

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Philosophy
Academic Year of Report: 2023-2024 (covering Summer 2021 through Spring 2023)
Date Submitted: November 15, 2023
Report author(s): Mary Beth Willard

Contact Information: Phone: x6698
Email: marybethwillard@weber.edu

Table of Contents

- [A: Mission Statement](#)
- [B: Student Learning Outcomes](#)
- [C: Curriculum Grid](#)
- [D: Program Contact Information](#)
- [E: Assessment Plan](#)
- [F: Student Achievement](#)
- [G: Evidence of Learning](#)
- Appendices
 - [A: Recommendations](#)
 - [B: Program Faculty](#)
 - [C: Questions](#)
- [Glossary](#)

The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made in sections A-E.

Program page link: <https://www.weber.edu/ie/Results/Philosophy.html>

A. Mission Statement

Information is current; no changes required: Yes _____ **No** x

Mission:

WSU Philosophy offers students the opportunity to learn the foundations of their intellectual heritage while developing skills in critical thinking, communication, argumentation, research skills and creativity. We teach the ideas of influential past and contemporary thinkers from around the globe who have sought to understand the world and our experience of it, the methods of sound practical reasoning and deductive logic, and the application of philosophical thinking to modern life and its challenges, empowering our students both in their careers and as stewards of their communities.

Vision:

We provide high-quality **general education** classes that a) introduce students to the intellectual heritage of human reasoning, culture, and values and b) foster the development of transferable, marketable skills including critical thinking, communication, creative thinking, research skills, and the ability to understand connections between various fields of study. For those students who choose to **major** in philosophy, we ensure that they have the opportunity to develop the knowledge and skills to pursue graduate or professional studies at the highest levels. We provide a **minor** for those students who wish to continue developing well-rounded knowledge in the liberal arts and drill the transferable skills that empower them to lead in their careers and their communities. Finally, we offer an interdisciplinary **certificate of proficiency** in ethics for students, professionals, and lifelong learners who wish to gain a deeper appreciation of moral reasoning and issues in professional ethics.

Values:

Weber State philosophy is committed to inclusive and transformative undergraduate education, welcoming all students and helping them strive for excellence.

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

Information is current; no changes required: Yes _____ **x** No

Update if not current:

C. Curriculum Grid

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to ois@weber.edu if you wish to have access)

Information is current; no changes required: Yes _____ **No** x

Core Courses in Program	Program Learning Outcomes				
	Knowledge of: Historical	Knowledge of: Topical	Knowledge How: Critical Thinking	Knowledge How: Reading Comprehension	Knowledge How: Writing Skills
PHIL HU1000 Introduction to Philosophy	I	I	I	I	I
PHIL 4900 Capstone Seminar		M	M	M	M

Note^a: I = Introduced, M = Mastered

Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

D. Program and Contact Information

Information is current; no changes required: Yes _____ No x

We provide high-quality **general education** classes that a) introduce students to the intellectual heritage of human reasoning, culture, and values and b) foster the development of transferable, marketable skills including critical thinking, communication, creative thinking, research skills, and the ability to understand connections between various fields of study. For those students who choose to **major** in philosophy, we ensure that they have the opportunity to develop the knowledge and skills to pursue graduate or professional studies at the highest levels. We provide a **minor** for those students who wish to continue developing well-rounded knowledge in the liberal arts and drill the transferable skills that empower them to lead in their careers and their communities. Finally, we offer an interdisciplinary **certificate of proficiency** in ethics for students, professionals, and lifelong learners who wish to gain a deeper appreciation of moral reasoning and issues in professional ethics.

Contact Information:

Dr. Mary Beth Willard
Weber State University
1203 University Circle
Ogden, UT 84408-1203
(801) 626-6698

[Philosophy Department Website](#)

E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan should include:

- a timeline (which courses or which outcomes will be assessed each year),
- an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.)
- information about how you will collect and review data
- information about how the department/program faculty are engaged in the assessment review.

