Terrence Kelly, Associate Professor, Department of Philosophy

Philosophy BA

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

professional ethics, while learning experiences such as the UAA Ethics Bowl, the Philosophy Club, and Undergraduate Philosophy Conference further develop these skills. Student leadership and volunteer work in these extra-curricular activities help develop leadership, teamwork and organizational skills.

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(500 characters or less)

PHIL A400 explores global ethical issues, such as the impact of AI and data analytics on human rights and democracy. Through collaborative research, case study development and service learning projects, students draw connections and integrate content with other disciplines, analyze and critically evaluate diverse ethical perspectives and design a personal e-portfolio communicating original ideas, course content and research materials. Students model moral sensitivity and ethical leadership.

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(500 characters or less)

Philosophy faculty (like UAA faculty generally) use their specialized training in significant community service.   Such service can be an important model for students. Students, however, are often unaware of this work by faculty.   Philosophy will spend this year developing ways to highlight and include students in this work to help them see how their philosophical education can be used in community service.

Example: Communicate effectively in a variety of contexts and formats   Exceeded faculty expectations.

1.   Identify, comprehend, analyze and evaluate complex philosophical arguments in oral and written discourse.

2.   Understand, analyze, interpret and apply major works in the areas of the History of Philosophy, Ethics and contemporary topics.

(750 characters 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 and key philosophical issues related to its thesis
Critical thinking skills- raising philosophical objections
Critical thinking skills-- evaluation of reasons and objections
Cohesiveness

Quantitative and qualitative data was gathered from PHIL 490 in Spring 20 and 21 and discussed with the instructors and program faculty.

(750 characters or less)
Indicator

(750 characters or less)

Other program faculty have adopted the assessment rubric for their courses and devoted more time to explicit instruction on the process of developing argumentation, including conducting one-on-one zoom sessions with students at points in the writing process. A number of students have successfully applied to graduate school and this may in part be due to pedagogical changes that instill better writing skills. Students have also presented their work at our conference, students showcase, and for publication. 34% graduate with Honors (CAS=30%; UAA=27%).

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). *T T R* *T*	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses

Metric	Definition	Rationale
upper-division, and graduate).	compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the	

The program is encouraged to purse the changes mentioned in their report, namely to undergo revision of PSLOs to make them relevant and current, to explore the use of the e-portfolios in their courses, and to introduce argumentation in their 200 level courses.