

Philosophy BA

Document Parity Between Online and In-person Courses

Goal Description:

The Philosophy Program will provide assessment data demonstrating parity between the student learning outcomes of its on-line and in-person course offerings.

Providing Department: Philosophy BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Parity Between On-line and In-person Course Offerings

Performance Objective Description:

The Philosophy Program will gather and report data demonstrating that on-line and in-person sections of its courses provide comparable student learning outcomes.

RELATED ITEM LEVEL 2

Parity Between On-line and In-person Courses

KPI Description:

For courses that are offered in both on-line and in-person formats, the Philosophy Program will continue to report aggregate data on student learning outcomes. The program will also report disaggregated data for on-line and in-person courses. The program will consider its efforts a success if all three data sets show the requisite improvement outlined for each learning objective.

Results Description:

Analysis of data for PHIL 2306 and PHIL 1301 sections revealed that students in both online and face-to-face sections of PHIL 2306 achieved a statistically significant increase in their scores from pre-test to post-test. PHIL 2303 students in face-to-face sections achieved a statistically significant increase in their scores from pre-test to post-test. However, the pre-test-to-post-test gains for online students in PHIL 2303 was not statistically significant. See attached reports.

Attached Files

 [PHIL 1301 2021-2022 Report.pdf](#)

 [PHIL 2306 2021-2022 Report.pdf](#)

 [PHIL 2303 \(TACTS\) 2021-2022 Report.pdf](#)

RELATED ITEM LEVEL 3

Parity Between On-line and In-person Courses

Action Description:

Overall the program is satisfied with the performance of students in both online and in-person courses. Training sessions will continue with faculty to ensure that data collection and student scores remain in the desired direction. Special emphasis will be given in training sessions for faculty teaching online sections of PHIL 2303.

Improve the Granularity of Data from PHIL 2303 Assessment

Goal Description:

The Philosophy Program will review the TACTS instrument used for PHIL 2303 assessment and identify specific elements that align with expected student learning outcomes in an effort to improve the granularity of assessment data.

Providing Department: Philosophy BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Identification of Specific Items on the TACTS for PHIL 2303 Assessment

Performance Objective Description:

The Program planned to identify specific elements with the TACTS for direct item analysis that can disaggregate data on student performance in an effort to identify specific areas for improvement with the PHIL 2303 courses. The Program expected to complete its review of the TACTS in time to begin assessing particular items during Fall 2017.

RELATED ITEM LEVEL 2

TACTS Item Analysis Review

KPI Description:

The Philosophy Program will complete its review of the TACTS prior to the start of Fall 2017 courses. The Program will identify specific questions on the TACTS for item analyses that will aid the identification of specific areas for improvement. The Program will consider its efforts a success if it has completed the review and is able to report a list of elements that will be directly assessed during AY 2017-2018.

Results Description:

This goal was achieved.

RELATED ITEM LEVEL 3

TACTS Item Analysis Review

Action Description:

No significant action will be taken in this area, as the program will be focusing its efforts on other areas. The program will continue to monitor student learning outcomes.

Improving Critical Thinking And Analytic Reasoning

Goal Description:

Students completing the critical thinking and logic courses in our curriculum will develop a broad-based skills in critical thinking and formal logic.

Providing Department: Philosophy BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstrate Critical Thinking Skills

Learning Objective Description:

Critical thinking skills are an essential component of philosophical work. Students will be able to analyze arguments and draw conclusions from available information.

RELATED ITEM LEVEL 2

Improved Calculation of Linked Probabilities

Indicator Description:

Students will demonstrate an improvement in their ability to calculate linked probabilities from the start of the course to the end of the course, and students will demonstrate a skill level on this task that surpasses that of students in a senior-level College of Business course.

Criterion Description:

The percentage of students who correctly answer question 8 on the TACTS instrument will increase by at least 150% from the pre-test to the post-test. Further, the percentage of students who correctly answer question 8 on the post-test will exceed 50%. This target was chosen because the creators of

the TACTS report that less than 40% of students in a senior-level College of Business course answered question 8 correctly. The Program will consider its efforts to improve student performance in this area a success if students show substantial improvement and the end-of-course assessment shows that students in this general education course are performing better than senior-level students have historically performed.

