



Program Review Self-Study Template

Academic unit: Philosophy _____

College: LAS _____

Date of last review 2013 _____

Date of last accreditation report (if relevant) _____

List all degrees described in this report (add lines as necessary)

Degree: BA _____ CIP* code: 38.0101 _____

Degree: _____ CIP code: _____

Degree: _____ CIP code: _____

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Faculty of the academic unit (add lines as necessary)

Name _____ Signature _____

Katherine Bradfield _____

Noell Birondo _____

Susan Castro _____

Robert Feleppa _____

Jeffrey Hershfield _____

Xiufen Lu _____

ON LEAVE (IEB)

Almer Mandt _____

Day Radebaugh _____

David Soles _____

Deborah Soles _____

Susan Sterrett _____

Submitted by: David Soles, Professor & Chair
(name and title)

Date 3/31/14

In yellow highlighted areas, data will be provided

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

- b. Program Mission (if more than one program, list each mission): The mission of the Philosophy Department is to (1) provide a traditional philosophy major; (2) offer a wide array of courses to serve the needs of other departments; (3) offer a wide variety of general education courses; (4) make scholarly contributions to philosophy and allied areas; and (5) make service contributions to the institution, community and profession
- c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The Philosophy Department plays a central role in the university's mission. A foundational discipline in the liberal arts and sciences, philosophy promotes intellectual curiosity, fosters examination of the human experience, encourages an understanding of the natural and social world, and develops tools for life-long learning. The Philosophy Department at Wichita State University endorses these disciplinary ideals and has developed courses to meet them. The department emphasizes high quality teaching and learning. All courses in the department emphasize the development of critical, analytical reasoning skills which can be applied to all fields of inquiry or endeavors and the transferability of these skills is a leitmotif of department offerings. The department provides a rigorous major in philosophy, one of the core LAS disciplines. Through its courses in bio-ethics, engineering ethics, computer ethics, business ethics, moral issues, political philosophy and ethical theory it assists students in developing personal, civic and professional responsibility – as well as providing an essential ingredient in professional programs. The department's logic courses provide students with an intrinsically valuable basic skill with wide applications across disciplines and the work place. The department offers courses which are required curricular components in several other programs: nursing, business, computer science, engineering. The department also offers a variety of courses in philosophy of science which complement courses in the physical and social sciences.

The department promotes the university's mission of making original contributions to knowledge. Department faculty members are active scholars dedicated to creating, expanding, applying and

preserving knowledge through their scholarly activities. Several members of the department are nationally or internationally recognized as authorities in their respective fields. The department supports the university's service mission and is actively involved in institutional, community and professional service. Several members of the department have received the President's Distinguished Service Award in recognition of their contributions in this area.

- d. Has the mission of the Program (s) changed since last review? Yes No
 i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

There is no need to make any changes.

- e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?
 Yes No

If yes, describe the changes in a concise manner.

There is no need to make any changes.

The Philosophy Department offers a traditional BA emphasizing epistemology, metaphysics, ethics, political philosophy and the history of philosophy. The program serves three categories of majors: (1) students desiring to pursue post-graduate education in philosophy; (2) students planning to attend law school; and (3) students seeking a well rounded, broad, liberal education. We do not have formal tracks for these three groups and each student's curriculum is individually designed to meet his/her educational goals. For that reason, a great deal of emphasis is put on high quality, intensive advising. The primary goals of the major are to: (1) provide students with a through grounding in the main issues, traditions and positions in philosophy; (2) develop critical analytical reading, writing and reasoning skills; (3) prepare students for post-graduate study and life-long learning.

In addition to offering a traditional major, the Philosophy Department has two other major goals: (a) offering a number of courses to serve the needs of other departments, and (b) offering a variety of courses to satisfy general education requirements. All these courses: (1) develop critical reading, writing and thinking skills; (2) introduce students to a wide range of philosophical issues, traditions and positions; and (3) develop an ability to address philosophical issues as they arise in other disciplines and professions.

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty, instructional FTE employed, program majors; and degree production).

| Scholarly Productivity | Number Journal Articles | | Number Presentations | | Number Conference Proceedings | | Performances | | | Number of Exhibits | | Creative Work | | No. Books | No. Book Chaps. | No. Grants Awarded or Submitted | \$ Grant Value |
|------------------------|-------------------------|---------|----------------------|---------|-------------------------------|---------|--------------|----|-----|--------------------|------|---------------|------------|-----------|-----------------|---------------------------------|----------------|
| | Ref | Non-Ref | Ref | Non-Ref | Ref | Non-Ref | * | ** | *** | Juried | **** | Juried | Non-Juried | | | | |
| Year 1 | 1 | 1 | 2 | | | | | | | | | | | | | | |
| Year 2 | 3 | | 1 | | | | | | | | | | | | | | |
| Year 3 | 5 | 3 | 5 | 6 | | | | | | | | | | 1 | 2 | 3 submitted | Under review |

