this department?
• Taking 101 my freshman year was what inspired me to do more.
• Phil of rel class! Great class!
• Recognition for academic excellence via the religious studies honor society
• Philosophy of Religion was awesome, [faculty name] did a great job of pulling out the students ideas without the discussion degenerating.
• I can say that being a part of the religious studies major has been personally satisfying and eye-opening. I have grown significantly as a student and I owe a lot of that to this department. I have excelled in ways that I wasn't sure I was capable of previously--which I am proud of, but also humbled by. One professor made a point to tell me (after having read a paper that I was very much worried about) that I should consider graduate school--and I think that moment, for me, was the most important academic experience because it represents a culmination of a lot of self-doubt and hard work.
• Perhaps additionally, I would say that one of my greater failures in the department (a philosophy class I took early on in my college career in which I failed to complete the final paper and thus did not pass the course) is equally as important. I'm not proud, but I learned from it.
• I would probably have to say reading the texts that have been provided. Doing reports (small) in order to better understand the concept.
• The Philosophy of Religion class was the best class I have taken at Central.
• Definitely the Senior Thesis. Initially it seemed overwhelming but it has been great to see myself progress from struggling to write a 7-10 page paper to completing a 30 page paper.
• Thesis
• I realized that academia has as much to do with reality as does a particularly well-written, well-researched HBO series has to do with reality.
• Writing my thesis.
• critical thinking and applying rules of logic to understand different positions on arguments.

Q12: What should be done to improve the major?
• Don't let [faculty name] teach entry level courses. He doesn't suffer fools very well and intimidates people.
• offer classes more than once a year, “for the special ones.”
• More courses! If I could, I would stay on and take every course available in the major. I heard about a women and religion course that I would have loved to take, but I am not sure it's being offered any more.
• Offer some of the main core classes more than once a year.
• It felt like the majority of the classes were built around the ethical branch of philosophy. Would have loved to see more metaphysics and logic. Also, Intro to Logic is way too abstract in its current state; not enough application to the real world. Felt more a puzzle game with 20 or so rules to follow.
• More classes on other religions, like Islam
• I have no idea.
• An average class period is spent carefully covering the assigned reading. This serves as a disincentive to read. I think the major would be improved if all students were held to the expectation of coming to class having completed the reading.
• become more green. Adopt a policy of having no COVER PAGES, having bibliographies for short assignments remain on the same page if it fits instead of tabbing into a new page. Have all Syllabuses online ONLY and all assignment sheets posted ONLINE only. Will vastly reduce non personal costs.

Q13: What do you plan on doing in the next few years?
• Earn money doing substitute teaching, join Teach for America or Peace Corps
• Army Officer
• Working, possibly grad school
• Substitute teach and begin my teaching career. I also hope to go on a walkabout
• I am going to take some away from school -- at least a year -- to refocus and spend more time engaged in the things I love. I want figure out my direction, which at this point includes returning for graduate school (at another college, most likely). I didn’t have a set plan when I enrolled at Central, and I would like a clearer goal when I return to school. All things going well, the next year will be a balance between work and my own personal
interests, leading into time at graduate school. Hopefully from there I will be able to find work that I both enjoy and can make a career of, whatever that may be.

- I plan to move to Nanaimo BC to live with some friends. I have a temporary job set up while I continue looking for a job that will make me happy.
- Peace Corps
- Go back to Japan, expand the company I started last month, learn Mandarin, get married, adopt a kitten, and publish a book.
- Law School
- Attend Law School and practice public sector and or public interest law with some private practice
APPENDIX VI
Alumni Survey

Philosophy and Religious Studies
Alumni Survey

Name: ________________________________

Major(s): ________________________________

Year of Graduation: ______________

1. What is your current occupation?

2. What are the ways in which your study of philosophy or religious studies has been most useful or important for you since you graduated (skills, knowledge, or attitudes)?

3. What were your most significant academic or intellectual experiences in the Department of Philosophy and Religious Studies? Which classes or ideas have stuck with you the most?

4. Based on your experiences since you graduated, could your major have better prepared you for particular challenges or opportunities that you’ve encountered? Please recommend specific areas in which the program could be improved.

5. Would you be interested in being involved in the department in any of the following ways? (Check the activities you’re interested in.)

   ______ speaking to a class or to a student club

   ______ allowing a student to job-shadow you

   ______ supervising an internship or cooperative education project

   ______ other: ______________________________________________________________

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6. Do we have your permission to use any of this information on our webpage or other publicity? _____ Yes  _____ No

7. We would like to stay in regular contact with our alums. How would you like us to communicate with you?

_____ Email  _____ Text  _____ Phone  _____ Hard-copy mail

Contact number or address:_______________________________________________________

Thank you very much for your time.
For more news of department happenings, check us out on Facebook, or visit the department webpage: www.cwu.edu/philosophy