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I. Past Year Activity

   A. Progress in Meeting Annual Goals.

The following are the goals as stated in the Philosophy Department 2012-13 report, along with progress towards those goals accomplished in 2013-2014

1. Fully revive specialization in Asian Philosophy with the assistance of our new hire (Mathew Foust). Professor Foust has assumed an active role in Asian Philosophy and Asian Studies at the University. He has taught Phil. 275 (Chinese Philosophy) for Fall 2013 and Phil. 376 (Buddhist Philosophy), as well as the departmental senior seminar, Phil. 400 (topic: Confucius) for Spring 2014, in addition to introductory level courses. He has become an active participant at the CCSU Confucius Institute, and has been elected Coordinator of the East Asian Studies Program, part of the International Studies Program at CCSU. In addition to his many presentations and publications (see below), Prof. Foust has also arranged to host the 2014 Northeast Conference on Chinese Thought, to be held at CCSU from Nov 8-9, 2014.
2. Fill the line for retired faculty Parker English with an emergency appointment for 2013-2014 and conduct a search for a tenure track replacement. An emergency appointment for 2013-14 was not provided, and Prof. English’ line has still to be filled by a tenure track search. However, in Fall 2013, Prof. Eleanor Godway announced her intention to retire after Spring 2014 academic term, and a search for her position was authorized. A national search attracted more than 170 applications, and Dr. Cameron Brewer was selected by the department search committee. Dr. Brewer is a specialist in Kant and will be able to replace Dr. Godway for the Early Modern Philosophy course which is part of the core of the Philosophy major, and contribute to the History of Philosophy specialization. DR. Brewer is also involved in health care ethics, and will also reinforce the department’s specialization in Theoretical and Applied Ethics. The line formerly occupied by Prof. English remains to be filled, and the department requests a tenure track search for Fall 2014.

3. Maintain the basic specializations in the department: History of Philosophy, African-American and Asian Philosophy, Logic and Philosophy of Science, Philosophy of Religion, Theoretical and Practical Ethics, and Continental Philosophy (existentialism and phenomenology). The department remains committed to a pluralistic approach to Philosophy, as evidenced by the multiple specializations it offers, in addition to the common core required of all students. However, the department has now seen five personnel changes in the past three years: with the retirement of Joe McKeon (Asian Philosophy/Religious Studies), Parker English (African Philosophy) and now Eleanor Godway (Continental Philosophy). Prof. Foust (Asian Philosophy) has filled the line occupied by emeritus Prof. Joseph McKeon (whose death in 2013 we sorrowfully acknowledge), and Prof. Brewer (Early Modern Philosophy) is about to arrive to replace Prof. Godway . As a result of all these changes, we plan to revisit the way in which we define our specializations and determine if modifications are required.

4. Continue to recruit and graduate Majors and Minors in Philosophy in a timely manner through enforcement of the sequencing of required courses. The department had 34 majors and 41 minors registered in 2013-2014. We prepared and approved an academic plan for sequencing of courses so that majors can, if they follow the sequence, graduate in four years.

5. Support faculty participation in interdisciplinary programs – in particular, Honors Program, Peace Studies, African-American Studies, Women, Gender and Sexuality Studies, and Religious Studies. Prof. Adams continues to participate in the Honors Program, Prof. Blitz co-coordinates the Peace Studies Program, Prof. Best continues as Director of African-American Studies, Prof. King participates in Women, Gender and Sexuality Studies, Prof. Best continues as coordinator of Religious Studies, and Prof. Foust has been elected coordinator of the East Asian Studies Program.
6. **Continue to offer General Education courses, in particular, Phil. 112: Introduction to Philosophy, Phil. 135: Nature, Mind and Science, and Phil. 144: Moral Issues, as well as AfAm 110: Introduction to African-American Studies, Rel 105: Dev. Of Christian Thought, and Rel. 110: World Religions.**

All of these courses were offered, most (except Phil. 135) in multiple sections to meet student demand.