Information is current; no changes required: Yes _____ No x

Semester	Core and Gen Ed Courses to be Assessed			
	PHIL1000 Intro to Philosophy*	PHIL1120 Contemporary Moral Problems**	PHIL1250 Critical Thinking*	PHIL4900 Capstone Seminar
Fall 2018		X		
Spring 2019	X		X	X
Fall 2019				
Spring 2020				X
Fall 2020		X		
Spring 2021	X		X	X
Fall 2021				
Spring 2022				X
Fall 2022		X		

Semester	Core and Gen Ed Courses to be Assessed			
	PHIL1000 Intro to Philosophy*	PHIL1120 Contemporary Moral Problems**	PHIL1250 Critical Thinking*	PHIL4900 Capstone Seminar
Spring 2023	X		X	X

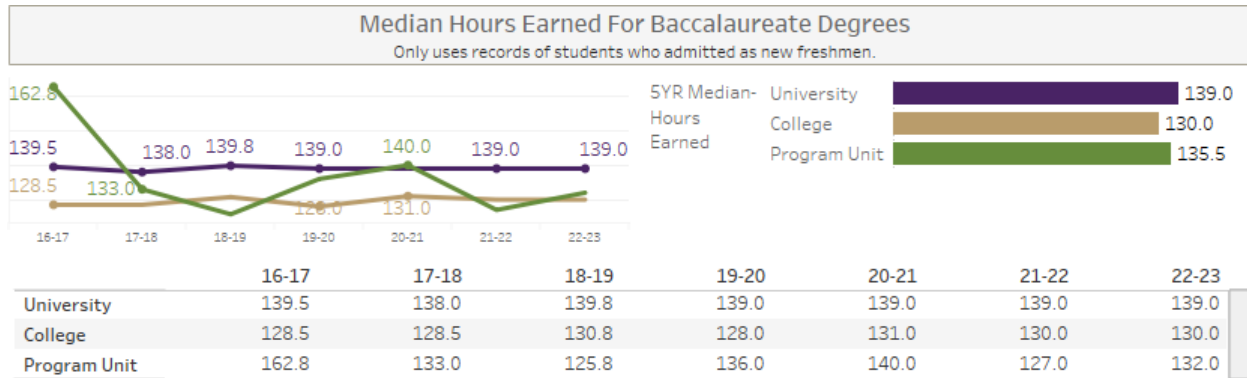
For now, all assessment continues to be course-based. The Gen Ed courses must be all assessed individually and regularly, and we assess our Core program through the use of ePortfolios in the Capstone. Students enrolled in the capstone, which is required of all majors, submit three papers, one in each core area (metaphysics and epistemology, value theory, and history of philosophy.). These papers are assessed by the instructor of record for the capstone course in addition to the capstone paper itself, which is an original research paper on a topic of the student's choice. Together, the portfolio allows us to see the student's development over time, as well as identify any global areas of concern for our program.

Instructors assess the courses they teach. With a small faculty of four, that meant that all four of us assessed some of the program. Discussions about assessment happen both informally and at meetings of the program faculty. Faculty decide individually which assignments to assess, so there is significant variation in how this is typically approached.

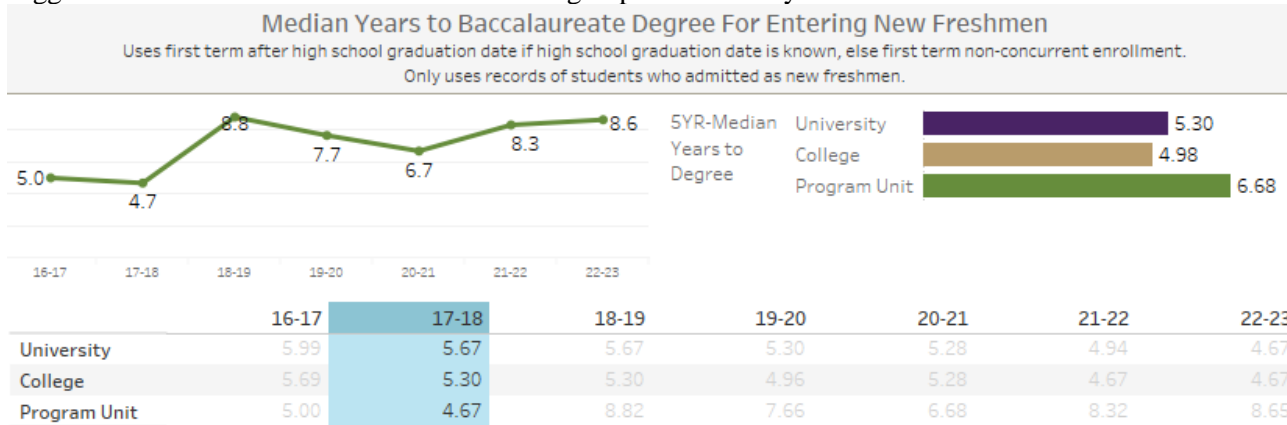
F. Student Achievement

Philosophy at Weber (and nationwide) is primarily a service program, with ~90% of our SCHs coming through general education. Our upper division courses are well enrolled because of a strong minor, but we do not have a large major, and typically we have only a few graduates per year. We are also a program that tends to have somewhat larger cohorts followed by somewhat leaner cohorts, and 2021 was a peak year; if trends hold, we'll have another 'larger' year in 2025. We have had 8 students complete the capstone in 2021 and 5 in 2023, meaning that we should see graduation numbers tick up a little.