Findings Description:

Below is a breakdown of the analysis to their responses to question 8 reported by modality:

Face-To Face:

Pretest	Posttest 34	Mean Difference	p
24%	%	10	0.086

Online

Pretest 13	Posttest 13	Mean	p
%	%	Difference 0	1.000

All Students

Pretest 21%	Posttest 28%	Mean Difference 7	p. 0.124
-------------	--------------	-------------------	----------

Despite not being significant, the results are on the desired direction, students demonstrated an improvement on question 8.

Please see attached file for detailed data analysis.

Attached Files

 [PHIL 2303 \(TACTS\) 2021-2022 Report.pdf](#)

RELATED ITEM LEVEL 3

Improved Calculation of Linked Probabilities

Action Description:

The program has achieved its goal for in person sections. We will develop new training sessions with faculty teaching PHIL 2303 in the online modality, focusing on pedagogical strategies to aid student learning.

RELATED ITEM LEVEL 2

Response Scores On TACTS

Indicator Description:

All students who take PHIL 2303 will be tested on their critical thinking skills. All faculty who teach PHIL 2303 will administer the Texas Assessment of Critical Thinking Skill (TACTS), an externally validated test of critical thinking skills, in a pre-test/post-test format. The TACTS is a broad-based assessment of critical thinking skills that goes beyond the current scope of PHIL 2303. This will

allow the faculty to determine areas that may be added to our current curriculum in the future. In addition, it allows for substantial flexibility in what is taught, thereby ensuring academic freedom for instructors to design individual sections around their own expertise and interests.

Criterion Description:

A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. The philosophy program expects to see a statistically significant improvement from the pre-test to the post-test.

Findings Description:

A total of 385 students took the pretest, and a total of 246 students took the posttest for all sections of PHIL 2303: Critical Thinking for the 2021-2022 academic year.

A parametric dependent samples t-test revealed a statistically significant difference between the pre- to posttest scores for students enrolled in **face-to-face** sections of PHIL 2303: Critical Thinking for the 2021-2022 academic year, $t(114) = -3.56, p < .001$. This difference represented a small effect size (Cohen's d) of 0.31 (Cohen, 1988). The average student score increased from 34.17% to 37.83%, for an increase of 3.66%. This equated to an average increase of 0.74 questions answered correctly from pre- to posttest.

A parametric dependent samples t-test revealed no statistically significant differences between the pre- to posttest scores for students enrolled in **online** sections of PHIL 2303: Critical Thinking for the 2021-2022 academic year, $t(51) = 0.78, p = 0.438$. The average student score decreased from 30.48% to 29.23%, for a decrease of 1.25%. This equated to an average decrease of 0.25 questions answered correctly from pre- to posttest. Readers are directed to Table 3 for a breakdown of these results.

A parametric dependent samples t-test revealed a statistically significant difference between the pre- to posttest scores for **all students** enrolled in sections of PHIL 2303: Critical Thinking for the 2021-2022 academic year, $t(166) = -2.42, p = 0.017$. This difference approached a small effect size (Cohen's d) of 0.18 (Cohen, 1988). The average student score increased from 33.02% to 35.15%, for an increase of 2.13%. This equated to an average increase of 0.43 questions answered correctly from pre- to posttest.

The program is pleased with the direction of the increase in scores, overall the scores of students in PHIL 2303 improved from the pre to the post test. However, this change was not observed in the online section.

Please see attached file for detailed data analysis.

Attached Files

 [PHIL 2303 \(TACTS\) 2021-2022 Report.pdf](#)

RELATED ITEM LEVEL 3

Response Scores on TACTS

RELATED ITEM LEVEL 1

Demonstrate Formal Logic Skills

Learning Objective Description:

Formal reasoning is a highly regarded component of philosophical work. Students will be able to analyze formal arguments and construct formal proofs.

