# PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

## PHILOSOPHY

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19
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**COURSE OFFERINGS**

Table 1. Course offerings per academic year from 2015-16 to 2018-19

| Course Name | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---|---|---|---|---|
| PHIL G100 | x | x | x | x |
| PHIL G102 | x | x | x | x |
| PHIL G110 | x | x | x | |
| PHIL G111 | x | x | x | x |
| PHIL G115 | x | x | x | x |
| PHIL G120 | x | x | x | x |
| PHIL G125 | | x | x | x |
| PHIL G150 | x | x | x | x |

**COURSE ASSESSMENT STATUS**

| Fully Assessed | Partially Assessed | No Assessment |
|---|---|---|
| ↑ | ↔ | ↓ |

Table 2. Course Assessment Status between 2015-16 and 2017-18
*No enrollment data between 2013-14 and 2018-19

| Course Name | Total cSLOs | No. cSLOs Assessed | Assessment Status | | Last Term Offered |
|---|---|---|---|---|---|
| PHIL G100 | 6 | 5 out of 6 | Partially Assessed | ↔ | Spring 2019 |
| PHIL G102 | 4 | 1 out of 4 | Partially Assessed | ↔ | Spring 2019 |
| PHIL G110 | 3 | 1 out of 3 | Partially Assessed | ↔ | Spring 2018 |
| PHIL G111 | 2 | 1 out of 2 | Partially Assessed | ↔ | Fall 2017 |
| PHIL G115 | 6 | 3 out of 6 | Partially Assessed | ↔ | Spring 2019 |
| PHIL G120 | 6 | 1 out of 6 | Partially Assessed | ↔ | Spring 2019 |
| PHIL G125 | 3 | 0 out of 3 | No Assessment | ↓ | Fall 2018 |
| PHIL G150 | 3 | 0 out of 3 | No Assessment | ↓ | Spring 2019 |

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

| Course Name | cSLO Name | cSLO to Assessed |
|---|---|---|
| PHIL G100 | cSLO 5 | Compare and contrast alternative approaches to basic philosophical questions. |
| PHIL G102 | cSLO 2 | Acquaint the student with the following problems: reason and belief and opinion, the good. |
| PHIL G102 | cSLO 3 | Develop an appreciation of Hellenistic thought and its development by imparting an understanding of the role of myth, analogy, and symbol in Greek though and the rise of Christianity and its relation to Hellenistic speculative thought. |
| PHIL G102 | cSLO 4 | Familiarize students with philosophic method of analysis through close textual reading and analysis of selected readings. |

