



Program Level Assessment: Annual Report

Program: Philosophy Major	Department: Philosophy
Degree or Certificate Level: BA	College/School: CAS
Date (Month/Year): 9/21	Primary Assessment Contact: Scott Ragland (Dept. Chair)
In what year was the data upon which this report is based collected? 2012	
In what year was the program's assessment plan most recently reviewed/updated? 2015	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Those contained in the far left column of this rubric:

Learning Outcome	Fails to Meet Expectations (1pt)	Meets Expectations (2pts)	Exceeds Expectations (3pts)
Student correctly employs principles of logical reasoning in philosophical analysis.	Student fails to identify fallacies in the reasoning of others discussed in the paper, or the student's own argumentation is logically flawed.	When needed, student makes the logical structure of arguments explicit in order to identify fallacies in the reasoning of others or to clarify the student's own reasoning. Student commits no fallacies.	Student consistently uses logical analysis to render other author's positions more clear than they did themselves, or demonstrates a grasp of logical principles exceeding those taught in introductory logic courses.
Student analyzes and defends a philosophical position on a philosophical problem.	Student fails to understand key aspects of chosen problem, or fails to articulate a clear position, or fails to consider or respond to relevant criticisms of the position.	Student clearly articulates a philosophical problem, takes a clear position on that problem, and defends own position against relevant and plausible lines of criticism.	Student's grasp of the problem, novelty of position, or depth of analysis and sophistication of argumentation are commensurate with graduate or professional status.
Student gathers sources relevant to a philosophical problem.	Student fails to include necessary sources for the topic or includes irrelevant sources.	Student includes all and only relevant primary and secondary sources. The student's paper is a good snapshot of the current state of discussion.	Student includes groundbreaking research into primary sources or synthesizes information in novel ways that advance the current discussion of the topic.
Student interprets sources relevant to a philosophical problem.	Student significantly misinterprets sources	Student's interpretation of sources is accurate and plausible on all significant points.	Student offers a compelling interpretation of sources that is novel or groundbreaking in some way.
Student synthesizes sources relevant to this snapshot.			Thesis portrays the current state of discussion in a way that is not only accurate and unified, but also novel—opening up new possibilities for research or argument. The student's own position draws on this portrayal.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected

Results from the last cycle were discussed in early 2021. The results of this cycle will be discussed during fall 2021.

B. How specifically