RELATED ITEM LEVEL 2

Formal Arguments and Proofs

Indicator Description:

All students in PHIL 2352 will be tested on their knowledge of basic concepts in formal logic using a locally standardized pre-test and post-test for each section. Following a review of best practices for the teaching of these courses, a group of Program faculty chose the questions for the assessment. The questions asked cover the range of concepts that are taught in peer departments. Instruction on these concepts promotes a basic competence in analysis of formal arguments and construction of formal proofs. The attached document provide the assessment instrument for PHIL 2352.

Criterion Description:

A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. Students will demonstrate a statistically significant improvement from the pre-test to the post-test.

Findings Description:

The paired two-sample t-test showed significant improvement from the pre-test to the post-test.

The pre-test and post-test scores for all students and descriptive statistics are in the attached PDF.

Attached Files

 [PHIL2352 - Spring 2022.xls](#)

RELATED ITEM LEVEL 3

Formal Arguments and Proofs

Action Description:

No significant action will be taken in this area, as the program will be focusing its efforts on other areas. The program will continue to monitor student learning outcomes.

RELATED ITEM LEVEL 1

Develop Instrument for Assessing Metacognitive Judgement in PHIL 2303

Performance Objective Description:

The ability to evaluate one's own knowledge and skills is an essential part of critical thinking and decision making. In order to better understand this understudied component of critical thinking, the Program has encouraged Dr. Sanford and Dr. Wright to work with Jeff Roberts, SHSU's Director of Assessment, to advance their research in this area by promoting the development and future deployment of an instrument for assessing students' metacognitive performance.

RELATED ITEM LEVEL 2

Development of an Instrument for Measuring Students' Metacognitive Abilities

KPI Description:

The Program will develop an instrument to assess students metacognitive abilities and intellectual humility as part of the PHIL 2303 course assessment. These efforts will be considered successful if the Program is able to implement a metacognition and intellectual humility assessment instrument in Fall 2017.

RELATED ITEM LEVEL 3

Development of an Instrument for Measuring Students' Metacognitive Abilities

Action Description:

No significant action will be taken in this area, as the program will be focusing its efforts on other areas. The program will continue to monitor student learning outcomes.

Review/Revise Assessment Instrument for PHIL 1301

Goal Description:

Given that the program has used the same instrument for pre-test/post-test assessment in PHIL 1301 sections for several years, all faculty who currently teach this course will be invited to serve on a committee charged with reviewing (and revising, as necessary) this instrument to ensure adequate assessment of

current controversies and pedagogical approaches. The committee will make a recommendation to the Program faculty. The Program faculty will act on these recommendations in adopting an instrument for future use in assessment of PHIL 1301 sections.

Providing Department: Philosophy BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Review of PHIL 1301 Assessment Instrument

Performance Objective Description:

The Program faculty will undertake a review (and revision, if necessary) of the assessment instrument for PHIL 1301. This review will focus on ensuring shared learning outcomes across all sections, Core Curriculum requirements, and student preparation for upper-division philosophy courses.

RELATED ITEM LEVEL 2

Review/Revision of PHIL 1301 Assessment Instrument

KPI Description:

The Program faculty are expected to complete a review of the assessment instrument for PHIL 1301 in time to allow for use of the revised instrument beginning in Fall 2017. The committee will revise the instrument by adding questions, removing questions, or rewriting questions as need to ensure that the items on the instrument align with expected student learning outcomes.

Results Description:

This goal was achieved.

RELATED ITEM LEVEL 3

Review/Revision of PHIL 1301 Assessment Instrument

Review/Revise Instrument for PHIL 2306

Goal Description:

Given that the program has used a revised version of the instrument for pre-test/post-test assessment in PHIL 2306 sections for several years, the program has decided to revise this instrument. All faculty who currently teach this course will be invited to serve on a committee charged with reviewing (and revising, as necessary) this instrument to ensure adequate assessment of current controversies and pedagogical approaches. The committee will make a recommendation to the Program faculty. The Program faculty will act on these recommendations in adopting an instrument for future use in assessment of PHIL 2306 sections

Providing Department: Philosophy BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Assessment of PHIL 2306

Learning Objective Description:

The Program faculty will undertake a review (and revision, if necessary) of the assessment instrument for PHIL 2306. This review will focus on ensuring shared learning outcomes across all sections, Core Curriculum requirements, and student preparation for upper-division philosophy courses.