Consequently, trends concerning time to graduation from 90CH do not mean much for the program, especially in years disrupted by a pandemic. For completeness, the report is included at the end of this section. Of more interest for us is tracking the median number of hours for students completing the degree; while this is also subject to large swings, one can see that the philosophy program is a little better than the university median with respect to number of credit hours. Most of our students above 90CH are still enrolled. This to us suggests that the program is providing no roadblocks to timely completion. Our degree map is 'flat', with no prerequisites and no bottlenecks.



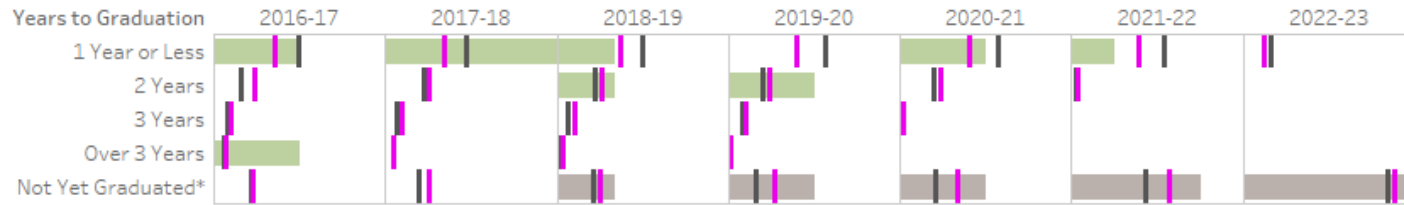
We can also see that philosophy students tend to take longer (in terms of years) to get through the program, but the consistency of the median hours required suggests that this is the result of students moving to part-time study.



Time to Baccalaureate Degree from 90 Credit Hour Mark

View Comparisons?
Yes

Light gray & green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the light gray or green bar passes the benchmark lines, then that measure is performing above what your college and/or university is producing.

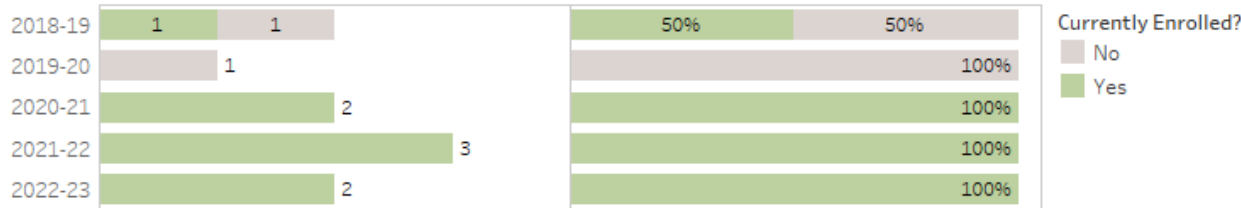


Additive Program Unit Percentages

Data for the most recent three years reflect in-progress students and may change over time

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
In 1 Year or Less	50%	100%	33%	0%	50%	25%	0%
In 2 Years or Less	50%	100%	67%	50%	50%	25%	0%
In 3 Years or Less	50%	100%	67%	50%	50%	25%	0%
At Any Point	100%	100%	67%	50%	50%	25%	0%
Has Not Graduated	0%	0%	33%	50%	50%	75%	100%

