

Q1.1.
BOG Program Review Self-Study Form AY 24-25

Program Overview

Q1.2. Degree Designation and Program Title

(Example: AA Chemistry, BFA Art and Design, MS Biology, PhD English)

See CIM Programs for all official program titles.

BA Philosophy

Q1.3.
Select the appropriate degree level below. (For survey logic)

- ☐ Undergraduate 2-year
- ☒ Undergraduate 4-year
- ☐ Graduate or professional

Q1.4. List all associated program majors

(For example: BS Design and Merchandising majors are: Fashion Dress and Merchandising, Design Studies, and Interior Architecture)

BA Philosophy

Q1.5. College or School

- ☐ College of Applied Human Sciences
- ☐ Chambers College of Business and Economics
- ☐ College of Creative Arts and Media
- ☐ College of Law

- ☐ Davis College of Agriculture and Natural Resources
- ☒ Eberly College of Arts and Sciences
- ☐ Intercollegiate Programs
- ☐ School of Dentistry
- ☐ School of Medicine
- ☐ School of Nursing
- ☐ School of Pharmacy
- ☐ School of Public Health
- ☐ Statler College of Engineering and Mineral Resources
- ☐ WVU Keyser - Potomac State College
- ☐ WVU Beckley - WVU Institute of Technology

Q1.6. Name of the program's home academic department or school (whatever personnel unit its faculty are reviewed by beneath the college-level)

Philosophy

Q1.7. Name of the person completing the self-study

Name

Sharon Ryan

Q1.8. As part of the program review process, department/division chairs are routinely copied on correspondence related to review results. Please provide the name of the department/division chair (even if the chair is the person completing the self-study).

Name

Sharon Ryan

Q1.9. Which of the following is the reason for this program review?

- ☒ Regularly scheduled five-year Board of Governor's program review
- ☐ Off-cycle Board of Governor's program review initiated through annual program review process
- ☐ Dean's office initiated program review

Q1.10. Provide the rationale for the dean's office having initiated this review either by text below or by attachment (in the next question).

This question was not displayed to the respondent.

Q1.11. Upload the rationale for initiating dean's office program review.

This question was not displayed to the respondent.

Q2.1.

Specialized Accreditation

Q2.2. Is the program accredited or included in the accreditation of its college or school?

☐ Yes

☒ No

Q2.3. Is there a national accrediting body for programs of this type?

☐ Yes

☒ No

Q2.4. Does the program plan to seek specialized accreditation?

If so, explain the timeline to achieve that below.

If not, explain why the program has decided not to seek specialized accreditation.

This question was not displayed to the respondent.

Q2.5. Name of the accrediting body

This question was not displayed to the respondent.

Q2.6. Date and outcome of most recent accreditation review/visit

This question was not displayed to the respondent.

Q2.7. Date(s) and outcome(s) of any follow up actions from most recent accreditation visit (interim reviews, reports, monitoring, visits, etc.) *If there have been none, leave blank.

This question was not displayed to the respondent.

Q2.8. Date or approximate date of next accreditation review

This question was not displayed to the respondent.

Q2.9. Attach the most recent comprehensive institutional self-study conducted in compliance with the accreditation or approval process.

This question was not displayed to the respondent.

Q2.10. Attach the accrediting agency's accreditation letter or any other relevant correspondence or interim reports.

This question was not displayed to the respondent.

Q3.1. Program Mission

Responses in this section are limited to 1500 characters or approximately half a single-spaced page.

Q3.2. Provide either a link to the published mission statement or a brief but specific mission for the program.

Explain how the degree program contributes to WVU's [mission, vision, and values](#). (1500 character maximum)

The WVU Philosophy Department is an intellectually vibrant student-centered department, with faculty devoted to outstanding teaching and research. The department is dedicated to helping students to discern their guiding passion and life goals. With guidance from faculty mentors, students are encouraged to pursue their interests through independent research and collaboration with others. Through close mentorship, our graduates acquire a clear set of personal goals and are well prepared for the next step in their professional or academic endeavors. We are a community where all students and faculty feel encouraged to participate in the open and respectful exchange of ideas. Our mission is to communicate and model the value of the examined life, a life focused on the pursuit and love of wisdom. Students have the opportunity to grapple with deep questions about ourselves, our societies, and our world. How should we live? What are our ethical obligations? What is a just society? Are race and gender social constructs? Is consciousness a purely physical phenomenon? Do human beings have free will? Is it possible to know anything? Philosophy students learn how to support their answers with sound reasoning. Our students develop specialized skills and practices useful in all aspects of life. They are trained to engage in careful and respectful dialogue about difficult ethical, social, and political issues. They develop patience and endurance for solving problems with clarity and rigor.