7. **Continue to offer specialized courses of assistance to other departments: in particular Phil. 144: Moral Issues (Criminal Justice/Criminology), Phil. 221: Introduction to Modern Logic (Mathematics General Education), and Phil. 245: Computer Ethics (Computer Science).** All of these courses were offered during 2013-2014.

We note that advising across the campus seems not fully aware that Phil. 221 (Introduction to Modern Logic) fulfills he second course requirement for the Mathematics Skill Area, and we plan to more fully publicize this with faculty and staff advisors.

**B. Progress with Strategic Planning.**

The department continues to focus on academic outcomes for our students, maintain and develop the interdisciplinary involvement of department faculty and students, utilize information technology to publicize our programs, and organize speakers and conferences on campus. See Appendix II for the Objectives and Means of Assessment.

**C. Administrative Changes.**

Prof. Eleanor Godway has retired, effective August 2014. She has been awarded emeritus status by the Department, confirmed by the Dean and Provost.

Prof. Felton Best will become Department Chair for 2014-2017. He has previously served as Acting Chair.

**D. Special Initiatives.**

The department continues to host the African American Lecture Series organized by Prof. Felton Best.

The Department will host the 2014 Northeast Conference on Chinese Thought, at CCSU, Nov 8-9, 2014, organized by Prof. Mathew Foust.

The Department continues to sponsor the Philosophy and Society Circle organized by Prof Pablo Iannone.
1. Research by Faculty


Adams, Don, [submitted]: Playing with Orators: Sincere Patriotic Rhetoric in Plato’s Menexenus (Phronesis)

Adams, Don, [submitted]: Achilles: Scars of Nihilism (invited submission to a proposed anthology by Blackwell)

Adams, Don, [submitted]: Aristophanes’ Hiccups (Dialogue)


Best, Felton O., “Making the Ivory Tower Brown: Black Church Leadership, Dr. Frank Hale, and the Diversification of Ohio State University’s Faculty, Graduate Studies, and Professional Schools,”


Best, Felton O., “The Existential Philosophy of Paul Laurence Dunbar,” *Association for the Study of African-American Life and History, Memphis, Tennessee*


Best, Felton O., Black History Month Lectures at the following universities giving scholarly papers on aspects of his new book, Not In Our Own Backyards: African-Americans and the Civil Rights Movement in the North.

- East Carolina University, Greenville, North Carolina (African-American Studies)
- Harvard University, Cambridge, Massachusetts, (DuBois Institute & Black Studies)
- Southern Methodist University, Dallas Texas, (History and Religious Studies)
- North Carolina A&T State University, Greensboro, North Carolina (Philosophy, History, Liberal Studies)
- Morehouse College, Atlanta, Georgia, (Philosophy, History, and Religious Studies)

Blitz, David: “Russell on Propositions and Facts” 40th Annual Meeting of The Bertrand Russell Society The University of Iowa 31 May – 2 June 2013


Blitz, David: (work in progress) Vol. 30 of the Collected Works of Bertrand Russell, co-editor with Carl Spadoni (Routledge)


213.


Foust, Mathew: (Book Contract): Confucius And American Philosophy (publisher TBA)

Godway, Eleanor: (Works in progress): continuing full length monograph on the Philosophy of John Macmurray (have already published three articles on same). An essay on “Meleau-Ponty and the overcoming of mind/body dualism in the 20th century” to be presented at the Canadian Society for Continental Philosophy in October 2014. Projective essay on Originality and Creativity for the Philosophy and Society Circle (date to be announced.)


