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 Humanities, Arts & Social Sciences

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).

As past Chairs have noted, our Philosophy programs (major and minor) have three learning outcomes.
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.
Within our program, faculty who are willing participants in assessment check the performance of majors and minors in their classes for one or more of these learning outcomes, consulting coursework submitted, with particular focus on exams and papers.

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.

For this report we focused on Fall 2024. Beth Oljar reports for Learning Outcome #1. As she reports: She "only had two minors in Fall 2024, and both were in Symbolic Logic. I looked at the final exams of both students, particularly a problem where they had to symbolize an argument, construct an indirect truth table to determine its validity, and then construct a proof for the argument. Symbolizing requires the student to identify premises and the conclusion, and the analysis is in the form of the truth table and the proof.

Gail Presbey evaluated all majors/minors in PHL 3560 Peace and Social Justice during Fall 2024 (amount: 5, who were Guzman, Cristal; Patrick, Grace; Popp, Alex; Romero, Giovanni; and Snegourenko, Larisa) by looking at the final term paper, and she evaluated them according to their abilities to demonstrate the achievement of Learning outcomes #1, 2 and 3. She used a scoring sheet adapted from the D3 learning outcomes, tailored specifically to our program outcomes.

Our benchmark (or milestone) for each outcome is a score of 75 percent or higher.

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

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	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):

2024-2025

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.

For Beth Oljar's class: "One student got 100% on this problem, and the other got a 93%, which exceeds any reasonable benchmark, since both are A's."

Gail Presbey's results: They reached the benchmark (or milestone) in excess of 75 percent of the time. In fact, four of the five students are top A students and had received A's, and met the learning goals adeptly at the "capstone" level. One student met the "Milestone" at the adequate level.

Improving program quality could be addressed by our reaching out to any student experiencing difficulty, and by explaining paradigms of clear thinking, writing, and argumentation.

Attachment(s):

Philosophy programs Scoring Sheet_Gail Presbey.pdf