

## 2021-22 Student Learning Assessment Report, Academic

<b>Program:</b> Philosophy	<b>Degree:</b> Major	<b>Department Head:</b> Josh Alexander	<b>Submitted By:</b> Josh Alexander	<b>Date Submitted:</b> 10/04/2022
<p><b>Mission:</b></p> <p>Part of the Siena College’s identity as a liberal arts college in the Franciscan and Catholic educational tradition is a commitment to the value of philosophy. In this tradition, philosophy is the place where faith meets reason, and where students are provided with the opportunity to reflect on the most fundamental questions of human existence: questions about the nature of knowledge and understanding, the nature of choice and identity, the nature of action and excellence, and the nature of morality and virtue, to name just a few.</p> <p>The department is committed to providing a range of courses that make Siena College’s philosophy requirement a meaningful part of every Siena student’s college education. These courses teach students to think clearly and critically about the most important questions of life, and help them explore not only how things are, but also how they could have been and how they ought to be. Philosophy courses help students develop the ability to critically evaluate diverse positions and arguments, the ability to construct and defend their own positions on a variety of topics and issues, and the ability to apply those positions and insights to their personal, public, and professional lives. In short, philosophy courses help students begin to live “the examined life.”</p> <p>The department is home to a vibrant and growing academic community, with more than 35 students enrolled in a variety of major and minor programs. Philosophy courses are also part of a growing number of academic programs on campus, including the Albany Medical College program, American Studies minor, the Criminal Justice minor, the Data Science minor, the Environmental Studies major, the Film Studies minor, the Franciscan Service and Advocacy minor, the Health Studies major, the Interdisciplinary Research Methods minor, the Peace Studies minor, the Pre-Law Certificate program, the Pre-Med and Health Professions program, and the Women’s, Gender, and Sexuality Studies minor, as well as the Standish Honors Program.</p> <p>The department aims to foster a vibrant intellectual exchange among faculty and students. To do this, we strive to maintain a deliberately pluralistic and interdisciplinary approach to philosophy, and our teaching and research draw from a broad range of philosophical traditions - contemporary and historical, continental and analytic, religious and secular. Our fundamental mission is to help students become insightful thinkers, compassionate individuals, and engaged citizens by endowing them with both philosophical literacy and skill and the opportunity to do original philosophical work.</p>				
<b>1. Major/Program Student Learning Outcomes</b> Students will be able to...		<b>2. Phase</b>		
1. Students will learn about the history of philosophy, especially ancient and modern philosophy; the principle areas of philosophical inquiry, with a special emphasis on philosophical ethics; the methods philosophers use to study arguments and inferences and how philosophical methods of inquiry apply to different areas of human experience.		Planning Discussing		
<p><b>3. Assessment Procedures</b> (Planning/ determining)  <b>Method:</b> (ex. tests, presentations, research paper)</p> <p>To be determined.</p>				
<p><b>Using a Sample of Students?</b></p> <p>Yes</p>				
<p><b>If yes, describe your sample.</b></p>				

The students who are registered for these classes each year compose a sample of the total number of philosophy majors.

**When does assessment occur?**

At the end of the course.

**How often does assessment occur?**

Once per year.

**Criteria** (How do you know students are achieving learning outcome?)

History of Philosophy: Majors are evaluated at the completion of coursework in PHIL 290 and PHIL 294, using a grading rubric designed by the instructor.

Ethics: Majors are evaluated at the completion of coursework in PHIL 210, using a grading rubric designed by the instructor.

Argument: Majors are evaluated at the completion of coursework in PHIL 103, using a grading rubric designed by the instructor.

**4. Assessment Results**  
(Collecting/ analyzing)

N/A See below

**Learning Outcome Met?**

(Based on Criteria)

Not assessed

**5. Use of Results**

(Discussing/ using results)

We are in the process of a rather substantial and dramatic change to the major program requirements and to our entire course catalog. This will be submitted to the BOI by the end of this year.

<b>1. Major/Program Student Learning Outcomes</b> Students will be able to...	<b>2. Phase</b>
2. Students will develop the ability to read and comprehend philosophical writing; the ability to critically evaluate philosophical theories and arguments; the ability to construct and defend their own views on a variety of philosophical issues; and the ability to apply philosophical positions and arguments to issues in their own personal, public, and professional lives.	Planning Discussing

**3. Assessment Procedures** (Planning/ determining)

**Method: (ex. tests, presentations, research paper)**

To be determined

**Using a Sample of Students?**

Yes

**If yes, describe your sample.**

The students who are registered for these classes each year compose a sample of the total number of philosophy majors.

**When does assessment occur?**

At the end of the course.

**How often does assessment occur?**

Once per year.

**Criteria** (How do you know students are achieving learning outcome?)

Majors are evaluated at the completion of coursework in at 400-level philosophy class, using a grading rubric designed by the instructor.

**4. Assessment Results**

(Collecting/ analyzing)

N/A see below

**Learning Outcome Met?**

(Based on Criteria)

Not assessed

**5. Use of Results**

(Discussing/ using results)

We are in the process of a rather substantial and dramatic change to the major program requirements and to our entire course catalog. This will be submitted to the BOI by the end of this year.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase
3. Students will develop an increased understanding and intellectual appreciation of diverse viewpoints, as well as the ability to sympathetically present and evaluate viewpoints different from their own and the ability to discuss alternative viewpoints with intellectual honesty and respect.	Planning Discussing

**3. Assessment Procedures** (Planning/ determining)

**Method:** (ex. tests, presentations, research paper)

To be determined

**Using a Sample of Students?**

Yes

**If yes, describe your sample.**

The students who are registered for these classes each year compose a sample of the total number of philosophy majors.

**When does assessment occur?**

At the end of the course.

**How often does assessment occur?**

Once per year.

**Criteria** (How do you know students are achieving learning outcome?)

Majors are evaluated at the completion of coursework in at 400-level philosophy class, using a grading rubric designed by the instructor.

**4. Assessment Results**

(Collecting/ analyzing)

N/A See below

**Learning Outcome Met?**

(Based on Criteria)

Not assessed

**5. Use of Results**

(Discussing/ using results)

We are in the process of a rather substantial and dramatic change to the major program requirements and to our entire course catalog. This will be submitted to the BOI by the end of this year.