RELATED ITEM LEVEL 2

Review/Revision of PHIL 2306 Assessment Instrument

Indicator Description:

The Program successfully completed the review/revision of the PHIL 2306 assessment adopted and use it starting the Fall 2016 and beyond. Given recent changes in faculty, the Program decided that it is time to perform a second PHIL 2306 assessment review/revision.

Criterion Description:

For the first review of the instrument for PHIL 2306, the Program considered this effort a success if faculty successfully complete the review and revision of the assessment instrument for PHIL 2306 in time for use during the 2016-2017 academic year. The Program met that goal.

The Program started a new review of the PHIL 2306 instrument and will consider this effort a success if faculty successfully completes the review (and revision, if necessary) of the assessment instrument for PHIL 2306 in time for use during the 2020-2021 academic year.

Findings Description:

The goal was achieved. The instrument was revised and it is currently being used as part of the Program's 2022-3 evaluation.

RELATED ITEM LEVEL 3

Review/Revision of PHIL 2306 Assessment Instrument

Review/Revision of PHIL 3356 Assessment Instrument

Goal Description:

Given that the program has used the same instrument for pre-test/post-test assessment in PHIL 3356 Modern Philosophy for several years, all faculty who currently teach this course will be invited to serve on a committee charged with reviewing (and revising, as necessary) this instrument to ensure adequate assessment of current controversies and pedagogical approaches. The committee will make a recommendation to the Program faculty. The Program faculty will act on these recommendations in adopting an instrument for future use in assessment of PHIL 3356 sections.

Providing Department: Philosophy BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Review/Revision of PHIL 3356 Assessment Instrument

Learning Objective Description:

The Program faculty will undertake a review (and revision, if necessary) of the assessment instrument for PHIL 3356 Modern Philosophy. This review will focus on ensuring shared learning outcomes across all sections, Core Curriculum requirements, and student preparation for upper-division philosophy courses.

RELATED ITEM LEVEL 2

Review/Revision of PHIL 3356 Assessment Instrument

Indicator Description:

The Program successfully completed the review/revision of the PHIL 2306 assessment adopted and use it starting the Fall 2021 and beyond. Given that it hasn't been revised in several years, the Program decided that it is time to perform a PHIL 3356 Modern Philosophy assessment review/revision.

Criterion Description:

The Program will start a review of the PHIL 3356 instrument and will consider this effort a success if faculty successfully completes the review (and revision, if necessary) of the assessment instrument for PHIL 3356 in time for use during the 2023-2024 academic year

Understanding Of General Philosophical Concepts

Goal Description:

Ensuring that students acquire a general understanding of basic philosophical concepts.

Providing Department: Philosophy BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstrate Advanced Understanding Of History Of Philosophy

Learning Objective Description:

Well-educated philosophy students will demonstrate appreciation for the arguments and positions of earlier thinkers. Because so much of what is written in philosophy is a reaction to the metaphysical and epistemological presuppositions of earlier thinking, it is the core of well-rounded philosophical

education.

RELATED ITEM LEVEL 2

Pre-test Post-test Response Scores On Locally-Standardized Instruments (3364/3365)

Indicator Description:

All students in PHL 3364 and PHL 3365 will be tested on their knowledge of general concepts in the history of philosophy. All faculty who teach these courses will administer a pre-test and post-test to all students. All Philosophy BA students are required to take PHL 364 (Ancient and Medieval Philosophy) and PHL 365 (Modern Philosophy). Together, these courses provide students with upper-level instruction covering the history of metaphysics and epistemology. Following a review of best practices for the teaching of these courses, a group of Program faculty chose the questions for the assessment. The questions cover the range of concepts that are taught in peer departments. Instruction on these concepts promotes a well-rounded understanding of the history of philosophy.

Criterion Description:

A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. Students in both courses will demonstrate a statistically significant improvement from the pre-test to the post-test.

Findings Description:

The results for PHIL 3365 exhibit a change in the desired direction, they demonstrate an improvement in students scores.

The data and descriptive statistics for PHIL 3365 are provided in the accompanying PDF.

