

# 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.

##### Target Description:

The program will consider its efforts a success if all three data sets show the requisite improvement outlined for each learning objective.

##### Results Description:

A parametric dependent samples *t*-test revealed a statistically significant difference at the  $p \leq .001$  level between students' pre- to posttest scores for students enrolled in **face-to-face** sections of **PHIL 2306: Contemporary Moral Issues** for the 2022-2023 academic year,  $t(33) = -5.38, p < .001$ . This difference represented a large effect size (Cohen's *d*) of 0.83 (Cohen, 1988). The average student score increased from 58.38% to 70.88%, for an increase of 12.50%. This equated to an average increase of 2.50 questions answered correctly from pre- to posttest. A parametric dependent samples *t*-test revealed a statistically significant difference at the  $p \leq .001$  level between students' pre- to posttest scores for students enrolled in **online sections** of **PHIL 2306: Contemporary Moral Issues** for the 2022-2023 academic year,  $t(43) = -4.17, p < .001$ . This difference represented a moderate effect size (Cohen's *d*) of 0.57 (Cohen, 1988). The average student score increased from 58.64% to 68.86%, for an increase of 10.23%. This equated to an average increase of 2.04 questions answered correctly from pre- to posttest.

A parametric dependent samples *t*-test revealed a statistically significant difference at the  $p \leq .001$  level between the pre- to posttest scores for students enrolled in **face-to-face** sections of **PHIL 1301: Introduction to Philosophy** for the 2022-2023 academic year,  $t(103) = -4.37, p < .001$ . This difference represented a moderate effect size (Cohen's *d*) of 0.50 (Cohen, 1988). The average student score increased from 39.23% to 46.35%, for an increase of 7.12%. This equated to an average increase of 1.42 questions answered correctly from pre- to posttest. A parametric dependent samples *t*-test revealed a statistically significant difference at the  $p \leq .05$  level between the pre- to posttest scores for students enrolled in **online sections of PHIL 1301: Introduction to Philosophy** for the 2022-2023 academic year,  $t(42) = -2.38, p = .022$ . This difference represented a small effect size

(Cohen’s *d*) of 0.43 (Cohen, 1988). The average student score increased from 41.05% to 48.95%, for an increase of 7.90%. This equated to an average increase of 1.58 questions answered correctly from pre- to posttest.

A parametric dependent samples *t*-test did not reveal 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 2022-2023 academic year,  $t(51) = -1.92, p = .061$ . The average student score increased from 32.40% to 35.67%, for an increase of 3.27%. This equated to an average increase of 0.65 questions answered correctly from pre- to posttest. A parametric dependent samples *t*-test did not reveal a statistically significant difference between the pre- to posttest scores for students enrolled in **online sections of PHIL 2303: Critical Thinking** for the 2022-2023 academic year,  $t(51) = 1.93, p = .060$ . The average student score decreased from 33.37% to 29.90%, for a decrease of 3.47%. This equated to an average decrease of 0.69 questions answered correctly from pre- to posttest.

When the overall results of all the online and face-to-face section are considered, the goal was met.

RELATED ITEM LEVEL 3

**Parity Between On-line and In-person Courses**

**Action Description:**

The results of the comparison between the pre and post evaluations in both online and face-to-face sections provides evidence that students exhibited a clear improvement in their scores, therefore, the goal was met. The Program will continue to monitor the performance of students in this area.

**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.

**Target Description:**

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:**

The revision was successfully done and implemented.

RELATED ITEM LEVEL 3

TACTS Item Analysis Review

Action Description:

The goal has been met. No further actions are needed.

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:

A total of 246 students took the pretest, and a total of 149 students took the posttest for all sections of PHIL 2303: Critical Thinking for the 2022-2023 academic year; however, not all student test scores were used for analysis. To determine whether student performance increased from pre- to posttest, a dependent samples *t*-test was used for analysis. Student identification numbers were collected along with student scores to identify each student’s score on both the pretest and posttest. A total of 104 students could be identified as taking both the pre- and posttests. All statistical analysis was therefore conducted on only those students for whom both pre- and posttest scores could be identified.