Has Not Graduated by Currently Enrolled



Overall Numbers and Percentages

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
1 Year or Less	University	1051 (36%)	1025 (34%)	1145 (37%)	1168 (39%)	1155 (40%)	1165 (39%)	345 (12%)
	College	152 (49%)	166 (47%)	186 (50%)	175 (56%)	203 (57%)	218 (54%)	63 (16%)
	Program	1 (50%)	3 (100%)	2 (33%)	0 (0%)	2 (50%)	1 (25%)	0 (0%)
2 Years	University	704 (24%)	770 (26%)	792 (26%)	706 (24%)	678 (24%)	123 (4%)	
	College	50 (16%)	80 (22%)	81 (22%)	63 (20%)	71 (20%)	12 (3%)	
	Program	0 (0%)	0 (0%)	2 (33%)	1 (50%)	0 (0%)	0 (0%)	
3 Years	University	303 (10%)	300 (10%)	291 (9%)	281 (9%)	57 (2%)		
	College	25 (8%)	25 (7%)	23 (6%)	24 (8%)	7 (2%)		
	Program	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		
Over 3 Years	University	198 (7%)	152 (5%)	84 (3%)	24 (1%)			
	College	17 (5%)	16 (4%)	7 (2%)	1 (0%)			
	Program	1 (50%)	0 (0%)	0 (0%)	0 (0%)			
Not Yet Graduated*	University	682 (23%)	753 (25%)	773 (25%)	778 (26%)	973 (34%)	1687 (56%)	2640 (88%)
	College	66 (21%)	69 (19%)	76 (20%)	48 (15%)	75 (21%)	172 (43%)	338 (84%)
	Program	0 (0%)	0 (0%)	2 (33%)	1 (50%)	2 (50%)	3 (75%)	2 (100%)

G. Evidence of Learning

Evidence of Learning: General Education (PHIL 1000, PHIL 1120, and PHIL 1250)

Evidence of Learning: General Education Learning Goals PHIL 1000 Introduction to Philosophy, Spring 2022					
Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Demonstrate knowledge of discipline-specific terminology	Students assessed on a writing assignment (Essay Exam)	70% or higher	Students averaged an 87 out of 100	Students met the expectations of the learning outcome
Goal 2: Students will analyze cultural artifacts within philosophy. (For our purposes, this will be interpreted as involving logical analysis of philosophy texts.)	Distinguish between and assess different kinds of arguments	Students assessed on a writing assignment (Essay Exam)	70% or higher	Students averaged an 86 out of 100	Students met the expectations of the learning outcome
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of philosophical issues in written, oral, or graphic forms	Identify and summarize the competing philosophical positions contained within a passage or text	Students assessed on a writing assignment (Essay Exam)	70% or higher	Students averaged an 85 out of 100	Students met the expectations of the learning outcome

**Evidence of Learning: General Education Learning Goals
PHIL 1000 Introduction to Philosophy, Fall 2022**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Average grades of midterm exam that covers the philosophy of religion from both the Western and Eastern traditions (28 results).	70% or higher	Students averaged a 79% on the exam.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy	Average of four questions on the final exam, in which students are asked to evaluate the strength of arguments presented by central figures in the history of philosophy (28 results).	70% or higher	Students averaged 84%, 87%, 78%, and 86% on these questions.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	Capstone paper on philosophical approaches to understanding the nature of the good life (24 results).	70% or higher	Students averaged an 85% on the paper.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: General Education Learning Goals
PHIL 1000 Introduction to Philosophy, Spring 2023**

Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Demonstrate knowledge of discipline-specific terminology	Students assessed on a writing assignment (Essay Exam)	70% or higher	Students averaged a 90 out of 100	Students met the expectations of the learning outcome
Goal 2: Students will analyze cultural artifacts within philosophy. (For our purposes, this will be interpreted as involving logical analysis of philosophy texts.)	Distinguish between and assess different kinds of arguments	Students assessed on a writing assignment (Essay Exam)	70% or higher	Students averaged an 86 out of 100	Students met the expectations of the learning outcome
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of philosophical issues in written, oral, or graphic forms	Identify and summarize the competing philosophical positions contained within a passage or text	Students assessed on a writing assignment (Essay Exam)	70% or higher	Students averaged an 84 out of 100	Students met the expectations of the learning outcome

**Evidence of Learning: General Education Learning Goals
PHIL 1120 Contemporary Moral Problems, Spring 2023**

Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Demonstrate knowledge of discipline-specific terminology	Students assessed on an objective response exam question	70% or higher	Students averaged an 83 out of 100	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy. (For our purposes, this will be interpreted as involving logical analysis of philosophy texts.)	Distinguish between and assess different kinds of arguments	Students assessed on an objective response exam question	70% or higher	Students averaged a 73 out of 100	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate	Identify and summarize the competing philosophical positions	Students assessed on a writing assignment (Signature Assignment)	70% or higher	Students averaged a 90 out of 100	Students met the expectations of the learning outcome	No curricular or pedagogical changes