Unfortunately the faculty member who taught PHIL 3364 moved to a different institution. For this reason we do not have data to present regarding this section. Measures have been take to prevent this issue happening in upcoming years.

Attached Files

 [PHIL 3365 - Spring 2022.xls](#)

RELATED ITEM LEVEL 3

Pre-test Post-test response Sources on Locally-Standardized Instruments (3364/3365)

Action Description:

PHIL 3356 Modern Philosophy assessment review/revision will be done in the calendar year. No other significant action will be taken in this area, as the program will be focusing its efforts on other areas. The program will continue to monitor student learning outcomes.

RELATED ITEM LEVEL 1

Demonstrate Basic Understanding Of Core Concepts In Philosophy

Learning Objective Description:

As students progress through the Philosophy BA, they will acquire a basic understanding of metaphysics, epistemology, and moral theory. This basic information, provided by our introductory courses serves as the foundation for student success in upper-division courses.

RELATED ITEM LEVEL 2

Improved Student Knowledge Of Kant

Indicator Description:

Students will demonstrate increased understanding of Immanuel Kant's philosophy. Questions 10 and 12 on the pre-test and post-test were chosen to measure our Program faculty's ability to improve this targeted area.

Criterion Description:

After comparing students' pre-test and post-test performance on questions 10 and 12 of those tests, the Program will consider this effort successful if the data indicate at least a 75% improvement in student performance on each question. Anything less will be taken as an indication that the Program must improve its performance in this area.

Findings Description:

A total of 275 students took the pretest, and a total of 146 students took the posttest for all sections of PHIL 1301: Introduction to Philosophy for the 2021-2022 academic year

The breakdown of student pre-test/ post-test performance for **face-to-face** sections of PHIL 1301 on the Kant questions was:

Question 10:

Pretest 29% Posttest 41% Mean Difference 12 p 0.117

Despite not having significant findings, the results demonstrate an improvement in the desired direction.

Question 12:

Pretest 60% Posttest 57% Mean Difference p 0.698

The program did not meet the criterion for the question.

The breakdown of student pre-test/ post-test performance for **online** sections of PHIL 1301 on the Kant questions was:

Question 10:

Pretest 17 % Posttest 48 % Mean Difference p 0.50

Despite not having significant findings, the results demonstrate an improvement in the desired direction.

Question 12:

Pretest 43 % Posttest 43 % Mean Difference 0 p 1.00

The program did not meet the criterion for the question.

Please see attached file for detailed data.

Attached Files

 [PHIL 1301 2021-2022 Report.pdf](#)

RELATED ITEM LEVEL 3

Improved Student Knowledge Of Kant

Action Description:

Trainings will be conducted with faculty throughout the academic year, emphasis will be placed on pedagogical strategies around question 12.

RELATED ITEM LEVEL 2

Improved Student Knowledge Of The Death Penalty Debate

Indicator Description:

Students will demonstrate increased understanding of arguments related to the death penalty.

Questions 19 and 20 on the pre-test and post-test were chosen to measure our Program faculty's

ability to improve this targeted area.

Criterion Description:

After comparing students' pre-test and post-test performance on questions 19 and 20 of those tests, the Program will consider this effort successful if the data indicate at least a 75% improvement in student performance on each question. Anything less will be taken as an indication that the Program must improve its performance in this area.

Findings Description:

A total of 153 students took the pretest, and a total of 48 students took the posttest for all sections of PHIL 2306: Contemporary Moral Issues for the 2021-2022 academic year. Below are the results on questions 19 and 20:

Question 19:

Pretest 63% Posttest 69% Mean Difference 6 p 0.601

Question 20:

Pretest 75% Posttest 81% Mean Difference 6 p 0.536

Although the results are not significant they demonstrate an improvement on the right direction.

Please see attached file for detailed data analysis.

RELATED ITEM LEVEL 3

Improved Student Knowledge Of The Death Penalty Debate

Action Description:

No significant action will be taken in this area, as the program will be focusing its efforts on other areas. The program will continue to monitor student learning outcomes.