King, Audra: “Philosophy…as if EVERYONE Mattered” Second Annual Philosophy & Society Circle, CCSU, October 1-3, 2013

2. Service to the Department and University

Adams, Don:
- Department’s representative to the curriculum committee
- Dean’s assistant for curriculum matters

Best, Felton:
- Senator, CCSU Faculty Senate
- Alternate, CCSU Curriculum Committee
- Representative, CCSU Liaison committee
- Chair, Dept. of Philosophy Assessment Committee
- Chair, Dept. of Philosophy DEC (Fall Semester)
- Committee Member, CSU Professorship Committee
- Director, African-American Studies
- Director, Religious Studies
- Clergy, CCSU Protestant Campus Minister
- Chair Elect, Dept. of Philosophy 2014-2017

Blitz, David:
- Co-coordinator, Peace Studies Program
- Chair, Senate Ad Hoc Committee on Campus safety
- Alternate, Senate
- Member, University working group (“task force”) on online courses
- Chair, Philosophy Department search committee for tenure track line
- Local Host, Connecticut Filemaker Pro Software Developers Group

Godway, Eleanor:
- Chair of the Department for the year.
- Member of advisory committee UGSS program.
- Member of AS Circle of Women Chairs.
Foust, Mathew:
- Member, Honors Program committee
- Coordinator, East Asian Studies Program
- Member, International and Area Studies Committee
- Assistant Editor, Journal of Chinese Philosophy
- Advisory Board, Northeast Conference on Chinese Thought

Iannone, Pablo:
- Coordinator, Philosophy and Society Circle
- Member, Library Liaison Committee
- Coordinator of Central Connecticut State University’s Philosophy and Society Circle workshop entitled The Dynamics of Cooperative Inquiry: Innovation through Cross-Pollination between the Humanities, Arts, Professions, Sciences, and Technologies held at CCSU between October 1st and 3rd, 2013.

King, Audra
- Hiring Committee (Spring 2014)
- Philosophy Club Faculty Advisor (Spring 2011; Spring 2012 – Present)
- Philosophy & Social Justice Minor, Director (Fall 2011-Present) Assessment Committee, Member (Fall 2011–Present)
- Peace Studies Committee, Member, Central Connecticut State University (Spring 2009-Present)
- Women, Gender, and Sexuality Studies Advisory Committee, Member, Central Connecticut State University (Fall 2008-Present)
- Faculty Senate Diversity Committee, Member, Central Connecticut State University (Fall 2008-Present)
- FSDC Curriculum Subcommittee, Member (Fall 2010 – present)
- Sustainable Farm School, Volunteer Instructor, Philosophy & Social Justice, http://sustainablefarmschool.com

3. Individual Honors:

Best, Felton:
- Selected Among 100 Most Influential African-Americans in Connecticut by the CT National Association of Colored People (NAACP)

Foust, Mathew:
- Hyundai Motor Corporation Endowment Grant, Central Connecticut State University, 2014.
- William James Society Young Scholar Award, 2013.
Godway, Eleanor:

- Emeritus Status upon Retirement: At its meeting of April 10, 2014, the Philosophy Department voted unanimously to recommend emeritus status for Prof. Eleanor Godway, upon her retirement at the end of the Spring 2014 term, taking into account her outstanding service as teacher, advisor and mentor to majors, minors and general students, her significant research and numerous publications in philosophy, and her long term service to the department, including serving as department chair multiple times.

Iannone, Pablo:

- Connecticut State University Research Grant to work on an essay and initial editorial work for a book of essays entitled *The Dynamics of Cooperative Inquiry: Innovation through Cross-Pollination between the Humanities, Arts, Professions, Sciences, and Technologies* (now entitled *Seeking Balance*), 2013

King, Audra:

- Audra King was tenured and promoted to Associate Professor by the BOR, following positive recommendations from the department, dean, university P and T, and Provost.

F. Assessment.

See Annex I.

II. Planning for 2014-2015

A. Goals.

1. **Search to fill open line:** The department requests, and is ready to search for the open line previously held by retired (and emeritus) Prof. Parker English. We recognize and accept that the half line occupied by the late Brian O’Connell (jointly appointed with Computer Science) will not be filled, but we strongly urge that the remaining open line (English) be the object of a search for a tenure track replacement in Fall 2014.