**Evidence of Learning: General Education Learning Goals
PHIL 1120 Contemporary Moral Problems, Spring 2023**

Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
their understanding of philosophical issues in written, oral, or graphic forms	contained within a passage or text					needed at this time

**Evidence of Learning: General Education Learning Goals
PHIL 1120 Contemporary Moral Problems, Fall 2022**

Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Demonstrate knowledge of discipline-specific terminology	Students assessed on an objective response exam question	70% or higher	Students averaged an 80 out of 100	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy. (For our purposes, this will be interpreted as involving logical analysis of philosophy texts.)	Distinguish between and assess different kinds of arguments	Students assessed on an objective response exam question	70% or higher	Students averaged a 75 out of 100	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: General Education Learning Goals
PHIL 1120 Contemporary Moral Problems, Fall 2022**

Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of philosophical issues in written, oral, or graphic forms	Identify and summarize the competing philosophical positions contained within a passage or text	Students assessed on a writing assignment (Signature Assignment)	70% or higher	Students averaged an 88 out of 100	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: General Education Learning Goals
PHIL 1250 Critical Thinking, Spring 2021**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Fallacies exam, which pulled examples from a variety of philosophical traditions and tested their knowledge of key philosophical terminology (47 results from 1 section)	70% or higher	Students averaged an 83% on the exam	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy	Four questions requiring the analysis of syllogistic reasoning contained within argumentative passages (43 results from 1 section)	70% or higher	Students averaged 76.5% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	Exam question having students evaluate competing explanations (43 results from 1 section)	70% or higher	Students averaged an 71.6% on this question	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: General Education Learning Goals
PHIL 1250 Critical Thinking (online), Fall 2022**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Fallacies exam, which pulled examples from a variety of philosophical traditions and tested their knowledge of key philosophical terminology (71 results from 1 section)	70% or higher	Students averaged a 78% on the exam.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy	Two questions requiring the analysis of syllogistic reasoning contained within argumentative passages (71 results from 1 section)	70% or higher	From a random sample of 20 exams, students averaged a 74% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	Exam question having students evaluate competing explanations (71 results from 1 section)	70% of students	From a random sample of 20 exams, students averaged a 79% on this question.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: General Education Learning Goals
PHIL 1250 Critical Thinking (online), Spring 2023**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Fallacies exam, which pulled examples from a variety of philosophical traditions and tested their knowledge of key philosophical terminology (49 results from 1 section)	70% or higher	Students averaged an 80% on the exam.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy	One exam question in which students are required to apply the criteria of adequacy to evaluating the plausibility of an explanation (49 results from 1 section)	70% or higher	From a random sample of 15 exams, students averaged 81% on the question.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	Five questions (three basic questions and two advanced questions) in which students are to represent diagrammatically the structure of an argumentative passage (49 results from 1 section).	75% or higher for the basic questions, 70% or higher for the advanced questions.	From a random sample of 15 exams, students averaged 85% on the basic questions and 82% on the advanced questions.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

More Information on Criteria/Methodology

Each General Education goal has to be interpreted in terms of the specific discipline. For us, each Gen Ed course interprets the questions differently with respect to course content.

Goal #1 in PHIL 1000: What did students learn about different historical and contemporary philosophical traditions?

Goal #1 in PHIL 1120: What did students learn about contemporary ethical and political questions?

Goal #1 in PHIL 1250: What did students learn about informal logical forms and fallacies?

Goal #2 in PHIL 1000, 1120, and 1250: In philosophy, “analyzing a cultural artifact” means learning how to analyze a text with respect to the quality of its arguments and reasoning.

Goal #3: in PHIL 1000, 1120, and 1250: Effective and efficient written communication is part of philosophy’s mission.

Each instructor has freedom over the content and manner of evaluation in their courses. This is a challenge for assessment; we can provide snapshots that give us confidence that our classes are doing what they are supposed to do overall, but the measures of success in one class might not translate directly to another section of the same course.

Faculty Reflections on General Education Assessment

Justification for Assessment (PHIL 1250 Critical Thinking)

Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.

- In both semesters, this was assessed by considering students' overall performance on an exam on informal fallacies. The range of topics on which students were to write an analysis are more diverse than in any other assessment instrument of the course. Furthermore, students need to demonstrate strong familiarity with a large number of philosophical terms/concepts and be able to apply these in their analyses.