Question	Pretest %	Posttest %	Mean Difference	<i>p</i>
8	8	13	5	0.261

Results for question 8, although not significant, exhibit a change in the desired direction. Please see attached file for full analysis. The goal has been met.

Attached Files

 [PHIL 2303 \(TACTS\) 2022-2023 Report.pdf](#)

### RELATED ITEM LEVEL 3

#### Improved Calculation of Linked Probabilities

##### Action Description:

The results of the comparison between the pre and post evaluations provides evidence that students exhibited a clear improvement in their scores, therefore, the goal was met. The Program will continue to monitor the performance of students in this area.

### 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 246 students took the pretest, and a total of 149 students took the posttest for all sections of PHIL 2303: Critical Thinking for the 2022-2023 academic year; however, not all student test scores were used for analysis. To determine whether student performance increased from pre- to posttest, a dependent samples *t*-test was used for analysis. Student identification numbers were collected along with student scores to identify each student's score on both the pretest and posttest. A total of 104 students could be identified as taking both the pre- and posttests. All statistical analysis was therefore conducted on only those students for whom both pre- and posttest scores could be identified.

A parametric dependent samples *t*-test did not reveal a statistically significant difference between the pre- to posttest scores for all students enrolled in sections of PHIL 2303: Critical Thinking for the 2022-2023 academic year,  $t(103) = 0.08, p = .940$ . The average student score decreased from 32.89% to 32.79%, for a decrease of 0.10%. This equated to an average decrease of 0.02 questions answered correctly from pre- to posttest. Readers are directed to attached document for a breakdown of these results.

The goal was not met for this year. As described elsewhere, steps will be taken to address this issue.

#### Attached Files

 [PHIL 2303 \(TACTS\) 2022-2023 Report.pdf](#)

### RELATED ITEM LEVEL 3

#### Response Scores on TACTS

##### Action Description:

The results of the comparison between the pre and post evaluations did not provided evidence that students exhibited an improvement in their scores. The Program will meet with faculty who teach this class to go over the instrument to consider strategic steps aimed at improving student success.

### 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:**

For PHIL 2352, results comparing pretest performance ( $M = 4.40$ ,  $SD = 1.68$ ) to post-test performance ( $M = 10.00$ ,  $SD = 4.99$ ) indicate students' knowledge of the topic increased over the course of the semester,  $t(14) = -5.16$ ,  $p < .001$ ,  $d = 4.21$

The goal has been met.

RELATED ITEM LEVEL 3

**Formal Arguments and Proofs**

**Action Description:**

The results of the comparison between the pre and post evaluations provides evidence that students exhibited a clear improvement in their scores, therefore, the goal was met. The Program will continue to monitor the performance of students in this area.

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.

**Target Description:**

These efforts will be considered successful if the Program is able to implement a metacognition and intellectual humility assessment instrument in Fall 2017.

**Results Description:**

This goal was achieved, the instrument was successfully created and implemented.

RELATED ITEM LEVEL 3

**Development of an Instrument for Measuring Students' Metacognitive Abilities**

**Action Description:**

This goal was achieved. No further actions are needed.

# Review Metacognition Items PHIL 2306

## Goal Description:

The program has decided to examine the metacognition section of the instrument for pre-test/post-test assessment in PHIL 2306 sections. All faculty who currently teach this course will be invited to serve on a committee charged with reviewing (and revising, as necessary) this section of the assessment. 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

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

## Review Metacognition Items PHIL 2306

### Performance Objective Description:

The Program successfully completed the first review/revision of the PHIL 2306 assessment instrument and used it starting the Fall 2016. After that initial revision, the instrument was reviewed and revised for a second time. This last revision included a new section that targeted the student’s metacognitive skills. The Program decided that it is time to examine this new section now that it has been implemented for several years. For that reason, the program will perform a third review of the PHIL 2306 assessment instrument focusing on the metacognition section of the assessment.

