

**Undergraduate Assessment of Student Learning Report
Report for Calendar Year: 2025**

A. Program Information

Department: Philosophy

Program: Philosophy

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Program assessment website:

http://www.k-state.edu/philos/future_students/assessment.html

B. Outcome Reporting

Include the following information for each outcome assessed this year:

Student Learning Outcome

We assessed all five of our five SLOs in Calendar year 2025 (F24-S25):

SLO 1: Students should be able to analyze philosophical arguments using informal methods to differentiate valid arguments, invalid arguments, and arguments that, while valid, rely on contentious premises.

SLO 2: Students should be able to use semantic methods to assess the validity of arguments in sentential logic, and should be able to construct derivations in first order logic.

SLO 3: Students should be able to compose extended philosophical essays in clear prose that meet professional ethical standards of charity, open-mindedness, avoidance of ad hominem attacks, and proper citation of others' ideas.

SLO 4: Students should be able to describe and apply a range of important philosophical theories in epistemology, metaphysics, ethics, social and political philosophy and decision theory.

SLO 5: Students should be able to verbally debate philosophical theories, defending and critiquing alternatives in a manner that meets professional ethical standards of charity, open-mindedness, avoidance of ad hominem attacks, and proper credit given to others' ideas.

Assessment Method(s)

Describe the assessment tools, measures, instruments, and/or forms of evidence utilized to demonstrate students' achievement of the learning outcomes. Provide information on who is assessed (what course(s) and students) and expected levels of student performance (minimum expected level, proficient level, etc.).

A total of 77 student-assessments were conducted over 5 SLOs.

SLO 1 was assessed by direct measures using multiple instruments in four classes (Philo 305, Philo 326, Philo 330 and Philo 346). A total of 54 students were assessed; in total assessments employed 12 instruments, all direct.

SLO 2 was assessed in two classes (Philo 305 and Philo 320). A total of 43 students were assessed using 7 direct instruments.

SLO 3 was assessed by direct measures in four classes (Philo 326, Philo 330, Philo 335 and Philo 346). A total of 43 students were assessed using 14 direct instruments.

SLO 4 was assessed in three classes (Philo 326, Philo 335 and Philo 346). A total of 16 students were assessed, using 8 instruments, all direct.

SLO 5 was assessed in two classes (Philo 326 and Philo 535). 13 students were assessed, all by direct observation of class discussion and presentations.

Philo 320, 330, 335 and 346 are all required core courses for majors. Philo 326 is an elective course populated by majors fulfilling elective requirements within the major.

We have Program and Class specific objectives. We aim to ensure that our students have mastered the

skills relevant to each SLO, and that as many as possible show truly excellent abilities. We judge a student to have mastered an SLO if his or her average score across all measures of the skills associated with the SLO is at least 75%; we judge the student to have demonstrated excellence if that average is at least 90%. Class Specific Objectives: we aim for each class to contribute to student success, and judge this by class-specific performance on relevant SLOs. Specifically, we want a) the mean score over all measures of an SLO, in each class, to be at least 75%, and b) we desire that 90% of the students in a class demonstrate mastery of the SLOs measured in that class. Program Specific Objectives: for each SLO, we want mean student performance to be at least 75%, with at least 90% of our students exhibiting mastery and 30% of our students exhibiting excellence. Examples of direct measures can be found at https://www.k-state.edu/philos/documents/assessment_documents/SLO%20Instruments%20for%20Philosophy%20Assessment.pdf

Results Calendar Year 2024

Table 1: Average of Student Performance by Class and SLO

	SLO				
Classes	1	2	3	4	5
305	90%	89%			
320		88%			
326	95%		96%	91%	90%
330	88%		96%		
335			85%	83%	
346	89%		95%	92%	
535					89%

Table 2: Class Performance by Achievement (Excellence) and SLO

	SLO				
Classes	1	2	3	4	5
305	75%	69%			
320		88%			
326	100%		100%	100%	50%
330	75%		75%	83%	
335			33%	33%	
346	64%		82%	67%	
535					73%

Table 2: Class Performance by Achievement (Mastery) and SLO

	SLO				
Classes	1	2	3	4	5
305	100%	88%			
320		100%			
326	100%		100%	100%	100%
330	88%		100%		92%
335			100%	100%	
346	91%		100%	100%	
535					100%

Program Performance	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Grand Average	90%	88%	95%	90%	88%
Excellence	66%	58%	86%	64%	67%
Mastery	93%	92%	100%	100%	100%

Class Specific Objectives: We note that all sections met benchmark goals with respect to overall average, mastery, and excellence, excepting only Philo 330 with 88% mastery for SLO1. We note that this is a substantial improvement in mastery scores for that class—from 75% mastery, resulting from a change in pedagogy. We expect that the second iteration of the new version of the course will see improvements above the 90% benchmark.

Year-on-year comparison for class specific objectives: Changes in pedagogy in Philo 330 seem to have been effective in increasing mastery levels.

Program Specific Objectives: All benchmark program goals were successfully achieved.

Year-on-year comparison for program specific objectives: Year-on-year comparisons reveal modest improvement in that overall mastery for CY 2024 was 86% and for CY 2025 has now exceeded the 90% benchmark at 93%.

C. Program Self Review

Faculty Review of Annual Assessment Data and Process

Discussion of data rendered agreement that the reworking of Philo 330 pedagogy seems to have been successful, though we will need to judge whether mastery levels exceed 90% in the Spring 2026 section of this course.

Program Improvements

Performance in Philo 330 (SLO 1) has improved.

Future Plans

As above, we will assess Philo 330 again in Spring of 2025, and the program as a whole in at the end of Fall, 2024.

Summary of this Report

In calendar year 2025 the Philosophy Department succeeded in all Program Objectives all but one course objective. We believe the change in pedagogy in Philo 330 has satisfactorily increased performance regarding SLO 1.