

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

Progress: Completed

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 $p \leq .01$ level between students' pre- to posttest scores for students enrolled in **face-to-face sections of PHIL 2306: Contemporary Moral Issues** for the 2023-2024 academic year, $t(18) = -2.97, p = .008$. This difference represented a moderate effect size (Cohen's *d*) of 0.61 (Cohen, 1988). The average student score increased from 69.47% to 79.74%, for an increase of 10.27%. This equated to an average increase of 2.06 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 2023-2024 academic year, $t(23) = -5.19, p < .001$. This difference represented a large effect size (Cohen's *d*) of 1.13 (Cohen, 1988). The average student score increased from 50.83% to 70.42%, for an increase of 19.59%. This equated to an average increase of 3.91 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 2023-2024 academic year, $t(80) = -5.99, p < .001$.² This difference represented a moderate effect size (Cohen's *d*) of 0.79 (Cohen, 1988). The average student score increased from 37.22% to 48.89%, for an increase of 11.67%. This equated to an average increase of 2.34 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 1301: Introduction to Philosophy** for the 2023-2024

academic year, $t(9) = -.40, p = .698$. The average student score increased from 49.00% to 52.00%, for an increase of 3.00%. This equated to an average increase of 0.60 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 2023-2024 academic year, $t(10) = -0.26, p = .803$. The average student score increased from 35.00% to 35.91%, for an increase of 0.91%. This equated to an average increase of 0.18 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 2023-2024 academic year, $t(29) = -1.59, p = .122$. The average student score increased from 33.33% to 37.50%, for an increase of 4.17%. This equated to an average increase of 0.83 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.

Attached Files

- [PHIL 1301 2023-2024 Report.pdf](#)
- [PHIL 2303 \(TACTS\) 2023-2024 Report.pdf](#)
- [PHIL 2306 2023-2024 Report.pdf](#)

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 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

Progress: Completed

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 it is currently use as part of the overall program assessment. For that reason, the Program will continue to monitor the performance of students in this area but not take any other further steps and focus instead on other areas.

RELATED ITEM LEVEL 3

TACTS Item Analysis Review

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.

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

Progress: Completed

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 204 students took the pretest, and a total of 53 students took the posttest for all sections of PHIL 2303: Critical Thinking for the 2023-2024 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 41 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. Prior to conducting inferential statistics to determine whether differences were present between the students’ pre- to posttest scores, checks were conducted to determine the extent to which these data were normally distributed. All four of the standardized skewness and kurtosis coefficients were within the limits of normality of +/-3 (Onwuegbuzie & Daniel, 2002) for the face-to-face, online, and combined student population. Therefore, a parametric dependent samples *t*-test was used to analyze the student performance data for the combined populations.

Question	Pretest %	Posttest %	Mean Difference	<i>p</i>
8	55	64	9	0.588

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 \(TACTS\) 2023-2024 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 204 students took the pretest, and a total of 53 students took the posttest for all sections of PHIL 2303: Critical Thinking for the 2023-2024 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 41 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. Prior to conducting inferential statistics to determine whether differences were present between the students’ pre- to posttest scores, checks were conducted to determine the extent to which these data were normally distributed. All four of the standardized skewness and kurtosis coefficients were within the limits of normality of +/-3 (Onwuegbuzie & Daniel, 2002) for the face-to-face, online, and combined student population. Therefore, a parametric dependent samples *t*-test was used to analyze the student performance data for the combined populations.

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 2023-2024 academic year, $t(40) = -1.55, p = .130$. The average student score increased from 33.78% to 37.07%, for an increase of 3.29%. This equated to an average increase of 0.65 questions answered correctly from pre- to posttest. These results, although not significant, exhibit a change in the desired direction. 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.

Descriptive Statistics for Student Pre- and Posttest Scores on Course-Embedded Test in PHIL 2303: Critical Thinking for 2023-2024 (All Students)

	Mean Difference	<i>SD</i>	<i>M</i> %	<i>SD</i> %
Pretest %	6.76	2.43	33.78	12.13
Posttest %	7.41	2.45	37.07	12.25

Attached Files

 [PHIL 2303 \(TACTS\) 2023-2024 Report.pdf](#)

RELATED ITEM LEVEL 3

Response Scores on TACTS
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

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:

A total of 13 students took the pretest, and a total of 13 students took the posttest for all sections of PHIL 2305. 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 2352

Logic for the 2023-2024 academic year because of the small data set ($p = .42$). However, the results are in the desired direction. The average student score increased from pretest 25.51% to posttest 57.49%

	Mean Difference	<i>SD</i>
Pretest %	5	3.2
Posttest %	9	4

Attached Files

 [PHIL2352 - Spring 2024 Final.ods](#)

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:

The assessment was created and is currently used as part of the Program's assessment. For that reason, the Program will continue to monitor the performance of students in this area but not take any other further steps and focus instead on other areas.