RELATED ITEM LEVEL 2

## Review Metacognition Items PHIL 2306

### KPI Description:

The Program will start a review (and revision, if necessary) of the metacognition section of the PHIL 2306 instrument and will consider this effort a success if faculty successfully completes the review (and revision, if necessary) of this section the assessment instrument for PHIL 2306 in time for use during the 2023-2024 academic year.

### Target Description:

The Program faculty will undertake a review (and revision, if necessary) of the metacognition of the assessment instrument for PHIL 2306. This review will evaluate the success of this section of the assessment to evaluate the student’s metacognitive capabilities.

# 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

**Progress:** Completed

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.

**Target Description:**

Success in this performance objective will be creating a revised instrument by Fall 2017.

**Results Description:**

The revised instrument was successfully created and implemented.

RELATED ITEM LEVEL 3

**Review/Revision of PHIL 1301 Assessment Instrument**

**Action Description:**

The instrument was successfully revised an implemented. No further actions are needed.

**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

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Review of PHIL 2306 Assessment**

**Performance Objective 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 2016-2017 academic year.

RELATED ITEM LEVEL 2

**Review of PHIL 2306 Assessment**

**KPI 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.

**Target 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.

**Results Description:**

The assessment was successfully reviewed and revised in time for use during the 2016-2017 academic year and beyond.

**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

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Review of PHIL 3356 Assessment Instrument**

**Performance 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 PHIL 3356 Assessment Instrument**

**KPI Description:**

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. 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.

**Target Description:**

The Program 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

**Results Description:**

The Program has successfully reviewed and revised the assessment instrument for PHIL 3356. This instrument will be ready to be used in the Spring Semester's of 2024 when the course will be taught next.

**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:**

For PHIL 3364, results comparing pretest performance ( $M = 4.90$ ,  $SD = 3.96$ ) to post-test performance ( $M = 9.30$ ,  $SD = 4.90$ ) indicate students’ knowledge of the topic increased over the course of the semester,  $t(9) = -5.58$ ,  $p < .001$ ,  $d = 2.50$

For PHIL 3365, results comparing pretest performance ( $M = 1.93$ ,  $SD = 4.59$ ) to post-test performance ( $M = 9.87$ ,  $SD = 5.83$ ) indicate students’ knowledge of the topic increased over the course of the semester,  $t(14) = -7.29$ ,  $p < .001$ ,  $d = 4.22$

These results demonstrated that the goal has clearly been obtained.

RELATED ITEM LEVEL 3

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

**Action Description:**

The results of the comparison between the pre and post evaluations provides evidence that students exhibited a clear improvement, therefore, the goal was met. The Program will continue to monitor the performance of students in this area.

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:**

*Percentage of Face-to-Face Students Correctly Answering Pre- and Posttest Questions for 2022-2023 ).*

Question	Pretest %	Posttest %	Mean Difference	$p$	Cohen’s $d$

10	30	50	20	0.005**	0.42
12	70	74	4	0.549	

There was a significant difference between the pre and posttest in question 10. There was no significant difference in question 12, however, there was a change in the desired direction that provides evidence of improvement. For full data analysis please see attached file.

#### *Percentage of Online Students Correctly Answering Pre- and Posttest Questions for 2022-2023*

Question	Pretest %	Posttest %	Mean Difference	<i>p</i>	Cohen's <i>d</i>
10	23	33	10	0.253	
12	58	65	7	0.519	

There was no statistically significant difference between the pre and posttest in questions 10 and 12. However, there was a change in the desired direction for both questions that provides evidence of improvement. For full data analysis please see attached file.

The goal has been met.

#### Attached Files

 [PHIL 1301 2022-2023 Report.pdf](#)

#### RELATED ITEM LEVEL 3

### Improved Student Knowledge Of Kant

#### Action Description:

The results of the comparison between the pre and post evaluations provides evidence that students exhibited an improvement in their scores, therefore, the goal was met. The Program will continue to monitor the performance of students in this area.