| Course Name | cSLO Name | cSLO to Assessed |
|---|---|---|
| PHIL G110 | cSLO 2 | Acquaint students with Taoism: Theory of Yin/Yang; interdependent co-related causes, the way of. |
| PHIL G110 | cSLO 3 | Acquaint students with Buddhism: Sunyata as highest state, ox herding pictures, study of sesshin |
| PHIL G111 | cSLO 2 | Demonstrate an understanding of the problem of identifying the historical Jesus using New Testament source material and making comparisons between Q material, Synoptic gospels, John Paul, and the letters. |
| PHIL G115 | cSLO 3 | Demonstrate ability to analyze ordinary language arguments. |
| PHIL G115 | cSLO 4 | Analyze and appraise philosophical arguments. |
| PHIL G115 | cSLO 6 | Evaluate arguments critically for informal fallacies. |
| PHIL G120 | cSLO 1 | Learn and explain the important philosophical traditions in ethics, from classical to modern philosophers. |
| PHIL G120 | cSLO 2 | Apply traditional ethical theories to contemporary ethical problems. |
| PHIL G120 | cSLO 3 | Distinguish philosophical approaches to ethics from other approaches (scientific, religious. |
| PHIL G120 | cSLO 4 | Demonstrate close and accurate reading of philosophical texts. |
| PHIL G120 | cSLO 5 | Analyze and appraise philosophical arguments. |
| PHIL G125 | cSLO 1 | Effectively read and critically analyze (primarily) argumentative prose, and:-Distinguish different uses of language, forms of discourse, verbal disagreement from substantive disagreements, assertions of fact from assertions of opinions. -Distinguish arguments from explanations, descriptions, and unsupported claims.-Recognize and articulate stated and implied assumptions.-Distinguish inductive from deductive reasoning.-Recognize biased, emotive, persuasive, and propagandistic language. |
| PHIL G125 | cSLO 2 | Evaluate arguments and statements and will develop the skills of:-Determining valid and invalid, sound and unsound deductive arguments.-Determining cogent, strong and weak inductive arguments.-Distinguishing more acceptable from less acceptable unsupported statements.-Recognizing and decisively criticizing formal and informal fallacies of reasoning, problems of vagueness and ambiguity, and problems of meaning and definition. |
| PHIL G125 | cSLO 3 | Write analytical and argumentative prose, specifically developing their abilities to:-Delimit a topic idea appropriate to the length of the essay.-Clearly state the central claim to be examined.-Select and clearly articulate facts, examples, data, or evidence in support of the central claim.-Develop an essay outline to clearly state the central claim and coherently structure the supporting evidence.-Choose tone and voice appropriate to the character and level of essay audience and purpose of the essay.-Execute the outline with grammatical, well connected sentences. |
| PHIL G150 | cSLO 1 | Identify the position of at least one philosopher regarding the legitimacy of the state. |
| PHIL G150 | cSLO 2 | Analyze the different assumptions and values about human nature and reality embedded in each body of theory and examine the way these starting premises shape the question asked and conclusions reached. |
| PHIL G150 | cSLO 3 | Evaluate the usefulness of each body of theory towards a better and more comprehensive understanding of political life and political institutions. |

**DATA EVALUATION**

Table 4. cSLOs assessed and corresponding Data Evaluation.
*Denotes historical cSLOs.

