**2013-2014 CLASS FACT Assessment Year End Report, May 2014**

|  |  |  |
| --- | --- | --- |
| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **BA- Philosophy** | **Jennifer Eagan** | **Christopher Moreman** |

**A. Program Student Learning Outcomes**

|  |
| --- |
| Students graduating with a B.A. in Philosophy from Cal State East Bay will be able to:1. Write clear, academically rigorous, argumentative essays.2. Read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing.3. Demonstrate knowledge of philosophical and/or religious traditions, their relevant concepts, theories, methods, and historical contexts.4. Develop their capacities for ethical decision-making, Socratic humility, openness to the ideas of others, reflective self-awareness, and a life-long curiosity about big questions. 5. Cultivate an appreciation for a diversity of ideas and values across time and for human difference in areas such as: religion, culture, ethnicity, race, class, sexuality, and gender.  |

**B. Program Student Learning Outcome(s) Assessed**

|  |
| --- |
| Primarily: #4. Develop their capacities for ethical decision-making, Socratic humility, openness to the ideas of others, reflective self-awareness, and a life-long curiosity about big questions.  |

**C. Summary of Assessment Process**

|  |
| --- |
| We initiated an Alumni Survey through Survey Monkey, attempting to reach 190 Philosophy alumni who have graduated between 1990 and 2013, which is as complete a list of majors since that time as we could get. We sent a 20-question survey through email and other electronic methods to as many majors as we had electronic contact information for (like Facebook and LinkedIn) as well as a mass paper mailing. This process was slowed by needed to get the alumni data from Advancement and by reduced staffing, but the survey has been out for several weeks, and we plan to leave it open through the month of June. The purpose of the survey is to get at how the Philosophy major impacts the lives of majors beyond their experience in the program. We asked questions that addressed all of our SLOs, but were especially in SLO #4, which embodies what we consider to be the lifelong learning component of the major. However, we will mine the survey result to also consider the effectiveness of the program related to the other SLOs related to specific skills and content. |

**D. Summary of Assessment Results**

|  |
| --- |
| We will leave the survey open through month of June and reflect on the complete results next year. So far, we have 25 respondents and results so far are encouraging. As a quick sample, here are some of the results to a few of the questions that particularly get at SLO #4:14. Have these ideas and traditions that you learned stuck with you over time? If yes, please mention which ones in the comment box. Yes, definitely! = 80.00% (20)Yes, for the most part = 16.00% (0)Maybe, not sure = 0.00% (0)No, not really = 4.00% (1)Average = 3.7215. Have the ideas and traditions that you learned influenced the way you think and live your life? If yes, please mention how in the comment box.Yes, definitely! = 80.00% (20)Yes, for the most part = 12.00% (3)Maybe, not sure = 8.00% (2)No, not really = 0.00% (0)Average = 3.717. Do you think that your experience in the Philosophy program at CSUEB has made you more open to the ideas of others?Yes, definitely! = 72.00% (18)Yes, for the most part = 20.00% (5)Maybe, not sure = 8.00% (2)No, not really = 0.00% (0)Average = 3.64We will close the loop on this assessment next year when we have a complete set of results and will report on the complete set of results of the survey in our next annual assessment report.We also wanted to share some closing the loop activities from our last assessment project on SLO #1. We closed the loop on our writing assessment project, where four faculty members evaluated the writing portfolios of 12 majors. We used these findings (detailed in the Philosophy 12-13 Five-Year Review Report: www20.csueastbay.edu/faculty/senate/files/capr/12-13-5-yr-reviews/12-13-philosophy-5yr-rvw.pdf). At the time that that report was written, we did not have time to completely digest the findings. While we found that we were generally satisfied with the writing of philosophy majors, that more work could be done to sharpen the academic polish reflected in their papers and their ability to properly cite source material. To that end, we had an extensive discussion on how to improve students writing, which included a discussion of what we thought were the best practices that we each use in our classes. These included: writing guides, key web links on writing Philosophy papers, revisions, use of the SCAA and other tutors, types of assignments. We have also established a shared folder where faculty can deposit writing resources to be shared.  |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

|  |
| --- |
| The Philosophy Department would still like an effective way to develop and maintain student portfolios. Blackboard is not adequate for this task. We are limping along using basic file sharing services, like Sharepoint and Google Docs, but these platforms do not allow students to really develop something sharable and aesthetically pleasing to work on themselves. Our “system” now is to collect student papers and drop them in a file, but this is not efficient, controlled by the student, or very user friendly.I would like to continue with the structure and spirit of the CLASS FACT group as it is and has been led by Associate Dean Guo. It fosters open and honest dialogue, a free and open exchange of ideas, and even a place to express frustration.  |