RELATED ITEM LEVEL 3

Development of an Instrument for Measuring Students' Metacognitive Abilities

Action Description:

The revision and implementation of this assessment was successful. The program will continue to monitor the performance of students in assessment but will not take any other further steps and focus instead on other areas.

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 2303

Performance Objective Description:

The Program successfully completed the first review/revision of the PHIL 2303 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 2303

KPI Description:

The Program will start a review (and revision, if necessary) of the metacognition section of the PHIL 2303 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.

Results Description:

The instruments was revised and currently used as part of the overall assessment. For that reason, the Program will continue to monitor the performance of students in this area but not take any other further steps and focus instead on other areas.

RELATED ITEM LEVEL 3

Action - Review Metacognition Items PHIL 2303

Action Description:

The revision and implementation of this assessment was successful. The program will continue to monitor the performance of students in assessment but will not take any other further steps and focus instead on other areas.

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. However, given that this assessment has not been reviewed in several years, the Program will initiate a review of this assessment an update to be implemented in Fall 2025.

Target Description:

Success in this performance objective will be creating a revised instrument by Fall 2025.

Results Description:

The revision was successfully done and implemented for Fall 2017, it is currently used as part of the overall program assessment. However, given that it hasn't been revised in several years, the Program will review and update this instrument.

RELATED ITEM LEVEL 3

Review/Revision of PHIL 1301 Assessment Instrument

Action Description:

This instrument for PHIL 1301 Introduction to Philosophy will be revised in the upcoming academic year. Success in this performance objective will be creating a revised instrument by Fall 2025.

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 program continues to use this revised instrument. For that reason, the Program will continue to monitor the performance of students in this area but not take any other further steps and focus instead on other areas.

RELATED ITEM LEVEL 3

Action - Review of PHIL 2306 Assessment

Action Description:

The revision and implementation of this assessment was successful. The program will continue to monitor the performance of students in assessment but will not take any other further steps and focus instead on other areas.

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 revision was successfully done and it is currently use as part of the overall program assessment. For that reason, the Program will continue to monitor the performance of students in this area but not take any other further steps and focus instead on other areas.

RELATED ITEM LEVEL 3

Action - Review/Revision of PHIL 3356 Assessment Instrument

Action Description:

The revision and implementation of this assessment was successful. The program will continue to monitor the performance of students in assessment but will not take any other further steps and focus instead on other areas.

Understanding Of General Philosophical Concepts

Goal Description:

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

Providing Department: Philosophy BA

Progress: Completed

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 PHIL 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:

PHIL 3354 Ancient and Medieval Philosophy

No data was collected as this class was not offered in the Fall 2023.

PHIL 3365 Modern Philosophy

A total of 7 students took the pretest, and a total of 7 students took the posttest for all sections of PHIL 3354. 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 2352 Logic for the 2023-2024 academic year because of the small data set ($p = 0.22$). However, the results are in the desired direction. The average student score increased from pretest 3.57% to posttest 33.42%

	Mean Difference	<i>SD</i>
Pretest %	2	2.8
Posttest %	15	10.8

Attached Files

 [PHIL 3365 - Spring 2024Final.ods](#)

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 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

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 225 students took the pretest, and a total of 103 students took the posttest for all sections of PHIL 1301: Introduction to Philosophy for the 2023-2024 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 91 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 2023-2024).

Question	Pretest %	Posttest %	Mean Difference	<i>p</i>	Cohen's <i>d</i>
10	27	62	35	<.001***	0.75
12	54	73	19	0.010**	0.40

** significant at $p \leq 0.01$; *** significant at $p \leq 0.001$.

There was a significant difference between the pre and posttest in question 10 and question 12. The goal has been achieved. For full data analysis please see attached file.