Q4.1. This section is specific to new programs going through their first Board of Governors' program review.

Q4.2. Is this the program's first Board of Governors' program review?

- ☐ Yes
- ☒ No

Q4.3.
Provide the target enrollment that the program had identified it would achieve by the end of its third year of operation when it was approved.

Explain any significant difference (positive or negative) from the expected target enrollment. (1500 character maximum)

This can be found in the CIM Intent to Plan for the program in the History section. If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance.

This question was not displayed to the respondent.

Q4.4. Has the program hired all the new staff (faculty and/or administrative staff) that were proposed during the approval process?

This can be found in the CIM Intent to Plan for the program in the History section. If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance.

This question was not displayed to the respondent.

Q4.5. Why not? Does this impact the program's ability to function as planned?

This question was not displayed to the respondent.

Q4.6. Is this program is a graduate or professional program?

This question was not displayed to the respondent.

Q4.7. Has the program realized projected research and external support expected / projected at the time of approval?

This question was not displayed to the respondent.

Q5.1.
Program Resources

The purpose of this section is to ensure the accessibility and adequacy of the program's infrastructure and resources. The Undergraduate and Graduate Councils do not have the authority to request new funding for facilities or equipment.

Q5.2. Has the program experienced significant issues with any of the following during the review period?

By "significant," we mean issues that interfere with either delivering the published program requirements and experiences to its students or the students' ability to complete the program in a timely manner.

	Yes	No
Providing students with accommodations	<input type="radio"/>	<input checked="" type="radio"/>
Ability to schedule required classrooms	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate technological infrastructure	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate technological support	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate physical infrastructure (labs, performance spaces, equipment, etc.)	<input type="radio"/>	<input checked="" type="radio"/>

Q5.3. Describe the issues the program has faced in the area(s) identified above.

Describe whatever steps have been taken and/or provide whatever plan currently exists to address these issues.

This question was not displayed to the respondent.

Q6.1.
Faculty Composition and Productivity

Responses in this section are limited to 2500 characters (approximately 3/4 of a single-spaced page). Responses should be concise but also specific and supported by evidence.

Q6.2. Does the program have the adequate number of faculty necessary to meet the mission of the program?

In this context, "adequate" means a sufficient number of faculty to deliver all of the required courses on a regular basis without negatively impacting students' ability to progress through the degree program.

☒ Yes

☐ No

Q6.3. Describe the issues the program has faced with having adequate faculty.

Describe whatever steps have been taken and/or provide whatever plan currently exists to address these issues.

This question was not displayed to the respondent.

Q6.4. Has anything happened during the review period that has had significant negative effects on the faculty's ability to be productive in terms of their teaching, research, and service?

Issues resulting from either the COVID-19 pandemic and/or the 2023 Academic Transformation process should be addressed here.

☒ Yes

☐ No

Q6.5. Describe the issues the program has faced and how they have negatively impacted the program faculty's ability to be productive in their teaching, research, and service activities.

Describe whatever steps have been taken and/or provide whatever plan currently exists to address these issues.

