



UNIVERSITY OF
**DETROIT
MERCY**
Build A Boundless Future

Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: BA Philosophy

2. College/School: College of Liberal Arts & Education

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

Graduating Philosophy majors and minors are assessed using a portfolio of work collected by departmental faculty that is scored using the department's portfolio scoring sheet. The benchmark for success is to have at least 75% of the students earn a score, in the given outcome, in the "good" or "excellent" range.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Three learning outcomes from the assessment plan filed with the University Assessment Team are being reported on:

1. Philosophy majors and minors will be able to identify and analyze and argument.
2. Philosophy majors and minors will be able to interpret a philosophical text.
3. Philosophy majors and minors will be able to understand a diversity of viewpoints in one philosophical area.

5. Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
x	III. Critical Thinking & Problem Solving

	IV. Communication
	V. Professionalism
	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):
2020-2021

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Two Philosophy majors graduated in May 2021 (no minors graduated). Both students received a benchmark score of "good" for all three outcomes. So, neither achieved a benchmark of excellent, but 100% achieved a of good, which does meet our minimum benchmark. Obviously, the department would have preferred a benchmark of excellent in one of the outcomes. However, we do not believe this is reflective of the typical philosophy major/minor.