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|---|---|---|---|
| PHIL G100 | cSLO 1 | Fall 2016 | This question asked the students to recognize John Locke's influence on the Declaration of Independence.This material was presented in class as part of a student group presentation. 82% of the students got it right, with a point biserial of .58.5/5 of the student who did best on the exam got it right, while |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|---|---|---|---|
| | | | 3/5 of the students who did the worst got it right.So the question usefully sorts out the scores for grading purposes. |
| PHIL G100 | cSLO 2 | Fall 2017 | The percent correct was a disappointing 64%, but the point biserial was a whopping +.83.All of the top 3 students got it right, and none of the bottom 3 students got it right.So the question does a very good job of finding the students who have learned the material. |
| PHIL G100 | cSLO 3 | Fall 2015 | The students showed a fairly good understanding of the structure of these classic arguments about skepticism by understanding and recognizing many of the key points. They were able to answer questions that required proper comprehension of the main points in the readings. |
| PHIL G100 | cSLO 3 | Fall 2015 | The students showed a fairly good understanding of the structure of these classic arguments about skepticism by understanding and recognizing many of the key points. They were able to answer questions that required proper comprehension of the main points in the readings. |
| PHIL G100 | cSLO 3 | Spring 2016 | The students showed a fairly good understanding of the structure of these classic arguments about skepticism by understanding and recognizing many of the key points. They were able to answer questions that required proper comprehension of the main points in the readings. |
| PHIL G100 | cSLO 4 | Fall 2015 | Most everyone did well.Only 1 student did not take the paper seriously, or else would have received full credit.Students researched either the Apology or the argument of design and did well in terms of integrating the topic into the question provided.For the argument of design, how does the argument lend to the leap of faith it is often criticized for, and for Plato, what, if any, difference exists between Socrates' two speeches about death in the Apology? |
| PHIL G100 | cSLO 6 | Fall 2017 | The percent correct on this question was a disappointing 55%, or 6/11. However, the point biserial was .58.The 3 best students all got it right, and the 3 worst all got it wrong.So the questions appears to be a good discriminator. |
| PHIL G102 | cSLO 1 | Spring 2016 | The students showed a good understanding of the important parts of the Pre-Socratics and were adept at explaining why those viewpoints were essential to their broader philosophies. |
| PHIL G110 | cSLO 1 | Spring 2016 | The students showed a good understanding of the varying aspects of the different important elements in Hinduism and how they all relate to each other. |
| PHIL G111 | cSLO 1 | Fall 2015 | The students showed a good understanding of the varying aspects of religious arguments for the existence of God and the ways that the arguments have philosophically developed over time, including the place of biblical verses in aiding (or hurting) the strength of the arguments. |
| PHIL G115 | cSLO 1 | Summer 2015 | The students showed a fairly good understanding of the structure of inductive arguments and how they are used in common situations they face every day. They appreciated the fact that little things like looking at the sky and deciding to bring an umbrella rely upon inductive arguments and evidence. The students, for the most part, exhibited the ability to recognize inductive arguments and how they work. |
| PHIL G115 | cSLO 1 | Fall 2016 | Students were asked to determine whether a set of symbolic statements (wffs, well-formed formulas) were consistent or not.They were supposed to use truth tables, but as this was a true/false question, they might have been able to solve this by inspection.13/18 students got this right, so 72% correct.The point biserial was .77, a high correlation showing this to be a useful exam question.(5/5 highest scoring students got it right, while 1/5 of the lowest scoring students got it right.)  The other, similar question on the |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|---|---|---|---|
| | | | exam about consistency got similar but less striking results:83% correct, point biserial = .36. |
| PHIL G115 | cSLO 1 | Fall 2017 | Only 37% of the students got this right, but it had a point biserial of .30.So this problem is a decent discriminator: Only 3 of the top 5 students got this right, and only 1 of the bottom 5 students got it right.but more students got this wrong than should have. (The entire exam, of which this was 1 question out of 82, had a KR20 reliability coefficient of .93.) |
| PHIL G115 | cSLO 1 | Spring 2018 | 61% of the students got this right, with a point biserial of +.35.So these students did much better on this problem (than last fall's in-class students).And the problem remains a decent discriminator. |
| PHIL G115 | cSLO 2 | Fall 2016 | The improvement in scores from the first set of mini quizzes to the second set of mini quizzes was not huge, but it was significant. The scores for the first set was in the 'C' range, while those in the second set was in the 'B' range. |
| PHIL G115 | cSLO 5 | Spring 2017 | 15/22 students, or 68.2% got this question right, with a point biserial of .18.All 6 of the top scoring students got this one right, while 4/6 (66.7%) of the low scoring students got this right.While I would like to see more students get this right, this is acceptable.The point biserial is low but still positive, so the question still works for grade discrimination.This also tells me that the students in the middle did not do significantly better than the students on the bottom. |
| PHIL G120 | cSLO 6 | Fall 2015 | The students showed a fairly good understanding of the basic elements of various moral theories and how they can apply them in situations they face every day. They appreciated the fact that each moral theory has its strengths and weaknesses and will make better (or worse) decisions in certain conditions than others. The students, for the most part, exhibited the ability to compare and apply the various ethical systems that we covered. |
| PHIL G120 | cSLO 6 | Spring 2017 | Due to the low number of students no real evaluation can be made from such limited data |
| PHIL G150 | cSLO 1* | Fall 2015 | The students showed a good understanding of all of the important concepts and were very eager to compare them to each other in light of the various philosophers we had read. |