In Fall 2018, the Department of Philosophy was moved into Arnold Hall. In case the reviewers of this report have never been to Arnold Hall or don't even know where it is located, I will explain. Arnold Hall is an abandoned dorm on the far fringe of the downtown campus. It is nestled amongst Morgantown's most run down student housing and fraternities. It is a long, 15-18 minute walk from any of the downtown classrooms or academic buildings. This distance prohibits students from attending office hours or participating in the life of the department. It suffers from chronic plumbing and heating problems. The surrounding area is piled in trash. From October - April, Philosophy offices were regularly either 80-90 or 40 degrees. It was an unpleasant and unhealthy place to be housed and it was a challenge to draw students to our offices. In Fall 2024, the Department relocated to Hodges Hall. This move has been a dramatic improvement and promises to help us recruit and retain students and faculty. Philosophy is a discipline where students learn to respond respectfully to alternative ideas and engage in active and meaningful discussion. While most programs experienced enrollment declines during the pandemic years, it is not surprising to see that philosophy enrollments declined during the pandemic. Both the skill set developed, and the joys experienced when studying philosophy, are ideally delivered in an on-campus, in-person setting. The pandemic made it challenging for us provide our students with an environment in which they could engage in serious discussions about philosophical ideas and work on developing their own solutions to philosophical problems. We managed the on-line environment, but since Philosophy aims to go far beyond merely imparting information to our students, the pandemic undermined our most important goals and objectives in teaching. The pandemic dampened our sense of community and belonging which is a very important and distinguishing characteristic of the WVU Philosophy Department. As an outstanding undergraduate program, we provide our students with the kind of experience one typically only finds at elite liberal arts colleges. The pandemic made it impossible for our faculty to travel to conferences to share their research and network with other scholars. While the Philosophy department did not experience any cuts during Academic Transformation, we were under review. The review, while helpful in many ways, was time consuming.

Q6.6. Does the program have any faculty who are qualified by other means than their academic credentials (e.g., tested experience in the field) as defined in the [WVU Faculty Qualifications policy](#)?

☐ Yes

☒ No

Q6.7. Provide via attachment the unit's policy for determining if a faculty member is qualified to teach by way of tested experience.

This question was not displayed to the respondent.

Q6.8. Do all program faculty qualified by way of tested experience meet the qualifications established by the WVU Faculty Qualifications policy and the unit's policy on required experience?

This question was not displayed to the respondent.

Q6.9. How will the unit address those faculty whose experience does not appropriately qualify them?

This question was not displayed to the respondent.

Q7.1.

Student Success: enrollment, program persistence, student performance, completion, and post-graduate placement and outcomes.

Responses in this section are limited to 2500 characters (approximately 3/4 of a single-spaced page). Responses should be concise but also specific and supported by evidence.

Q7.2. Provide a brief reflection on any changes to program's **fall enrollment** and **program continuance** since the most recent BOG program review (five-year review or review during Academic Transformation).

If enrollment and/or program continuance have declined since the most recent review, describe any actions the program will take (or has taken) to address those trends. Be sure to reference the provided data, where relevant.

These data can be found in Academic Performance Solutions (APS) on the "Board of Governors Program Review and Annual Report" dashboard. The "Academic Year" should be set to 2023-2024. Be sure to click the "Apply" button once you have set the filters.

If the program does not have any faculty with access to APS, email [Lou Slimak](#) or [Robynn Shannon](#) to request access.

The APS enrollment data show a 6% decline in PRIMARY majors during the five year period of review. This is a smaller decline than ECAS experienced during this period (8.7%). Unsurprisingly, the pandemic caused a significant decline between 2020 and 2022. Since then, our enrollment is steadily climbing back up, yet we are not yet back to the primary major enrollment numbers we enjoyed in 2019-20. I note, however, that since 2021-2022, the TOTAL number of majors has actually seen a healthy increase each year, culminating with 78 total majors as I write this report (see attached data for Fall 2024). This is the highest number of majors we have had in over a decade, and it is a very impressive increase from 63 total majors in 2023-24. The Department has taken active steps for further improvement. We hired 3 professors during this period which allowed us to offer more courses. We created exciting and popular new courses, and revised our major. Enrollments in our 100-level and 300-level are on the rise. The hard work the Department did while under review during Academic Transformation was extremely helpful to us. The information we had access to helped us to appreciate our strengths and challenges. We took time during the review period to gather additional data to demonstrate the practical value of philosophy, including data demonstrating performance on graduate exams (see attached) and salary information for philosophy majors (see attached). We are sharing that data with students in our classes, on our website, and during recruitment events. Over the past two years, the Chair of Philosophy emailed top students in philosophy classes explaining the value of philosophy and met with many students in person to talk about whether Philosophy would be a good option for them. We invited alumni to campus to share their journey from philosophy BA to a meaningful career. We have collaborated with Biology and Chemistry in a discussion about healthcare ethics led by a philosophy professor and a physician who is a Philosophy and Biology alumna. We finally moved from Arnold Hall to Hodges Hall. This move provides us with a comfortable and updated space to do our work, host events, and welcome students for recruitment and retention events. The Eberly Edge curriculum has several pillars that will attract students to philosophy. We are feeling incredibly positive about the current strength of our department and the awesome educational experience we provide for our students.

