

**Departmental and Program Assessment  
Annual Assessment Plan Basic Update**

Academic Year: \_\_\_\_2013-2014\_\_\_\_

Academic Unit: \_\_\_\_\_Philosophy\_\_\_\_\_

Chair: \_\_\_\_\_Campolo\_\_\_\_\_

**Student Assessment Plan (SAP) – Basic Check-list**

1. Have any changes been made to your program's student assessment plan or student learning goals?  
Your recent version should be on the web at  
<http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.  
  
☐ yes   ☒ no
2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.  
  
☐ yes   ☒ no
3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.  
  
☒ yes   ☐ no

**Student Assessment Plan Development** - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. Sometimes the term “scaffolding” is used to describe this process. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.) Has your program already done this?

☒ **X** yes   ☐ no   *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

Course achievements relative to program learning goals, 13-14.

Semester	PHIL	Instructor	Goal 1	Goal 2	Goal 3	Goal 4
fall 2013	200 K1	Campolo	medium	medium	high	high
fall 2013	200 M1	Dow	NA	medium	high	high
fall 2013	240	Schmidt	high	medium	high	high
fall 2013	245	Ablondi	low	low	medium	low
fall 2013	285	Campolo	high	medium	high	high
fall 2013	306	Schmidt	high	high	high	high
fall 2013	350	Schmidt	medium	low	high	high
fall 2013	360	Campolo	medium	high	high	high
fall 2013	480	Dow	NA	medium	high	high
fall 2013	487	Campolo	high	medium	medium	high
fall 2013	490	Ablondi	high	high	medium	medium
fall 2013	497	Campolo	high	high	high	high
spring 2014	200 N1	Dow	NA	medium	high	high
spring 2014	200 O1	Ablondi	medium	high	high	high
spring 2014	205	Campolo	low	low	high	high
spring 2014	225 01	Campolo	medium	high	high	high
spring 2014	225 02	Campolo	medium	high	high	high
spring 2014	302	Ablondi	high	high	medium	medium
spring 2014	490 R1	Dow	NA	medium	high	high
spring 2014	490 S1	Campolo	low	low	high	high

**Yearly Assessment Report** – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?

We said that we would discuss the capstone.

2. Briefly summarize the topics discussed in your annual assessment meeting.

We revised the capstone in a way that we think will better serve our students. To be specific, we created two avenues to the completion of the major: a seminar, for those not intending to go on to graduate studies in philosophy, and a thesis, for those who do intend to pursue graduate studies. We also decided to change our major to require logic/critical reasoning and a class in ethics. We also did away with IPQ in favor of a range of 200-level topics courses as the first level of study in philosophy.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

See #2, above.

4. Define one new action item for your assessment discussions next year.

We will discuss ways in which we can make our history sequence courses flow together better, and we will talk about whether or not we need more courses in that sequence.