2. **Revisions to the Philosophy major:** With five changes in personnel (3 retirements and 2 new hires) within the last three years, the Department needs to reassess its teaching strengths and revise the major (core and specializations) to better reflect its areas of competency. This revision should not greatly change the major, but bring it more in line with current student needs and faculty competencies.

3. **Consider joint majors:** The department wants to examine the possibility of joint
majors with related programs (such as history and English in the humanities, computer science and physics in the sciences) where we have had students already do double majors. The idea of a “joint” major would be allow for overlap between the two majors, and reduce, perhaps to one specialization (and therefore 30 credits) the Philosophy component, as is done at other universities with joint majors.

4. **Consider 4 credit courses**: Enrollments permitting, the department wants to consider increasing to 4 credits the upper division courses in the major (in particular, 290, 310 and 400), with appropriate supplementation of work to merit the extra credit.

5. **Recruit more Social Justice minors**: With this program now established as a second minor in the Department, we want to more amply publicize its existence, in particular to students who cannot take the over-enrolled criminal justice minor.

6. **Continue to support interdisciplinary studies**: This includes Philosophy Department faculty participation in the Honors Program, Religious Studies, African-American Studies, Women, Gender and Sexuality Studies, Peace Studies, and East Asian Studies (International Relations). We consider faculty participation and leadership in these programs to be an essential complement to the broad conception of Philosophy which we endorse in our departmental offerings and programs.

7. **Coordinate with other departments on relevant courses**: This includes Phil. 144 (Moral Issues), a directed elective for Criminal Justice majors; Phil. 221 (Intro. To Modern Logic), which satisfies the 2nd course in the Math skills area; Phil. 248 (Philosophy of Art) which is of interest to Art majors, as well as others as appropriate.

8. **Reinvigorate the Philosophy Club**: The Philosophy club has remained active, but with the graduation of a number of key students, at a slightly lower level of activity. In particular, we want to encourage monthly movies on philosophical themes, followed by discussion, and public debates on varied topics related to disciplinary and interdisciplinary interests.

9. **Develop the Department Website**: A website for departmental information and activities has been developed in WordPress at http://you.ccsu.edu/philosophy, and is linked to the university website. The departmental website should be further developed to include links to outside resources and more fully cover departmental activities of both faculty and students.

10. **Inform and seek input from Part Time Faculty**: The department has modified its statutes to include circulating minutes of department meetings to all part time faculty and seeking their input on matters of mutual concern.
B. Needs.

1. Fill the open line previously held by retired Prof. Parker English.

2. Purchase a new photocopy machine, as at 6 years ours is nearing the end of its service life.

Appendix I: Dept. of Philosophy Assessment Report Spring 2013- Fall 2013

Submitted by Department of Philosophy Assessment Committee:

- Dr. Best, Felton O., Chair
- Dr. Eleanor Godway
- Dr. Audra King
- Dr. Mathew Foust

B.A. Program in Philosophy

A. Learning Objectives and Learning Outcomes:

Students who graduate after majoring in Philosophy at Central Connecticut State University should be able to:

1. Articulate an understanding of some of the major philosophers, their philosophies, and areas of past and present philosophical thought.

2. Demonstrate knowledge of the basic principles of logic and argumentation through deductive and inductive reasoning.

3. Critically read a philosophical text as well as extract and evaluate its argument or thesis.

4. Demonstrate mastery of the fundamental techniques of intellectual inquiry, effective writing, as well as critical and creative thinking.

5. Indicate detailed knowledge of the main texts and close familiarity with the major issues in two areas of specialization out of six which is offered by the Department of Philosophy.