Percentage of Online Students Correctly Answering Pre- and Posttest Questions for 2023-2024

Question	Pretest %	Posttest %	Mean Difference	<i>p</i>	Cohen's <i>d</i>
10	20	30	10	0.591	
12	90	50	(40)	0.037*	0.92

* significant at $p \leq 0.05$

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

Attached Files

 [PHIL 1301_2023-2024_Report.pdf](#)

RELATED ITEM LEVEL 3

Improved Student Knowledge Of Kant

Action Description:

The overall 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

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 137 students took the pretest, and a total of 50 students took the posttest for all sections of PHIL 2306: Contemporary Moral Issues for the 2023-2024 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 43 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. Prior to conducting inferential statistics to determine whether differences were present between the students' pre- to posttest scores, checks were conducted to determine the extent to which these data were normally distributed. All four of the standardized skewness and kurtosis coefficients were within the limits of normality of ± 3 (Onwuegbuzie & Daniel, 2002) for the face-to-face, online, and combined student populations. Therefore, a parametric dependent samples *t*-test was used to analyze the student performance data for the combined populations.

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	26	84	58	<.001***	1.40
20	74	68	6	0.667	

* significant at $p \leq 0.05$; ** significant at $p \leq 0.01$; *** significant at $p \leq 0.001$.

There was a statistically significant difference between the pre and posttest in question 19. There was a small decrease in student scores in question 20.

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>
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19	42	83	41	 <.001***	0.92
20	58	67	9	0.426	

* significant at $p \leq 0.05$; ** significant at $p \leq 0.01$; *** significant at $p \leq 0.001$.

There was a statistically significant difference between the pre and posttest in question 19. Results for question 20, although not significant, exhibit a change in the desired direction.

Overall results show that the goal has been achieved. For full data analysis please see attached file.

Attached Files

[PHIL 2306 2023-2024_Report.pdf](#)

RELATED ITEM LEVEL 3

Improved Student Knowledge Of The Death Penalty Debate

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

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 2023-2024 academic year, $t(42) = -5.80, p < .001$. This difference represented a large effect size (Cohen's *d*) of 0.84 (Cohen, 1988). The average student score increased from 59.07% to 74.53%, for an increase of 15.46%. This equate to an average increase of 3.10 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 2023-2024 academic year, $t(90) = -5.57, p < .001$. This difference represented a moderate effect size (Cohen's *d*) of 0.69 (Cohen, 1988). The average student score increased from 38.52% to 49.23%, for an increase of 10.72%. This equated to an average increase of 2.15 questions answered correctly from pre- to posttest.

The goal has been met.

Attached Files

 [PHIL 1301 2023-2024 Report.pdf](#)

 [PHIL 2306 2023-2024 Report.pdf](#)

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 PHIL 1301 and PHIL 2306 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 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.

Update of Progress to the Previous Cycle's PCI:

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.

UPDATE: The Program asked faculty belonging to the Program during this past academic year 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. Since these measures were effective, the Program will continue implemented these measures in the upcoming year.

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.

UPDATE: The efforts listed above were implemented in the past academic year. Given the importance of collection of data for assessment, these same efforts will continue in the next academic year.

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.

UPDATE: These meetings were held during the academic semester as described. Based on the data obtained this year, that indicated increases in some of the scores, the Program believes these meetings were successful and will continue to have them through the next academic year.

4. A committee will be created and charged with examining the assessment for the metacognition section of the PHIL 2303 Critical Thinking assessment instrument.

UPDATE: Together with the Office of Assessment, the Program after evaluating this assessment has decided to continue to collect data on metacognition and start an in-depth analysis of the findings obtained so far.

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

UPDATE: The efforts listed above were implemented in the past academic year. Given the importance of collection of data for assessment, these same efforts will continue in the next academic year.

New Plan for Continuous Improvement Item

Closing Summary:

1. Student participation is at the core of a successful assessment of the Program. For that reason, 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. There has been a series of new hires of faculty for the upcoming academic year. The Program will hold a series of meetings with all the new faculty members to go over the assessments. The aim of these meetings is to familiarize new faculty with the overall goal of these assessments, their content, and the collection of data to ensure the success of the overall assessment.
4. Given that the assessment for PHIL 1301 Introduction to Philosophy has not been assessed and revised in several years, a committee will be created and charged with examining, and updating if necessary, the assessment for the PHIL 1301 Introduction to Philosophy 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.