

Annual Report on Program Student Learning Outcomes Assessment

Program: BA in Philosophy & Religion

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1. List the learning outcomes for the program

Students graduating with a major in Philosophy & Religion are able to:

1. Demonstrate the conceptual ability, and the speaking and writing skills, needed for intensive examination of questions concerning what is true, what is good, and what is beautiful.
2. Demonstrate familiarity with core questions in the main branches of philosophical inquiry (ethics and political philosophy, metaphysics and epistemology, and logic), and sustain critical reflection on, and discussion of, these questions.
3. Demonstrate acquaintance with the canonical works of both Antiquity and Modernity, as well as the basic issues and texts of contemporary philosophy.
4. Defend their own views with strong arguments, but also remain open to disagreement and critique.
5. Demonstrate basic familiarity with a range of methodological approaches in the study of religion, as well as specific knowledge of major world religious traditions.
6. Demonstrate an acquaintance with important conceptual issues in the philosophy of religion.

2. Where are these outcomes published? (All outcomes will be published on the University assessment website [url TBA]; if you publish your outcomes on your website, which is recommended, please provide the url)

1. University assessment website [url TBA].
2. Department of Philosophy website: <http://www.bu.edu/philo/>, linked to Department of Religion site [url TBA].

3. How do you determine whether learning outcomes have been achieved?

To be completed by April 2014

- a. What evidence do/will you gather? (e.g., sample of final papers in a capstone course; portfolio; licensure exams; comprehensive exams for graduate students; capstone defense evaluation)
 - i. What evidence do you currently have available to begin assessment, or what do you currently use? (Usually, grades are inadequate for gaining specific information on *program* outcomes.)
 - ii. What tools might you like to implement and/or what materials would you like to gather in the future to improve program assessment?
 - b. Who interprets the evidence? (e.g., annually by the curriculum committee; biannually by a jury of faculty)
4. Program Learning Outcomes Assessment can be useful for strategic planning and for a variety of program reviews. Please list the dates of the most recent program reviews and indicate other venues in which you've discussed program learning outcomes:
 5. Have you made curricular changes as a result of the information gleaned? If so, what?
 6. All programs must have assessed all outcomes and acted upon their assessments by May 2017. Please project a schedule, by year, for an annual cycle of assessment for your program.

Example of #1 and #3 above from new Middle East and North African Studies BA

Learning Objectives and Evaluation

Students graduating with a major in MENA Studies are expected to:

1. Demonstrate advanced knowledge of Middle Eastern history, politics, religions, arts, and regional and some local cultural issues.
2. Demonstrate proficiency (ACTFL intermediate-high) in reading, writing, speaking, and orally comprehending at least one MENA language, or basic proficiency (ACTFL intermediate-low) in two MENA languages.
3. Demonstrate cultural competence sufficient to function in the MENA region, either through coursework or (preferably) through study abroad in the region.

Evaluation: Students will begin keeping a MENA Studies portfolio while enrolled in CAS ME 101. Each student's portfolio will collect and reflect on important classwork in courses for the major as well as track language learning milestones (mock-OPI oral proficiency scores, study-abroad fellowships won, etc.). While primarily designed for the student's current learning and later use (e.g., for a graduate school or job application), the portfolios will also be saved. Analyzed in the aggregate, they will help the MENA Studies Program Faculty to evaluate and track students' fulfillment of the content objectives across the whole program, and to fine-tune the major as necessary.