RELATED ITEM LEVEL 2

Statistically Significant Improvement Of Student Scores From Pre-test To Post-test (1301/2306)

Indicator Description:

All students in PHIL 1301 and PHIL 2306 will be tested on their knowledge of basic concepts in metaphysics, epistemology, and moral theory using a locally standardized pre-test and post-test for each course. Following a review of best practices for the teaching of these courses, a group of Program faculty chose the questions for the assessment. The questions asked cover the range of concepts that are taught in peer departments. Instruction on these concepts promotes a basic competence in metaphysics, epistemology, and moral theory. The attached documents provide the assessment instruments for PHIL 1301 and PHIL 2306 as well as the credited responses for each.

Criterion Description:

A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. Students in both courses will demonstrate a statistically significant improvement from the pre-test to the post-test.

Findings Description:

A total of 275 students took the pretest, and a total of 146 students took the posttest for all sections of **PHIL 1301: Introduction to Philosophy** for the 2021-2022 academic year.

A parametric dependent samples t-test revealed a statistically significant difference between the pre-to posttest scores for students enrolled in **face-to-face** sections of PHIL 1301: Introduction to Philosophy for the 2021-2022 academic year, $t(67) = -4.81$, $p < .001$. This difference represented a

moderate effect size (Cohen's d) of 0.64 (Cohen, 1988). The average student score increased from 39.12% to 48.01%, for an increase of 8.89%. This equated to an average increase of 1.78 questions answered correctly from pre- to posttest.

A parametric dependent samples t-test revealed a statistically significant difference between the pre- to posttest scores for students enrolled in **online** sections of PHIL 1301: Introduction to Philosophy for the 2021-2022 academic year, $t(22) = -5.12$, $p < .001$. This difference represented a large effect size (Cohen's d) of 0.95 (Cohen, 1988). The average student score increased from 32.39% to 48.91%, for an increase of 16.52%. This equated to an average increase of 3.30 questions answered correctly from pre- to posttest.

A parametric dependent samples t-test revealed a statistically significant difference between the pre- to posttest scores for **all students** enrolled in sections of PHIL 1301: Introduction to Philosophy for the 2021-2022 academic year, $t(90) = -6.63$, $p < .001$. This difference represented a moderate effect size (Cohen's d) of 0.72 (Cohen, 1988). The average student score increased from 37.42% to 48.24%, for an increase of 10.82%. This equated to an average increase of 2.17 questions answered correctly from pre- to posttest.

The program has achieved its goal. Please see attached file for detailed data analysis.

A total of 153 students took the pretest, and a total of 48 students took the posttest for all sections of **PHIL 2306: Contemporary Moral Issues** for the 2021-2022 academic year.

A parametric dependent samples t-test revealed a statistically significant difference between the pre- to posttest scores for students enrolled in all sections of PHIL 2306: Contemporary Moral Issues for the 2021-2022 academic year, $t(31) = -3.39$, $p < .002$. This difference represented a small effect size (Cohen's d) of 0.44 (Cohen, 1988). The average student score increased from 61.38% to 69.38%, for an increase of 8.00%. This equated to an average increase of 2.00 questions answered correctly from pre- to posttest.

The program has achieved its goal. Please see attached file for detailed data analysis.

Attached Files

 [PHIL 1301 2021-2022 Report.pdf](#)

 [PHIL 2306 2021-2022 Report.pdf](#)

RELATED ITEM LEVEL 3

Statistically Significant Improvement of Student Scores From Pre-Test to Post-Test (1301/2306)

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

1. The office of Academic Planning and Assessment reported low participation rates across all course sections. The plan is to focus on the way students are asked to take the tests. Faculty belonging to the Program will be asked to announce the test dates, to encourage students to participate, and to provide class time to complete the tests in Qualtrics using their personal devices. It is expected that these measures, along with returning to traditional face-to-face learning, will positively affect participation rates.
2. The Program and the office of Academic Planning and Assessment office will continue to monitor the changes implemented to the way data is collected and extracted during the next academic year to ensure successful data collection and retrieval.
3. The Program will hold a series of meetings with all faculty members to confirm that all faculty members are teaching the required elements of all Core Curriculum courses. The aim of these meetings

is to identify what are the problems experienced by faculty and possible pedagogical strategies to remedy those challenges. This is expected to improve performance in both in-person and on-line sections of Core classes as we move away from hybrid courses toward face-to-face and online modalities.