Areas of Specialization:

- Practical and Theoretical Ethics
- History of Philosophy
- Continental Philosophy
- Philosophy of Religion
• Logic and Philosophy of Science
• African, African-American, and Asian Philosophy

B. Assessment Tools:
The Department of Philosophy Assessment Committee determined that it would evaluate student’s mastery of its objectives and learning outcomes through assessing performance in three of its courses which are critical for preparing students for graduate school. These courses are: (1). Philosophy 290: Philosophical Methods, (2). Philosophy 310: Intermediate Seminar, and (3). Philosophy 400: Seminar in Philosophy. The Philosophy Department assesses students learning through an evaluation of final student papers in each of the above listed courses. The courses are required of all students who earn a B.A. in Philosophy. It should be noted that Philosophy 400 is our capstone course taken by seniors where a “significant” research paper is required that demonstrates mastery of all of the Department of Philosophy’s objectives and learning outcomes. As an endeavor to stay within the professional standards in the field of philosophy as outlined by the APA (American Philosophical Association) the department used the following six major rubrics to measure student’s mastery of its objectives and learning outcomes, which are:

• Demonstration of the ability to recognize primary sources as philosophical documents.
• Demonstration of the ability to evaluate philosophical debates.
• Demonstration of the ability to create a research paper based upon secondary and primary sources.
• Demonstration of the ability to determine the thesis in secondary source philosophical scholarly literature as well as develop one’s own original argument in their papers.
• Demonstrate an advanced command of philosophical knowledge in their writing.
• Demonstrate an ability to correctly quote and cite sources in their writing.

The rubrics shall be measures on the following scale which are:
A. Exceeds Expectation
B. Meets Expectation
C. Does Not Meet Expectation

C: Statistical Data

Results for Spring 2013-Fall 2013 assessment follow:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PHILOSOPHY 290: PHILOSOPHICAL METHODS N= 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Not Met</td>
</tr>
<tr>
<td>Recognition of Primary Sources</td>
<td>5(23.81 %)</td>
</tr>
<tr>
<td>Evaluation of Philosophical Debates</td>
<td>6(28.57%)</td>
</tr>
<tr>
<td>Effective use of Sources</td>
<td>7(29.71%)</td>
</tr>
</tbody>
</table>
The data continues to reveal that as students progress in the sequence of our Department of Philosophy’s intensive writing courses 290: Philosophical Methods (Sophomore Year), 310: Intermediate Seminar (Junior year), and 400: Seminar in Philosophy (Senior Year) the quality as well as the sophistication of their writing significantly improves.
During the Spring and Fall academic semesters of 2013 the statistical data reveals that students who (met or exceeded expectations) in Philosophy 290= 78.29%, Philosophy 310= 90.67% and Philosophy 400= 100.0%. As students progressed in the sequence of their sophomore to senior intensive writing classes they continued to learn to become better scholarly writers. Again, a primary focus of our department is to prepare our graduates to enter graduate school and/or to have critical thinking skills with excellent prose, which will aid in their success within their chosen professions.

By the time that our Seniors completed Philosophy 400 an amazing 36.46% of them (exceeded expectations) and 100% (met or exceeded expectations) which is a strong indication of their preparation for graduate school. This was an increase of 1.7% in this category of assessment in the Spring to Fall semester of 2013 in comparison to last year’s Spring to Fall assessment of 2012, (34.73 vs. 36.73). In fact, strong evidence of the development of their writing can be seen by the end of the Junior course Philosophy 310 whereas 75.33% of them (met expectations), and 90.67% (met or exceeded expectations.) Students also had a positive variance of 12.38% between their initial Sophomore level intensive writing course Philosophy 290 regarding those who (met and exceeded expectations) and the Senior Philosophy 400 class.

A stronger correlation of the improvement in student’s writing skills between Philosophy 290 (sophomore level) and Philosophy 400 (senior level) can be seen in the categorical analysis of (exceeds expectations). In Philosophy 290 zero (0%) exceeded expectations in scholarly writing, whereas, Philosophy 400 reveals that 36.46% exceeded such expectations. This category of analysis increased from 34.73 % in the academic assessment report of the Spring to Fall Semesters of 2012 versus this year’s report of 2013 which revealed 36.43% thus yielding a positive variance increase of 1.7% in the student’s performance despite the fact that (12) twelve students in the Philosophy 400 Senior Seminar class of 2012 and (16) students in the class of 2013.