Goal 2: Students will analyze cultural artifacts within philosophy

- In fall 2022, this was assessed by considering students' ability to analyze syllogistic reasoning with passages. This kind of reasoning is especially central to philosophical argumentation, but elements of it are also central to scientific reasoning (indirect hypothesis testing) and computer programming (knowledge of Boolean operators and their logical implications). As a large majority of my students come from this latter discipline, it is especially useful to assess their performance on this topic.

- In spring 2023, this was assessed by considering students' ability to apply the "criteria of adequacy" for evaluating individual explanations. The ability to formulate and evaluate explanations is central to most disciplines, including the sciences. It is also one of the primary functions of philosophical reasoning.

Goal 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

- In fall 2022, this was assessed by looking at exam questions in which students were required to articulate the comparative strengths of competing explanations, using the criteria of adequacy for explanations. Of special importance here is their ability to describe these criteria accurately.

- In spring 2023, this was assessed by considering five exam questions in which students are required to represent arguments using the "Beardsley diagram" technique. This is a graphic form of representing arguments that reveals arguments' internal structures and allows students to understand better how the criteria for evaluating arguments can be applied to them.

PHIL 1000 and 1120

In each case I learned that we are easily meeting our General Education Learning Objectives, and that the assessment performed roughly, but nicely, corresponds to overall performance in the course (i.e., students are mastering the course material to about the same degree that they are meeting their general education learning goals). Going forward as course content changes, I'll want to be cognizant of the need to preserve this correlation.

Report due 11/15/2023

Both courses are undergoing some revision. PHil 1000 (Introduction to Philosophy) has been revised to accommodate its new EDI tag, and I suspect that I will continue to revise the course each semester for the foreseeable future, once I have feedback on how the current semester went. PHIL 1120 (Contemporary Moral Problems) is always under revision, as what constitutes a contemporary moral problem is always changing. While the assessment data doesn't reflect this exactly, taking time to look at my students' written work over time indicates a noticeable drop in the general quality of their writing. I plan on spending more time working with students whose writing is sub-par.

Closing the Loop on Gen Ed:

Some of the Fall 2021 data was lost in the move to Canvas from Chitester. In general, all of the general education courses do what they need to be doing. They all meet the outcomes, they all have signature assignments, and the pass rate/DFWI rate (see below) shows that most students who choose philosophy for their HU breadth requirement make progress on attaining the knowledge and skill relevant to general education.

Bigger questions: what about the threshold? There are two ways one can interpret this question. First: is the threshold of 70% measuring student success appropriately? This is a question mostly for the individual instructors, but we think that when we compare this data against the DFWI rate, it seems that we're designing courses that most, but not all, students can pass. (When one asks about the <30% DFWI rate, one learns that there's not a robust defense of it as a threshold, but at least it matches.) Second: if our assessed assignments are easily meeting the targets, ought we to change the threshold? This is a difficult question to answer for a humanistic discipline, because it's not a matter of covering more content or giving exams, but on skills that develop over time.

Most of our assessed assignments in PHIL 1000 and PHIL 1120 are essay-based. It would be good to have another metric (e.g., exam question) to assess student learning outcomes. We also have been using a single-stepped metric of 70%, on the grounds that achieving 70% mastery in each of the learning outcomes would correspond with a student completing the course, and corresponds with being above the "D" in "DFWI", but if more granularity is needed, we can switch to that..

We want to move to a model where outcomes can be measured simultaneously with coursework, by embedding the outcomes in Canvas. Collating the information takes a lot of extra work, and is usually removed enough in time from the semester that it's no longer valuable to the instructor, and doesn't provide an obvious path for improvement. (If students don't meet the threshold, should we change the measuring question or the method of instruction?) Moreover, most of us have moved to teaching with multiple smaller, lower-stakes assessments, which means there isn't an obvious place in some courses to assess individual questions or essays to judge the whole course.

As of Fall 2023, PHIL 1000 will also fulfill the EDI requirement, and so going forward, we will have to assess student competence with EDI outcomes.

Evidence of Learning in the Major: ePortfolios (PHIL 4900)

We switched to using portfolios in addition to the Capstone assignment to assess the program. We want students to demonstrate proficiency in three main subject areas: metaphysics and epistemology, value theory, and history of philosophy; but we also recognize that students may have written their best paper in (e.g.) ethics in a class other than PHIL 4600 Ethical Theory. During the capstone PHIL 4900, students are asked to submit work from their previous years in each area. This is what the instructor of the capstone assesses.

