



# 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).

The BA Philosophy program has three student learning outcomes, with one outcome assessed each year:

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

Faculty assess student learning outcomes using direct measures from embedded assignments (e.g. exams, quizzes, and projects using rubrics).

**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.

Referencing the BA in Philosophy Program Assessment Plan on file with the University Assessment Team, one outcome is being assessed in this cycle, specifically, Student Learning Outcome #2: Philosophy majors and minors will be able to interpret a philosophical text. The benchmark for success is to have all students earn a rubric equivalent score of a C or better in Philosophy courses, based upon essays, quizzes and exams.

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

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	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):

2022-2023

**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.

Philosophical texts are often challenging for students to understand. It appears that students have fared better when interpreting secondary texts (even secondary texts targeting advanced undergraduates) than they fared in interpreting primary texts (e.g., Plato's Republic or Kant's Foundations for the Metaphysics of Morals). This may be because primary texts are often translated into English (from, say, Greek or German), but students still struggle somewhat with primary text written in English (e.g., Hume's Treatise of Human Nature). We are discussing ways in which students may benefit from brief lectures on key terminology employed in texts (e.g., "When Kant refers to the transcendental, he means...") before they are asked to read and interpret primary texts.

**Attachment(s):**

None