**DATA PLANNING**
Table 5. cSLOs assessed and corresponding Data Planning.
*Denotes historical cSLOs.

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|---|---|---|---|
| PHIL G100 | cSLO 1 | Fall 2016 | While I would wish that all the students would correctly answer a question as important as this one, the statistics are satisfactory.  So because of the importance of this topic and the satisfactory results, this topic and question should remain in the class.  In particular, the students seem to be learning from the other students (or at least, students' presenting this material did not prevent other students from knowing it.) |
| PHIL G100 | cSLO 2 | Fall 2017 | Continue to teach this material, and continue to use this question.  But as this is such a famous Cartesian argument, stress this more with the students. |
| PHIL G100 | cSLO 3 | Fall 2015 | 73% received a C or better on the assessment which suggests that I should attempt to give a deeper explanation of the various elements in the readings before assessing the students on these readings. |
| PHIL G100 | cSLO 3 | Fall 2015 | 67 % received a C or better on the assessment which suggests that I should attempt to give a deeper explanation of the various elements in the readings before assessing the students on these readings. |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|---|---|---|---|
| PHIL G100 | cSLO 3 | Spring 2016 | 82 % received a C or better on the assessment, as compared to 67% last time I assessed this SLO, which suggests that my attempts to give a deeper explanation of the various elements in the readings before assessing the students on these readings was successful. I will keep this up. |
| PHIL G100 | cSLO 4 | Fall 2015 | I think 4 pages is adequate for introduction students.  I might expand on other areas to reach those with different majors, but keeping the topic tight and brief was a definite plus. |
| PHIL G100 | cSLO 6 | Fall 2017 | While the question discriminates grades well, we'd like to see more students getting this right.  In the next semester I teach this, I hope to give this material to students groups to present. (I taught it this semester.)  Ideally having students present this will help them to learn it. |
| PHIL G102 | cSLO 1 | Spring 2016 | I am happy with how the students performed, but I would like to give the students different types of assessment on this topic in the future to push them further and require them to apply their knowledge rather than just be assessed on it, like through a presentation comparing and contrasting the viewpoints of two or more contemporary philosophers on the issues. |
| PHIL G110 | cSLO 1 | Spring 2016 | I am happy with how the students performed, but I would like to give the students different types of assessment on this topic in the future to push them further and require them to apply their knowledge rather than just be assessed on it, like through a presentation comparing and contrasting the viewpoints of two or more contemporary philosophers on the issues. |
| PHIL G111 | cSLO 1 | Fall 2015 | I am happy with how the students performed, but I would like to give the students different types of assessment on this topic in the future to push them further and require them to apply their knowledge rather than just be assessed on it, like through a presentation comparing and contrasting the viewpoints of two or more contemporary philosophers on the issues. |
| PHIL G115 | cSLO 1 | Summer 2015 | I am happy with how the students performed, but I would like to give the students different types of assessment on this topic in the future to push them further and require them to apply their knowledge rather than just be assessed on it. However, it might be difficult to use something other than a multiple choice or true/false quiz for this topic due to the size of the course (115 students). |
| PHIL G115 | cSLO 1 | Fall 2016 | While I wish that all the students would get all the questions correct, we need some questions of some difficulty to sort out the grades.  The numbers here indicate that these questions do so effectively,  so consistency (of wffs) should remain in the class and on the exam. |
| PHIL G115 | cSLO 1 | Fall 2017 | I have noticed that students are still having trouble  symbolizing "neither-nor" even tho I made the choices easier here than in earlier versions of the test.  So i will emphasize this in the lectures, and see if the results improve. |
| PHIL G115 | cSLO 1 | Spring 2018 | It's clear from both classes that the main distractor for "neither-nor" is "not both".  And I've noticed this confusion on the written problems also.  So I need to stress this distinction in class, and assign some problems for students to present where they will have to explain this also. |
| PHIL G115 | cSLO 2 | Fall 2016 | For the next SLO assessment, I will compare these results to results for the SLO dealing with deductive arguments.  These types of arguments (deductive) are considered by many teachers (although not all) to be more the heart of logic. |
| PHIL G115 | cSLO 5 | Spring 2017 | I'm glad to see that all of the top scorers got this question correct.  And having two-thirds of the low scorers get it right means it was not too hard.  But I'd like to see the students in the middle do better next time.  I'm using new (open access) materials in the fall, so I'm hoping the new material will be clearer for the students on the distinction being tested for by this question and this SLO.  Whether is is or not, I will emphasize this distinction in the lecture. |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
| --- | --- | --- | --- |
| PHIL G120 | cSLO 6 | Fall 2015 | I am very happy with how the students performed and, with such a high pass rate, I could probably increase the expectations I have for them in this assessment to further push their intellectual development. |
| PHIL G120 | cSLO 6 | Spring 2017 | No real changes are necessary |
| PHIL G150 | cSLO 1* | Fall 2015 | I am happy with how the students performed, but I would like to give the students different types of assessment on this topic in the future to push them further and require them to apply their knowledge rather than just be assessed on it, like through a presentation relating a philosopher to a contemporary issue. |