The statistical analysis revealed from the 2012 Department of Philosophy Assessment Report led us to determine that we would continue our inquiry in terms of how a greater percentage of our students can meet and exceed expectations in academic writing and student performance in this Spring to Fall assessment report of 2013. We also determined that we would investigate how the percentage of students “who do not meet expectations” in writing standards can be reduced. One of our concerns from last year’s 2012 review is that while our students have improved in the sophistication of their creative thinking and writing skills overs the years, there was a slight increase in the category of “do not meet expectations” from the result in 2011. In this year’s 2013 review, we have noticed that on an average percentile basis in Philosophy 290, .71% of the students in this year’s class (21.71% [2013] vs. 22.42% [2012]), performed lower in the “do not meet expectations” section of the Department of Philosophy Assessment Report. This is a positive reflection over last year’s 2012 results, which demonstrates that fewer students in 2013 were in the “do not meet expectations” within Philosophy 290.

Although the Department of Philosophy Assessment Committee recognizes that the number of students in Philosophy 290 increased from 16(2011), to 18 (2012), and
presently (21) in 2013, from the previous assessment reports, thus possibly reflecting on the statistical increases in this percentile statistic of students who, “did not meet expectations”, we also felt the need to have a stronger emphasis on the writing and critical thinking criteria in Philosophy 112 “Introduction to Philosophy” and Philosophy 144 “Moral Issues.” (Freshman and Sophomore level courses) in this 2013 assessment of student performance and learning outcomes. The revision of these two aforementioned classes reflected student’s expectations in analysis, knowledge acquisition, explanation, thesis determination and origination, as well as recognizing and determining philosophical debates.

COURSE PHILOSOPHY 112: INTRO. TO PHILOSOPHY N=96

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not Met</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>33(34.38)</td>
<td>44(45.83)</td>
<td>19(19.79)</td>
</tr>
<tr>
<td>EXPLANATION</td>
<td>34(35.42)</td>
<td>36(37.50)</td>
<td>26(27.08)</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>47(48.96)</td>
<td>36(37.50)</td>
<td>13(13.50)</td>
</tr>
</tbody>
</table>

In the Department of Philosophy Assessment Report of (Spring-Fall 2012) we determined that as an endeavor to develop better philosophy graduates with enhanced writing and critical thinking skills it would be important to take a “snap shot” of student performances in our general education courses Philosophy 112: Introduction to Philosophy (Freshman level) and Philosophy 144: Moral Issues (sophomore level). In this Spring to Fall semester academic assessment report of 2013, it reveals that in the content area of “Knowledge” 65.62% of the students (meet or exceeded expectations) whereas 34.38% (did not meet expectations). The content area of “Explanation” reveals that 64.58% (met or exceeded expectations), in comparison to 35.42%, who (did not meet expectations). Finally the content area of “Analysis”, which is a more difficult task accomplishment, reveals that 51% (met or exceeded expectations) and 49% (did not met expectations).

The data revealed in these classes comes from sections .05, .06, and .07 of Philosophy 112, from the student’s primary examination during the Spring of 2013, since this report was due by October 18, 2013. In preparation for next year’s Department of Philosophy Program Review, which will be completed in 2014, we shall also examine the midterm and final examination results as a further comparative analysis perspective. We will be specifically careful to determine if there is statistical reliability, and consistency, in students learning outcome results as an endeavor to determine validity. In short, this “snap shot” of student’s results from the primary exam will be measured against the final class assignment to determine the level of increase or decrease in the various statistical categories of learning mastery.

Whereas the data reveals that the majority of the students in Philosophy 112 (met or exceeded expectations), the Department of Philosophy expects to see a greater percentage of academic success in this course, and additional upper level courses, as a result of the strengthening of the content learning objectives of “Knowledge”, “Explanation” and “Analysis”. (See Appendix II Philosophy 112 Rubric). We are optimistic that these early
freshmen level critical inquiry and effective writing interventions will mean that such students will have even greater levels of academic success in their upper level philosophy classes.

