Department: Philosophy

Assessment Coordinator: Ryan Wasserman

Departmental Mission: In support of the missions of Western Washington University and the College of Humanities and Social Sciences, the mission of the Philosophy Department is to provide outstanding undergraduate education in philosophy, to benefit professional and nonprofessional communities through our scholarship and service, and to foster life-long learning in our students by contributing to Western's excellent liberal arts education. The department offers a variety of courses in traditional areas of philosophical study, including ethics, epistemology, logic, metaphysics, and the history of philosophy. Through a collaborative study of these topics, our faculty helps students develop the skills that we value as a department - skills like critical thinking, critical reading, analytic writing, and effective speaking.

Department Student Learning Outcomes: Upon graduation, (Department or Program) majors will be able to:

1. Demonstrate knowledge in the core areas of ethics, epistemology, metaphysics, and the history of philosophy
2. Demonstrate mastery of symbolic logic
3. Think critically
4. Read critically
5. Write analytically
6. Speak effectively

GUR (liberal arts & sciences) Student Learning Outcomes:

7. __________
8. __________
Philosophy (cont.)

Student Learning Outcomes (Departmental and GUR) Assessed This Year:

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Results</th>
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<tbody>
<tr>
<td>Exams in our logic sequence (102, 202)</td>
<td>2</td>
<td>Summaries of student performance, relative to the SLOs, are reported annually to the chair by faculty teaching the final course the logic sequence. The chair summarizes these reports for the department and presents his or her findings in the annual assessment meeting. As this was the first time that anyone other than Tom Downing taught 202, so we paid particularly close attention to the structure, content, and assignments in the course. The instructor for 202 this year judged the students’ mastery of symbolic logic to be very good. The average GPA in the course was 3.3, and many students made improvement throughout the quarter. One of the main strengths observed was that students worked well in groups, particularly when it came to completing proofs together on the board during class. One of the main weaknesses was that students struggled with the most challenging aspects of predicate logic, particularly the introduction of identity.</td>
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Changes based on assessment findings:

We will continue to incorporate group work into the classroom setting, and we will look for new ways to expand this component of the course. We will also (i) spend more time in class on translating identity statements, and (ii) develop more exercises on translations and proofs involving identity.