Q7.3. Please provide a brief reflection on any changes in the **program completion** (graduation) data (number of graduates, graduation rate > 60 credit hours for undergraduate programs) since the most recent BOG program review (five-year review or review during Academic Transformation).

We encourage programs to reference comparative data (from similar programs) found in a JobsEQ "Awards" report. You can request a JobsEQ report for your program at the following link (please specify "Awards" report): https://wvu.qualtrics.com/jfe/form/SV_5vaNiSsKeAODFL0.

If number of graduates or graduation rate > 60 credit hours (for undergraduate programs) have declined since the most recent review, include what actions, if any, the program will take (or has taken) to address those those changes. Be sure to reference the provided data, where relevant.

These data can be found in Academic Performance Solutions (APS) on the "Board of Governors Program Review and Annual Report" dashboard. The "Academic Year" at the top of the page should be set to 2023-2024. Be sure to click the "Apply" button once you have set the filters. The academic year for the "Students Graduating with 4-Years of Earning 60 Institutional Credits" should be reviewed for AYs 2017-2018, 2018-2019, 2019-2020, and 2020-2021 and can be adjusted at that particular metric.

If the program does not have any faculty with access to APS, email [Lou Slimak](#) or [Robynn Shannon](#) to request access.

APS data show an 11.4% program completion decline in Philosophy (when counting primary majors alone) during this period of review and a 14.5% program completion decline in ECAS. Given that our enrollment of PRIMARY majors declined overall during this period, this is unfortunate but not surprising. The pandemic years are where we see the sharp decline that we continue to recover from. And if we were to include all of our majors, the program completion rate would not be an area of concern. After reviewing the JobsEQ Awards Data, we see that WVU Philosophy is doing well compared to other philosophy programs. Compared to the other programs listed, we are in the top 32%. WVU Philosophy has a unique profile compared to our R1 institutional peers. Without exception, every peer institution with a higher graduation rate in our recruiting region has a PhD program and a much larger faculty (along with additional graduate student instructors). WVU Philosophy is unique compared to our peers in that we are a small, spectacular, and efficient undergraduate program. While producing the same quality of research as institutional peers with PhD programs, we focus exclusively on undergraduate education. We provide our students with all of the resources and opportunities of an R1 land grant along with all of the care and attention students get at small, expensive, and prestigious liberal arts colleges. We also play a vital role in the GEF, offering well-enrolled and large sections of interesting courses that teach students to think carefully and engage in respectful debates. We are a rare and special type of philosophy department, and it is what distinguishes us from all of our peers. I note that we graduated only 4 fewer undergraduate students than UCLA, which is arguably among the top 5-10 philosophy departments in the United States.

Q7.4. If there are any courses for which the DFW percentage is higher than 30% for students in the program, provide a brief reflection on student success rates in those courses, including how the program plans to improve student success rates.

These data can be found in Academic Performance Solutions (APS) on the "Board of Governors Program Review and Annual Report" tab. The "Academic Year" should be set to 2023-2024. Be sure to click the "Apply" button once you have set the filters.

If the program does not have any faculty with access to APS, email [Lou Slimak](#) or [Robynn Shannon](#) to request access.

Focusing on APS data provided for this report, three philosophy courses fit into this category: PHIL 260 (Intro to Symbolic Logic 35%); PHIL 248 (History of Modern Philosophy 32%), and PHIL 321 (Ethical Theory 50%). This information is pretty upsetting, especially the rates in PHIL 321. It was so shocking that we turned to ARGOS to try to pinpoint the trouble spots. After a deep dive into ARGOS, and looking at the full five-year trends in our courses, we see that the DFW rate for PHIL 248 is 11.8%, PHIL 260 is 18.2%, and PHIL 321 is 12.2%. Since this review is a 5-year review, the 5-year trends were of great interest to us. Through ARGOS, we were also able to look carefully at each section of the course that had a high DFW rate. We discovered that PHIL 321 had a 50% DFW rate in Spring 2022. But we also see that one student withdrew from the course, and there were only 2 philosophy majors enrolled. We also discovered that PHIL 260 had a 50% DFW rate in Spring 2020. That was 2 of 4 majors. And, it was during the online semester during the pandemic. This is the one and only time we offered logic online. Given the subject matter, an online environment is totally inappropriate for student learning. While we became much less worried once we put all of the data into context, we would certainly like to see improvements going forward. We have promising plans for improvement. The Department as a whole plans to hold a series of teaching workshops throughout the academic year to share innovative teaching strategies to improve student success. Given our department's passion for teaching, we know we will all enjoy participating in these workshops and will all find interesting and effective ways to improve our teaching and our students' success. We will institute constructive and supportive peer reviews of our classroom performance and assignments. And, we will offer student tutoring services in the department. (We were doing this before the pandemic, but have not offering tutoring since 2019.) We are looking forward to seeing how these strategies not only make us better teachers but also improve the DFW rates in all of our courses.