COURSE PHILOSOPHY 144: MORAL ISSUES N=62

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not Met</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Primary Sources</td>
<td>26(41.93)</td>
<td>36(58.06)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>Evaluation of Philosophical Debates</td>
<td>28(45.16)</td>
<td>34(54.84)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>Effective Use of Sources</td>
<td>13(20.97)</td>
<td>49(79.03)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>Thesis Determination/Argument</td>
<td>11(17.74)</td>
<td>50(80.65)</td>
<td>1(.16%)</td>
</tr>
<tr>
<td>Evidence of Knowledge2</td>
<td>7(43.55)</td>
<td>5(56.45)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>Use of Quotation &amp; Citations</td>
<td>29(46.77)</td>
<td>33(53.23)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>

The above data for Philosophy 144: Moral Issues, like Philosophy 112, emerged from three classes. The data reveals that in this sophomore level General Education course a smaller percentage of students were in the “Do Not Meet Expectations” categories than their counterparts in Philosophy 112: Introduction to Philosophy. Instruction was provided using the text, Taking Sides: Clashing Views on Moral Issues, authored by Dr. Stephen Satris, Professor of Philosophy and Ethics at Clemson University. The content of the text is arranged using 34 pro and con essays on 17 controversial clashing issues, authored by leading scholars in the field of Philosophy, Humanities, and the Social Sciences.

Several of the debates included in this text are mainstream moral philosophy arguments that have been vital to the discipline for several centuries. Additional topics such as abortion, euthanasia, and cloning, etc. are contemporary issues and questions confronting students today. After reading the essays, students in the class were required to write two five page position papers where a thesis, general discussion, analysis, and a conclusion were expected. Students were also expected to write a final ten page research paper using the (6) six above mentioned learning outcomes. The above data emerged from the final research papers.

It is clear that the statistical data from the student’s final research papers revealed that they, (met or exceeded expectations) at a 80.81% basis in the category of, “Thesis Determination/ Argument,” and a 79.03% performance in, “Effective Use of Sources.”
The Department of Philosophy Assessment Committee clearly sees evidence from the statistical data that by addressing stronger levels of analysis, knowledge, primary sources identification, explanation, proper citations, thesis identification and construction, as well as the evaluation of philosophical debates in its Philosophy 112 and 144 general education classes, that our majors will be empowered to perform with greater academic success in upper level courses. Likewise non major students will become better writers and deeper analytical thinkers as a result of the courses taken from such philosophy general education classes. As we embark upon our Program Review in 2014, we are proud to reveal the positive manner in which our students are increasing in the mastery of the Department of Philosophy’s learning objectives and outcomes. We are perpetually committed to decreasing student performances in all categories of “do not meet expectations” revealed from the statistical data as they progress though the major and general education courses. In short, the statistical results revealed, that as a result of strengthened performances in the learning outcomes in Philosophy 112 and 144, such students are greater prepared to master the upper level courses philosophy 290, 310, and 400.