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

There was a dip in the department's scholarly productivity during the first two years of the review period, resulting primarily from the loss of two faculty members who were not immediately replaced. This not only reduced the number of regular faculty making scholarly contributions, but also required remaining faculty to devote more time to activities that were directly student related. Now that those lines have been refilled, the scholarly activity of the department is increasing.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The faculty are excellent. Four members of the department are full professors with national reputations, one of whom holds a distinguished endowed chair. Since the last review, the department has hired two young scholars from excellent PhD programs. All members of the department are active scholars. Department members have been elected to offices in regional and national professional organizations, served on national committees and are routinely invited to referee papers for journals and conferences.

All members of the department are excellent teachers. Three current members of the department have received the John R. Barrier Distinguished Teaching Award, two have received the university's Excellence in Teaching Award, one has received the university's Leadership in the Advancement of Teaching Award, one has received the George A. Lewis Teaching Award and members of the department are routinely

nominated for other teaching awards. Course evaluation data and annual review of teaching portfolios confirm that all members of the department are doing a superb job of teaching.

Not only are faculty members excellent teachers, they have a heavy teaching load. The Philosophy Department averages 268 credit hours per FTE. This is higher than the college average of 245 credit hours per FTE or the university average of 232 credit hours per FTE.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

| | | |
|------|------------------------------|-------------------------------|
| 2010 | Philosophy ACT average =25.6 | University ACT average = 22.7 |
| 2011 | Philosophy ACT average= 26.4 | University ACT average= 22.8 |
| 2012 | Philosophy ACT average= 25.6 | University Act average=23.0 |

It is clear that the Philosophy Department attracts some of the most academically prepared students on campus to its program.

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)
- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

| Learning Outcomes (most programs will have multiple outcomes) | Assessment Tool (e.g., portfolios, rubrics, exams) | Target/Criteria (desired program level achievement) | Results | Analysis |
|--|---|---|---|---------------------------------------|
| Knowledge of philosophical issues, traditions & positions | Writing sample assessed by rubric | 90% of the students will demonstrate satisfactory performance | 100% of students performed satisfactorily | Learning outcome is being achieved |
| Development of critical reading, writing and analytical reasoning skills | Writing samples and performance in logic course | 90% of the majors will perform satisfactorily | 100% of the majors performed satisfactorily | The learner outcome is being achieved |
| Prepared to pursue post-graduate education | Admission to philosophy graduate programs and law schools | 80% of students who apply will be admitted | 100% of students who applied to law school or philosophy graduate programs were admitted. | The learner outcome is being achieved |
| | | | | |
| | | | | |

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

2012 Philosophy Major Satisfaction with program == 100% University Student Satisfaction = 79.5%

Based on five respondents

2013 Philosophy major Satisfaction with program = = 87.5% University Student Satisfaction = 82.9%

Based on eight respondents

The best indicator of the quality of an undergraduate philosophy program is its success in placing its graduates in post-graduate programs. During the review period *every* graduate of the program who applied to law school or a graduate program was admitted.

Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

| Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years | | | | |
|--|---|--------------|----------------|----------------------|
| Year | N | Name of Exam | Program Result | National Comparison± |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

| Outcomes: | Results | |
|---|--|---|
| | Majors | Non-Majors |
| <ul style="list-style-type: none"> ○ Have acquired knowledge in the arts, humanities, and natural and social sciences ○ Think critically and independently ○ Write and speak effectively ○ Employ analytical reasoning and problem solving techniques | | |
| Knowledge of the Humanities | Examination of portfolios of course materials and student work established that this goal has been met | Examination of portfolios of course materials and student work established that this goal has been met |
| Think critically and independently; employ analytical reasoning and problem solving techniques | Examination of portfolios of course materials and student work established that this goal is being met | Examination of portfolios of course materials and student work established that this goal is being met |
| Write effectively | Examination of course portfolios and student work established that this goal is being met | Examination of portfolios of course materials and student work established that this goal is being met. |

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
Provide information here: N/A
- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
Provide information here:

There are no accrediting boards for philosophy
- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.
Provide information here:

All faculty members include the university statement on assignment of credit hours on their syllabuses. These syllabuses are reviewed annually by the chair and assessment committee.

- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

The overall quality of the program is excellent. As indicated above, the average ACT score of Philosophy majors is higher than either the LAS College average or the university average – a clear indication that the program is attracting and retaining some of the best academically prepared students on campus. Also as mentioned above, *every* philosophy major who has applied to law school or a graduate program has been admitted. Not only does the department have a 100% graduate placement rate, but our students have gone on to some of the finest graduate programs in the world: Harvard, Cornell, MIT, Claremont, Rutgers, St Andrews, etc. One simply does not get admitted to such programs unless one has had an excellent undergraduate education. Also as mentioned above, several members of the department have been recognized for teaching excellence by the university.