Q7.5.

Please provide a brief reflection on the accomplishments of the program's students.

Include, for example, creative or research-based endeavors such as conference presentations, publications, grants or prestigious scholarships awarded, recordings, exhibitions, or performances.

This may also include information the program has on students after they have completed the program. Examples may include job placement, acceptance into graduate programs or post-doctoral positions, graduate satisfaction surveys, employer satisfaction surveys, etc.

If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

This is an area in which the Department of Philosophy really shines. 9 of WVU's 37 2024 Phi Beta Kappa inductees (24%) were philosophy majors. During the period covered in this report, our students were selected as Fulbright Scholars, Mountaineers of Distinction, WVU Outstanding Seniors, and inducted into the Order of Augusta. One of our recent graduates who was selected as a Newman Civic Fellow is currently a Rangel Fellow at Georgetown University. Our students are consistently gaining admission to the best law schools in the country. For example, recent graduates are currently attending Harvard Law School (3 students!), Duke University, University of Virginia, University of Texas at Austin, and Penn State. Other recent graduates are enrolled in graduate programs, with generous funding, at Georgetown, Ohio State, and Penn State for example. Year after year, our students are well represented as Eberly Scholars, the most competitive and prestigious scholarship in our college. Many of our older alumni are successful lawyers, teachers, physicians, dentists, and business owners.

Q7.6. Describe the student success-oriented support services or initiatives the program or its home academic unit (department or school, whichever is sub-college) provides and what evidence the program/unit has of their effectiveness. If the program/unit evaluates these services or initiatives and has documentation of that evaluation then that may be provided by attachment in the next question.

For over thirty years, the Department of Philosophy has hosted an annual conference for our students to present and discuss their research papers. This is a great opportunity for our students to engage as professionals in front of their professors and colleagues. For the past three semesters, we have held study hall hours for all of our students during dead week. We set up tables where students can come and study all day long. All faculty members participate by sitting with the students and being available to help them. We also provide a lot of snacks, coffee, tea, and a creativity corner to help students focus and unwind. For the past two years, the Department has hosted a trivia night in the dead of winter. The questions all focus on philosophical figures, ideas, and movements. It helps us to see what our students really know and it also helps us to create a strong sense of community. It is a wholesome way for us to have fun and give our students the experience of an elite undergraduate experience typically reserved for those attending private liberal arts colleges. We regularly invite our alumni back to campus to serve as mentors and role models for our students.

Q7.7. Provide by attachment any evidence of evaluation of the program's/unit's student success support services.

Q8.1.
Curriculum and Assessment

Except where otherwise noted, responses in this section are limited to 2500 characters (approximately 3/4 of a single-spaced page). Responses should be concise but also specific and evidence-based.

Q8.2. Do all of the majors in this program have at least 15 credits of general electives in the curriculum?

- ☒ Yes
- ☐ No

Q8.3. List each of the program's majors that do not have at least 15 credits of general electives in the curriculum and how many credits of general electives they do have. Provide a brief description of what changes could be made to the curriculum to achieve 15 credits of general electives. (2500 characters maximum)

This question was not displayed to the respondent.

Q8.4. Select the total number of credit hours required to complete the program.

- ☒ 120
- ☐ 121 or more

Q8.5. Explain why the program requires more than 120 total credit hours to meet the programmatic learning outcomes. (2500 characters maximum)

This question was not displayed to the respondent.

Q8.6.

Provide a link to the WVU Catalog page that includes the learning outcomes for the program.