4. The program will continue to work on the revision of the PHIL 2306 instrument. The subcommittee in charge of this revision will continue developing a pre-/post-assessment exercise to assess the efficacy of the pedagogical tools aimed at improving the students' ability to create moral arguments. Once this exercise is developed, it will be incorporated into the revised instrument for PHIL 2306 that is under development.
5. The Program will continue to hold meetings to ensure that new faculty teaching upper-level courses PHIL 3364 and PHIL 3365 collect data necessary for assessment.
6. The Program will continue to gather and report disaggregated data on in-person and on-line sections of its Core Curriculum courses.

Update of Progress to the Previous Cycle's PCI:

1. The office of Academic Planning and Assessment reported low participation rates across all course sections. The plan is to focus on the way students are asked to take the tests. Faculty belonging to the Program will be asked to announce the test dates, to encourage students to participate, and to provide class time to complete the tests in Qualtrics using their personal devices. It is expected that these measures, along with returning to traditional face-to-face learning, will positively affect participation rates.

Update: This plan was created and implemented. Email reminders were sent to faculty, faculty, in turn, sent reminders to students encouraging participation. Participations rates increased.

2. The Program and the office of Academic Planning and Assessment office will continue to monitor the changes implemented to the way data is collected and extracted during the next academic year to ensure successful data collection and retrieval.

Update: The Program and office of Academic Planning and Assessment monitored the data collection and extraction, successful data collection and retrieval was achieved.

3. The Program will hold a series of meetings with all faculty members to confirm that all faculty members are teaching the required elements of all Core Curriculum courses. The aim of these meetings is to identify what are the problems experienced by faculty and possible pedagogical strategies to remedy those challenges. This is expected to improve performance in both in-person and on-line sections of Core classes as we move away from hybrid courses toward face-to-face and online modalities.

Update: Meetings were held throughout the academic year as described.

4. The program will continue to work on the revision of the PHIL 2306 instrument. The subcommittee in charge of this revision will continue developing a pre-/post-assessment exercise to assess the efficacy of the pedagogical tools aimed at improving the students' ability to create moral arguments. Once this exercise is developed, it will be incorporated into the revised instrument for PHIL 2306 that is under development.

Update: The PHIL 2306 instrument was revised and implemented in Fall 2022.

5. The Program will continue to hold meetings to ensure that new faculty teaching upper level courses PHIL 3364 and PHIL 3365 collect data necessary for assessment.

Update: Meetings were held throughout the academic year as described.

6. The Program will continue to gather and report disaggregated data on in-person and on-line sections of its Core Curriculum courses.

Update: The program continued to gather and report data during the academic year 2021-22.

New Plan for Continuous Improvement Item

Closing Summary:

1. The rates of participation increased compared to previous years. However, the Program would like to continue to increase these participation rates. To achieve this aim, the Program will continue to ask faculty belonging to the Program to announce the test dates, to encourage students to participate, and to provide class time to complete the tests in Qualtrics using their personal devices. In addition, the Program will examine and consider additional participation measures adopted by other Departments and the feasibility of adopting them in the Program.
2. The Program and the office of Academic Planning and Assessment office will continue to monitor the changes implemented to the way data is collected and extracted during the next academic year to ensure successful data collection and retrieval. This continued monitoring is key to a successful data collection.
3. The Program will continue to hold a series of meetings with all faculty members to confirm that all faculty members are teaching the required elements of all Core Curriculum courses. The aim of these meetings is to identify what are the problems experienced by faculty and possible pedagogical strategies to remedy those challenges. This is expected to continue to improve performance in both in-person and on-line sections of Core classes.
4. A committee will be created and charged with reviewing (and revising, as necessary) the instrument for pre-test/post-test assessment in PHIL 3356 Modern Philosophy to ensure adequate assessment of current controversies and pedagogical approaches.
5. The Program will continue to gather and report disaggregated data on in-person and on-line sections of its Core Curriculum courses.