

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 11/15/2023

Assessment Plan covered in the report: Philosophy BA

College: College of Arts and Sciences

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Submitted by: John Mouracade, Professor of Philosophy, jmmouracade@alaska.edu

After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.

- Philosophical Knowledge and Understanding: Understand, analyze, and interpret claims and arguments in the context of diverse schools of thought and major works from the history of philosophy and its contemporary subfields (e.g. metaphysics, epistemology, logic, ethics).

Met Expectations

- Philosophical Argumentation: Critically and creatively assess and develop arguments using sound reasoning, sustained thesis development, and reflexive consideration of objections and diverse perspectives.

Met Expectations

- Philosophical Communication: Effectively present clear, coherent, and sustained philosophical ideas, analysis, and argumentation in oral and written forms using constructive listening and response to the presentations of others.

Met Expectations

- Philosophical and Ethical Mindset: Display curiosity, creativity, critical discernment, and a commitment to integrity and personal and social responsibility.

Met Expectations

2. **Describe your assessment process in AY23 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (1000 words or less)**

PSLO's are assessed by evaluating papers from a senior level course, PHIL 490, using a rubric that reflects a program consensus on elements of high-quality work in philosophy such as: Clearly Stated Thesis, Sustained argument or sustained development of its thesis, Awareness of key concepts, Insightful explanation of complex ideas, Awareness of important points of scholarship, Awareness of key philosophical issues related to its thesis, Critical thinking skills- raising philosophical objections, Critical thinking skills-- evaluation of reasons and objections, Original and Advanced Reasoning, Cohesiveness

Quantitative data was gathered from PHIL 490 in Fall 2022.

3. **What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

Indicator Average (1-5) n=5

Clearly Stated Thesis 3.6

Sustained arg/dev of thesis 4.2

Awareness key concepts 3.8

Insightful expl. complex ideas 4

Awareness imp. pts scholarship 3.4

Awareness of key phil. issues 3.6

Raising phil. objections 3.6

Evaluation reasons/objections 3.2

Org./Ad. Reasoning 3.2

Cohesiveness 3.8

4. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Select Yes or No.**

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

Previous recommended actions focused on implementations of curricular and pedagogical

changes earlier in the program to increase student development and increase progress to the student learning outcomes. New lower division GER courses are replacing upper division GER courses. It will take time to see if increased philosophical instruction earlier in the program leads to increased attainment of student outcomes.

5. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High-Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY23. *(If no options above were selected)*

If you checked "Other" above, please describe. (100 words or less)

6. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (1000 words or less)

Student participation in the Ethics Bowl and Undergraduate Philosophy Conference provides opportunities for students to display the knowledge, skills and abilities they have developed throughout their course of study. Students continue to showcase both a breadth and depth of disciplinary knowledge and skills. The originality of their ideas, the development of their positions, and their ability to defend and explain their views show that students are effectively meeting the program outcomes. Student performances at the Ethics Bowl in Fall 2023 seemed improved over previous years, but it is hard to ascertain if this is the result of improved instruction or the waning of effects from the pandemic.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_ooo@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)

The program is encouraged to consider expanding its assessment process to include both lower and upper division classes so as to have both formative and summative data to analyze.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

I appreciate the programs continued work in providing opportunities for students to participate in extracurricular activities such as the ethics bowl and the undergraduate philosophy conference.

Dean's signature: Jenny McNulty

Date: 1/12/2024