Program learning outcomes should be clear, specific, measurable, and suited to the degree-level. They should reflect what is required of students by the discipline as well as capture what is unique to the program at WVU.

<http://catalog.wvu.edu/undergraduate/eberlycollegeofartsandsciences/philosophy/#learninggoalstext>

Q8.7. When were the student learning outcomes for the program last reviewed and/or revised?

This can be found in the CIM History section. If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance.

This response is limited to 1000 characters.

Our learning outcomes were revised and fully approved in 2020. We more recently revised our learning outcomes (in October 2024) as part of our new BA proposal. Our new BA proposal, and the associated learning outcomes, have been approved by the Philosophy Department Curriculum Committee, Philosophy Department Chairperson, and the Eberly College. We are awaiting review by the WVU Faculty Senate.

Q8.8. When was the program curriculum last reviewed and/or revised? This can be verified by checking the CIM History record for the program: <https://futurecatalog.wvu.edu/programadmin/> If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance.

If the program curriculum was revised during the program review cycle, describe the changes made and indicate if those changes were informed by the program's assessment / evaluation practices and/or by previous Board of Governor's program review recommendations and/or specific actions.

We created a new BS degree in Philosophy in 2022. This new degree program was approved with great enthusiasm by the Department, the Eberly College, and the Office of the Provost. However, it was paused by the BOG during Academic Transformation in 2023. Motivated by both our assessment findings over the past several years and our goal of providing a more contemporary, efficient, interdisciplinary, practical, and flexible major, we have revised the BA program in Philosophy. The new BA is awaiting review by the Faculty Senate Curriculum Committee. Year after year, our assessment findings show that students would like to see a wider variety in our course offerings. While faculty are very eager to comply, we were finding it difficult to respond effectively given our central role in GEF, the small size of our faculty, and the obligations we have to efficiently providing courses that satisfy the requirements in our major. Without needing and additional resources, the new major includes more options for students and faculty to address the requirements of the major. Given the tremendous teaching strengths of all of our faculty, we thought it was in the interests of all to have everyone contributing fully and equally to the major. As a result of our most recent BOG review, we were able to hire 3 new professors with expertise in fields that are sure to draw great interest in philosophy. We now have faculty who specialize in philosophy of neuroscience, healthcare ethics, environmental ethics, aesthetics, philosophy of race, philosophy of science, and philosophy of mind. These faculty have created refreshing new courses and are drawing students who want to use the philosophy major to make important impacts on some of the most pressing issues that human beings face. The following courses have been fully approved and play a central role in our new BA: Brains, Minds and Experiments, Philosophy of Race, Environmental Ethics, Philosophy and Death, Asian Philosophy. Moreover, we have made substantial revision to Philosophy of Law to make it a more practical and engaging course for students planning to go to law school. We are very excited about the potential for the new major to draw more majors. Our courses are enjoying healthy enrollment across the spectrum. Thus, philosophy is in high demand at WVU and we only expect that interest to grow in the coming years.

Q8.9. What CIP Code is associated with the program? This can be located in the program entry in [CIM](#).

1461

Q8.10. Describe the program's provision of career preparation to its students. This can include required or elective coursework, internships, co-ops, advising, mentorship, or any other methods used by the program to this end.

All of our majors are required to take a capstone class (a seminar or a senior thesis). The capstone experience is designed for students to master career-ready skills such as clear writing, clear communication, logical analysis of complex information, and an understanding of the main debates at the core of philosophy. Many of our students work on faculty supervised research projects near the end of their coursework. These experiences give students an opportunity to explain the value and impact of philosophical work on "real-world" problems. The Eberly Edge has a high-impact project requirement. The Department is excited about providing internship experiences for our students. This will better position them as they graduate and embark on exciting careers that demand sophisticated logical thinking and communication skills that are in high demand in the workplace. All faculty in the Department of Philosophy are academic advisors to majors. This approach to advising allows students and their advisors to meet one-on-one throughout their undergraduate career to discuss post-graduation plans and the steps required to get there. Because we share the advising load so widely, our faculty advisors really get to know their advisees. Our advising goes far beyond mere course scheduling. All of our faculty serve as devoted mentors to help our students in all aspects of their academic lives. We have hosted many events to bring our alumni back to campus to help mentor our students and provide career networking opportunities. For example, we hosted a two-day alumni reunion in 2018. The reunion provided current students with the opportunity to meet successful alumni who used their BA in philosophy to go to law school, jump immediately into the work force, attend medical school, start their own businesses, and become professors. We have hosted panels about graduate school, law school, and medical school. And we have hosted lectures on pressing topics in healthcare ethics and practical topics such as how to navigate a world of privilege through a first-gen and working class lens. All of these opportunities help our students to imagine their own future and map out a personal plan to get there.

