

## Program Level Assessment: Annual Report

Program Name (no acronyms)	Philosophy for Ministry, Religious Tracks	Department:	Philosophy & Letters
Degree or Certificate Level:	BA/BS, MA	College/School	Philosophy & Letters
Date (Month/Year):	December 2022	Assessment Contact:	Randall S. Rosenberg, Ph.D.
In what year was the data upon which this report is based collected?	2021-2022		
In what year was the program's assessment plan most recently reviewed?	2020		
Is this program accredited by an external program/disciplinary/specialized accrediting organization?	no		

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Outcome 3: Students can analyze specific challenges in the context of Catholic ministry using philosophy and other relevant knowledge. Tj ET Emg.

According to the instructor, 100% of students satisfied Outcome 3 at the highest level, exceeding the expectations of the capstone course (see Appendix 1). The oral examiners largely agree that the capstone course is a success. A few oral examiners identified the presence of certain eclecticism in the writing that slightly mitigated the depth of analysis (see Appendix 2).

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The data suggests that students are able to analyze specific challenges in the contexts of Catholic ministry using philosophy and other relevant knowledge. They also elucidated an opportunity to challenge students and assess student work in all three capstone courses (method, preparation, and project) on the theme of philosophical coherence.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results/ findings from this cycle of assessment?

The Dean communicated this finding to the Capstone instructor at the beginning of the spring semester.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

Course sequence

New course numbers: 2.0, 2.2, 2.4, 2.6, 2.8, 3.0, 3.2, 3.4, 3.6, 3.8, 4.0, 4.2, 4.4, 4.6, 4.8, 5.0, 5.2, 5.4, 5.6, 5.8, 6.0, 6.2, 6.4, 6.6, 6.8, 7.0, 7.2, 7.4, 7.6, 7.8, 8.0, 8.2, 8.4, 8.6, 8.8, 9.0, 9.2, 9.4, 9.6, 9.8, 10.0