#### 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 176 students took the pretest, and a total of 106 students took the posttest for all sections of PHIL 2306: Contemporary Moral Issues for the 2022-2023 academic year; however, not all student test scores were used for analysis. To determine whether student performance increased from pretest to posttest, a dependent samples *t*-test was used for analysis. Student identification numbers were collected along with student scores to identify each student's score on both the pretest and posttest. A total of 78 students could be identified as taking both the pre- and posttests. All statistical analysis was therefore conducted on only those students for whom both pre- and posttest scores could be identified.

#### *Percentage of Face-to-Face Students Correctly Answering Pre- and Posttest Questions for 2022- 2023*

Question	Pretest %	Posttest %	Mean Difference	<i>p</i>	Cohen's <i>d</i>
19	47	41	6	0.571	
20	74	76	2	0.768	

There was a small decrease in student scores in question 19. Results for question 20, although not significant, exhibit a change in the desired direction. For full data analysis please see attached data.

*Percentage of Online Students Correctly Answering Pre- and Posttest Questions for 2022-2023*

Question	Pretest %	Posttest %	Mean Difference	<i>p</i>	Cohen's <i>d</i>
19	34	64	30	0.005**	0.62
20	55	55	0	0	

There was a significant change in the desired direction for question 19. Results for question 20, although not significant, exhibit a change in the desired direction. For full data analysis please see attached file.

When considering the overall results, the goal was met.

#### Attached Files

 [PHIL 2306 2022-2023 Report.pdf](#)

#### RELATED ITEM LEVEL 3

### Improved Student Knowledge Of The Death Penalty Debate

#### Action Description:

The overall results of the comparison between the pre and post evaluations provides evidence that students exhibited an improvement in their scores, therefore, the goal was met. The Program will continue to monitor the performance of students in this area and we will provide additional training to faculty in this area.

#### 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 PHL 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 parametric dependent samples *t*-test revealed a statistically significant difference at the  $p \leq .001$  level between students' pre- to posttest scores for students enrolled in all sections of PHIL 2306: Contemporary Moral Issues for the 2022-2023 academic year,  $t(77) = -6.56$ ,  $p < .001$ . This difference represented a moderate effect size (Cohen's *d*) of 0.68 (Cohen, 1988). The average student score increased from 58.53% to 69.74%, for an increase of 11.22%. This equated to an average increase of 2.24 questions answered correctly from pre- to posttest.

A parametric dependent samples *t*-test revealed a statistically significant difference at the  $p \leq .001$  level between the pre- to posttest scores for all students enrolled in sections of PHIL 1301: Introduction to Philosophy for the 2022-2023 academic year,  $t(146) = -4.90$ ,  $p < .001$ . This difference represented a small effect size (Cohen's *d*) of 0.47 (Cohen, 1988). The average student score increased from 39.76% to 47.11%, for an increase of 7.35%. This equated to an average increase of 1.47 questions answered correctly from pre- to posttest.

The goal has been met.

#### RELATED ITEM LEVEL 3

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

##### **Action Description:**

The results of the comparison between the pre and post evaluations for both of these courses provides evidence that students exhibited a clear improvement in their scores, therefore, the goal was met. The Program will continue to monitor the performance of students in this area.

### **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

##### **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.

#### **Update of Progress to the Previous Cycle's PCI:**

##### **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. UPDATE: The Program examined the measures adopted by other Programs and unanimously decided they were not ideal for the Program. The current measures adopted to increase participation have been successful. The Program will continue implementing these measures.

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. UPDATE: The Program continued to monitor these changes during the past academic year to ensure 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. UPDATE: Several meetings were conducted throughout the academic year with faculty who taught these 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. UPDATE: The committee was successfully created; members of the committee evaluated the current instrument. The instrument was successfully revised and will be implemented the next academic year.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

1. The rates of participation continued to increase compared to previous years. However, the Program would like to continue to work on increasing 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.
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. Efforts in this area are important as 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 go over these results. The aim of these meetings is to, first, discuss the results of last year assessments. Second, to confirm that all faculty members are teaching the required elements of all Core Curriculum courses. Finally, 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 examining the assessment for the metacognition section of the PHIL 2303 Critical Thinking assessment instrument.
5. The Program will continue to gather and report disaggregated data on in-person and on-line sections of its Core Curriculum courses.