Q8.11. Provide (by attachment) the program's evidence of student learning assessment from the past review cycle. (Additional evidence files may be added at the end of the survey in Section 9).

Evidence of direct assessment of student learning is expected.

Indirect assessment methods (e.g., surveys, eSEI, exit interviews, alumni surveys) and post-graduate outcome data are also encouraged and may be included but are not required.

If the program's evidence of student learning assessment is included in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

[BOG%20Assessment%20Report.pdf](#)

529.2KB

application/pdf

Q8.12. Provide (by attachment) the program's curriculum map, in the form of a matrix with program learning outcomes on one axis and courses and other applicable learning experiences on the other (in whatever stage of development it is currently in).

If a curriculum map is included in an attached accreditation self-study, please indicate the section and page number(s) where it can be found.

Please contact [Lou Slimak](#) or [Robynn Shannon](#) if you would like assistance or guidance in the construction of your curriculum map.

[2024-25%20BOG%20Review%20Curriculum%20Map.pdf](#)

55.2KB

application/pdf

Q8.13.
Provide a brief summary of the most relevant assessment findings from this five-year BOG program review cycle.

Findings should address student learning outcomes (as listed in the catalog).

If assessment findings are described in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

While there is always room for improvement, we have been impressed with our students' success in the learning outcomes we have assessed during this period. In our assessment of our students' ability to analyze complex philosophical texts (Learning outcome 5) we are especially impressed with development seen over the course of a semester in a 300-level course. We experimented with a "levels system" of writing assignments where students need to master a certain level of competency in analysis before they move on to the next level. While students progress at different paces throughout the semester, they all achieved the skill-set we wanted them to achieve by the end of the semester. This experiment was applied in PHIL 301 and we will adapt similar systems in other 300-level courses. We were also impressed with the results of our assessment of logical analysis (learning outcome 3). We directly assessed logical abilities at the start and conclusion of Phil 260 and saw marked improvement in students' abilities to correctly identify whether a formal argument pattern is valid or not and carefully explain their logical reasoning. The one area in which we were less impressed is in our students' abilities to compare and contrast historical figures and their main ideas. We surveyed students in PHIL 248 and found their abilities to be weaker than we had hoped. We are wondering if our expectations are too high for a 200-level course and if we need to select reading materials that are a bit less advanced in that course. In some semesters, we had students reading Hegel, who is one of the most challenging philosophers in the history of philosophy. Hegel is also one of the most interesting philosophers, so it is a trade-off. We are also assessing the validity of assessment tool we used. Many of us think some of the questions could use improvement. We will also assess a 300-level course to measure this same skill and see if we note significant improvement over time. We are especially pleased with the rave reviews we get on senior exit interviews. Student express deep gratitude for our outstanding faculty, the events and activities we offer, and their preparedness for graduate schools and professional schools.

Q8.14. Provide a brief summary of how the program has improved over the cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals.

This reflection should be supported by evidence collected through assessment and evaluation practices and attached to this program review self-study.

Areas that may be addressed may include changes to: courses, curriculum, learning outcomes, assessment plans, program goals, etc.