4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

During the review period 12% of the juniors and seniors in the program were URMs and 5.1% of the degrees conferred were earned by URMs.

- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

| Employment of Majors* | | | | | | | Projected growth from BLS** Current year only. |
|-----------------------|----------------|-----------------------|---------------------------|------------------------------------|---------------------------------|---|--|
| | Average Salary | Employment % In state | Employment % in the field | Employment: % related to the field | Employment: % outside the field | No. pursuing graduate or professional education | ↓ |
| Year 1 | | | | | | 6 | |
| Year 2 | | | | | | 4 | |
| Year 3 | | | | | | 1 | |

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

About 50% of our graduates attend post-graduate programs, mostly philosophy PhD programs or law schools. These students eventually pursue careers in academia or the law. Many of these students lay out for a year or two to pay off school debts and/or build a nest egg prior to starting their post-graduate programs. So, while 50% of philosophy graduates from this review period already are pursuing graduate education, the number probably will increase over the next couple of years.

WSU philosophy graduates who completed their education with a bachelor's degree are employed in various capacities, wherever there is a demand for a broad, liberal education and strong critical reading, writing, and analytical reasoning skills: business, journalism, publishing, the computer industry and the military – to name just a few. Unless these students keep in touch, we have no way of systematically tracking their employment. However, of the students who graduated during the last review period and did not pursue further education, we know that one is an officer in the military, one is an entrepreneur, one is working in research and development for a pharmaceutical company, etc.

As is discussed below, most students do not discover philosophy until their sophomore or junior year. Consequently, it takes our majors an average of six years to complete the degree.

5. Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

The department provides a major service contribution to the university. The College of health professions, the College of Engineering and the Business College all require their majors to satisfactorily complete specific philosophy courses. The department also offers a wide range of courses that satisfy general education requirements. According to table 16, 94% of the credit hours produced by the department are generated by non-majors. Philosophy courses are required components of degrees in three other colleges: engineering, health professions and business. Also many non-majors elect to take philosophy courses to satisfy general education requirements.

Department members also serve on in leadership roles on important college and university committees: the college tenure and promotion committee, the university tenure and promotion committee, the faculty senate, the general education committee, the Asian Studies steering committee, etc.

The department was instrumental in establishing and maintaining the Pre-Law Society which has engaged in outreach programming with regional law schools, the Wichita bar Association and local attorneys. In this connection, the recently founded honors College has designated pre-law as one of its thematic tracks, and the philosophy department will play an important role here both through the provision of courses, such as the philosophy of law, social and political philosophy, and via the organizing of LSAT study groups, sponsoring trips to regional law schools and panel discussions on topics related to the law and legal profession.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

| (For Last 3 FYs) | Goal (s) | Assessment Data Analyzed | Outcome |
|------------------|---|--------------------------|--|
| | Recruit 15 new majors at the freshmen and sophomore level each year | SRE 5000 Student List | We have been averaging 8-9 new freshmen and sophomore majors per year. |
| | Increase the number of juniors and seniors to 25 or greater | SRE 5000 Student List | There currently are 34 juniors or seniors who have identified themselves as philosophy majors. |
| | Graduate 10 students during 2013 | SRE 00710 Student List | We graduated 7 students during 2013. |

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The Philosophy Department is academically very strong.

The only concern is the number of majors.

We did not meet our goal of recruiting 15 new majors at the freshman and sophomore level nor did we meet our goal of graduating 10 students during 2013. These goals were somewhat overly ambitious.

Most students entering the university have no prior exposure to philosophy and most freshmen concentrate on completing general education requirements. Consequently, most students do not even encounter philosophy until their sophomore term – or later. Students typically do not declare a philosophy major until their junior year. This is confirmed by the fact that, in spite of not recruiting 15 new majors at the freshmen or sophomore level, we now have 34 juniors or seniors who are declared majors, surpassing our goal of 25. Because students do not typically declare a philosophy major until the junior year, it typically takes our majors 5-6 years to graduate. If these 34 juniors and seniors graduate in the next two years, we should average a minimum of 15 graduates a year.

We did not meet our goal of graduating 10 students during 2013. This was largely a consequence of losing two senior professors: one accepted a position at a prestigious PhD program and one died. Losing 25% of our staff, we were unable to offer the array of upper division courses necessary to attract students to the program and serve the major. This problem has been addressed through recent hires and we are now able to offer a full complement of courses for the major. With 34 junior and senior majors, we anticipate that our graduation numbers will exceed an average of 10 by the next review.

Goal:

Increase the average number of graduates to 10.