**Appendix II: Department Strategic Plan**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Means of Assessment</th>
<th>Measures Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve overall academic outcomes in learning for both majors and minors</td>
<td>Develop a database to calculate GPA per term for philosophy courses and compare to overall GPA; track changes from year to year to graduation</td>
<td>University Banner database is used to check student progress to completing program, along with cumulative GPA when students are advised.</td>
</tr>
</tbody>
</table>
| 2. Assess writing skills of students in Major and Minor | Use intermediary seminar (majors and minors) and senior seminars (majors) to assess writing ability of students | Offering of upper-division core courses has been properly sequenced:  
Phil. 290 (Research Methods): Spring 2013 - Godway  
Phil. 310 (Intermediate Seminar): Fall 2014 - Blitz  
Phil. 400 (Senior Seminar): Spring 2015 - King |
| 3. Increase number of Majors and decrease time to graduation of Majors | (a) Maintain a list of majors and check for continued enrollment in Philosophy classes  
(b) Meet with Majors to advise them in a timely fashion of requirements | (a) List of majors has been developed and will be checked against university list;  
(b) Department chair meets with majors  
(c) Academic Plan for graduation in four years has been prepared and approved. |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Means of Assessment</th>
<th>Measures Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Increase number of minors taking philosophy</td>
<td>create a Social Justice to meet needs of students unable to take Criminal Justice minor or interested in more social dimension of the problem of justice</td>
<td>(a) Program has now been created; Phil. 244 (Global Justice) and Phil. 344 (Topics in Social Justice) added to departmental offerings (b) Follow-up meeting with Chair of Criminal Justice needed to coordinate with students unable to take CJ minor because of over-enrollment.</td>
</tr>
<tr>
<td>5. Maintain and develop research projects in department.</td>
<td>Present papers at conferences and publish articles, chapters and books.</td>
<td>As measured by Creative Activity by Philosophy Department faculty.</td>
</tr>
<tr>
<td>5. Assure adequate preparation of majors for graduate or professional school</td>
<td>(a) Modification of major program to include more material required by graduate schools (b) Encourage students to undertake and complete honors thesis (Phil. 440)</td>
<td>(a) Core sequence of 7 courses has been fully offered. (b) One philosophy major undertook undergrad thesis as part of Honors Program</td>
</tr>
<tr>
<td>6. Increase number of majors and minors who undertake study abroad (international education, component of university Elements of Distinction)</td>
<td>Advise majors and minors of study abroad opportunities, especially during junior year</td>
<td>Coordinate with CIE</td>
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<td>7. Foster student involvement in interdisciplinary studies (interdisciplinary studies, component of university Elements of Distinction)</td>
<td>Focus on Peace Studies, African-American Studies, and Religious Studies as Minors for Philosophy Majors, as well as other ID progras</td>
<td>Documentation on philosophy related interdisciplinary minors has been made available to interested Majors.</td>
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<tr>
<td>Objective</td>
<td>Means of Assessment</td>
<td>Measures Taken</td>
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<td>8. Improve quality of service courses to other departments</td>
<td>(1) Moral Issues course required by Criminal Justice; (2) Computer Ethics - part of Computer Science major (3) Intro to Logic to count as second course in Math Skill area</td>
<td>(1) Phil. 144 has been offered in multiple sections each term. (2) Phil. 245 is now offered each term (Prof. Swarr – part time faculty member with extensive computer ethics experience in private and public sectors) (3) Phil. 221 Intro to Modern Philosophy now offered in that capacity (course number and name were modified to indicate this change).</td>
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<td>9. Improve quality of General Education courses</td>
<td>Evaluation of Phil. 112: Introduction to Philosophy</td>
<td>Phil. 112 and 144 have been assessed – see assessment report Appendix II</td>
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<td>10. Improve student interaction and discussion of philosophical issues outside the classroom</td>
<td>More focus on student Philosophy Club, encourage diverse public activities including films and panels</td>
<td>(a) Faculty member assists at regular meetings of the Club; club attendance has more than doubled this year. (b) Initiative taken to continue philosophical film series with discussion following the film (c) African-American Lecture Series held over 6 presentations by invited and outside faculty (Best, coordinator) (d) Philosophy and Society Circle has met for a 2nd conference, with students invited to attend (Iannone, coordinator)</td>
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<td>11. Encourage student familiarity with information technology enhancements to learning</td>
<td>Use content management and blog/discussion group software</td>
<td>(a) Encourage use of Vista and/or Moodle for web-enhancement of on-ground courses – used for 2 courses to date (b) Philosophy department web site established at you.ccsu.edu/philosophy and maintained despite BOR interference</td>
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<td>12. Encourage student interaction with visiting specialists and speakers</td>
<td>Invite speakers and organize conferences or mini-conferences</td>
<td>2nd Conference on philosophical issues of global development held in Fall 2014, with 8 invited scholars (organized by Iannone)</td>
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