If program improvement is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

The program has improved drastically since our last review. We hired three new faculty members after a significant loss of our faculty during the previous BOG review period. We have made important improvements to our assessment practices. With respect to assessment, the most significant improvement is the development of tools we currently use to directly assess our students' ability to achieve the learning outcomes. Before this review cycle, we were limiting ourselves to exit interviews and other indirect measures. We also created thoughtful rubrics to analyze results and created a curriculum map to more strategically guide us in curriculum developments. In 2020, we updated our learning outcomes to better reflect our most important goals and values in a way that is measurable. We have developed several new courses during this five-year period including: Brains, Minds and Experiments; Philosophy and Death; Environmental Ethics; Philosophy of Race; and Asian Philosophy. We also made major revisions to our Philosophy of Law course. Many of our graduates use their degree in philosophy as a gateway to law school. (Philosophy majors consistently and significantly outperform other popular pre-law majors on the LSAT.) The new version of Philosophy of Law is a bit less theoretical and a lot more of a practical preparation for the kind of writing and legal analysis students will actually do in law school. As mentioned above, we have revised our major to be more relevant to the interests and concerns of our students and better suited for students interested in using philosophy as a way of standing out in healthcare, law, business, STEM, and other careers. We are incredibly excited about the new major and all of the ways it will help us to attract students and include every faculty member in the core curriculum.

Q8.16. If the program engages with external stakeholders, provide a brief description (e.g. an advisory council, outreach to prospective employers, regular engagement with alumni, etc.).

You may skip this question and provide this information by attachment in the next question if it exists in documented form.

As noted above, the department regularly engages with our alumni to serve as sources of inspiration, resources, and networking connections for our current students. Because of our focus on undergraduate education, we always set time aside for our students to engage, over coffee or lunch, with visiting speakers. We have several distinguished alumni working in local law firms and teaching at the WVU School of Medicine and the WVU College of Law. Many of them have been extremely generous with their time, joining students on campus and on Zoom. In 2023, we hosted an alumni law panel to share advice with our students who are interested in law school. Several of our distinguished guests from other universities have spent time with our students talking about graduate school in philosophy and the state of our profession. This provides our students with connections at schools they might apply to down the road.

Q8.17. Provide documentation of how the program engages with external stakeholders (e.g. an advisory council, outreach to prospective employers, regular engagement with alumni, etc.).

If this does not exist as a formal document then this question may be skipped.

Q9.1. You may use this section to provide any additional evidence referenced in the program review.

[Fall%202024%20Philosophy%20Majors.xlsx](#)

24.3KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q9.2. You may use this section to provide any additional evidence referenced in the program review.

[Salary%20Data%20for%20Philosophy%20Majors.pdf](#)

135.4KB

application/pdf

Q9.3. You may use this section to provide any additional evidence referenced in the program review.

[Philosophy%20Major%20Scores%20on%20LSAT%2C%20GRE%2C%20GMAT.pdf](#)

525.1KB

application/pdf

Q10.1.
Program of Excellence

This section is optional.

Q10.2. Is the program requesting designation as a "Program of Excellence"?

☐ Yes

☒ No

Q10.3. Provide a brief narrative for how the program meets all four criteria: Distinction, Curriculum and Assessment, Graduates, and Faculty.

Refer to the [Program of Excellence Criteria](#) for detailed information.

Responses in this section are limited to 2000 characters (approximately half of a single-spaced page). Responses should be concise but also specific and supported by evidence.

Q10.4. Distinction: The program must be one of distinction as evidenced by receiving state or national recognition or some other clearly defined indicator appropriate to the mission of the program.

External validation of high quality by a nationally recognized body is one clear and straightforward way to demonstrate distinction. Programs may also compile national or state data for similar programs and put forward a comparative argument of distinction.

This question was not displayed to the respondent.

Q10.5. Curriculum and Assessment: The program must have clearly defined learning outcomes and program goals and must regularly assess its student learning outcomes and evaluate its progress towards meeting its program goals. Evidence of a strong assessment plan that utilizes assessment data to improve the program must be included.

The program should hold national or specialized accreditation if available and all accreditation criteria must be met fully.

This question was not displayed to the respondent.

Q10.6. Graduates: Evidence of success of graduates in career placement and/or in continuing graduate or professional education must be documented.

This question was not displayed to the respondent.

Q10.7. Faculty. Faculty should hold terminal degrees or have equivalent professional experience. For faculty who teach in certificate or Associate’s programs, alternative credentials such as work experience in the teaching field may be appropriate.

There should be documented evidence of faculty achievement and scholarly activity.

Evidence of innovation in instruction should also be included if appropriate.

This question was not displayed to the respondent.

Q11.1.
Thank you for completing your West Virginia University Board of Governors program review self-study. You may now submit the survey and your BOG program review will be passed on to the Undergraduate or Graduate Council.

Location Data

Location: [\(39.652, -79.9444\)](#)

Source: GeolIP Estimation