The grid matches philosophy's learning outcomes. Each set of papers in the subject area is marked against the grid. Acceptable is 1.0 or higher, indicating that the students as a whole are somewhere between proficiency and mastery, with the understanding that their best paper in an area might be from earlier in their academic career. The capstone paper captures their proficiency at closer to the end of their time at Weber State.

PHIL 4900, Capstone, Spring 2021 (8 students)

Portfolio Assessment

There were 8 students in the Phil 4900: Capstone course in Spring 2021. 7 submitted complete portfolios; 8 submitted capstone papers.

Evidence of Learning: Courses within the Major PHIL 4900 Senior Capstone Seminar, Spring 2021					
Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<u>Topical Knowledge:</u> Demonstrate an understanding of the basic issues and terminology in the following areas: logic, metaphysics, epistemology, and ethics.	Measure 1: Students complete a Capstone paper on a topic of their choice. Measure 2: Students complete a portfolio of papers covering metaphysics/epistemology, value theory, and history of philosophy.	Measure 1: At least 80% of students will successfully complete Capstone paper. Measure 2: At least 80% of students will successfully complete the portfolio.	Measure 1: 8 of 8 students passed the Capstone paper, with an average of 2.25 on a 3 point scale (proficiency is anything higher than 1.0). Measure 2: 7/7 students passed the portfolio, with an average of 2.16 on a 3-point scale.	On average, students exceeded proficiency for topical knowledge in both the capstone papers and the overall portfolio	No curricular or pedagogical changes needed at this time.
<u>Critical Thinking:</u> Demonstrate the ability to distinguish between and assess the strength of arguments and explanations.	Measure 1: Reasoning skills evaluated in capstone paper on a topic of their choice. Measure 2: Reasoning skills evaluated in portfolio of papers.	Measure 1: At least 80% of students will demonstrate the ability to construct and defend plausible arguments in support of their main thesis. Measure 2: At least 80% of students will demonstrate the ability to construct and defend plausible arguments in support of their main thesis.	Measure 1: 8/8 students passed the Capstone paper, with an average of 2.25 on a 3 point scale (proficiency is anything higher than 1.0). Measure 2: 7/7 students passed the portfolio, with an average of 2.16.	On average students exceeded proficiency for critical thinking in both the capstone papers and the overall portfolio.	No curricular or pedagogical changes needed at this time.
<u>Reading Comprehensions:</u> Demonstrate the ability	Measure 1: Explicative, interpretive, and evaluative skills are evaluated in	Measure 1: At least 80% of students will demonstrate the ability	Measure 1: 8/8 students passed the Capstone paper average of 2.38 on	On average, all students exceeded proficiency for reading comprehension	No curricular or pedagogical changes needed at this time.

**Evidence of Learning: Courses within the Major
PHIL 4900 Senior Capstone Seminar, Spring 2021**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
to explain, interpret, and evaluate philosophical texts.	capstone paper on a topic of their choice. Measure 2: Explicative, interpretive, and evaluative skills evaluated in portfolio.	to accurately explain, interpret, and evaluate philosophical texts. Measure 2: At least 80% of students will demonstrate ability to accurately explain, interpret, and evaluate philosophical texts.	a 3 point scale (proficiency is anything higher than 1.0). Measure 2: 7/7 students passed the portfolio, with an average of 2.11.	in both the capstone paper and the portfolio.	
<u>Writing:</u> The ability to present ideas clearly and with minimal grammatical and other writing errors.	Measure 1: Writing skills assessed in capstone paper. Measure 2: Writing skills assessed in portfolio papers.	Measure 1: At least 80% of students will demonstrate the ability to present ideas clearly and with minimal grammatical and other writing errors. Measure 2: At least 80% of students will demonstrate the ability to present ideas clearly and with minimal grammatical and other writing errors.	Measure 1: 8/8 students passed the Capstone paper average 2.50 on a 3 point scale (proficiency is anything higher than 1.0). Measure 2: 7/7 students passed the portfolio, with an average of 2.47.	All students exceeded proficiency for writing mechanics in both the capstone paper and the portfolio.	No curricular or pedagogical changes needed at this time.
<u>Writing:</u> The ability to conduct research in accordance with generally accepted standards within the discipline.	Measure 1: Students will demonstrate ability to research, document, and cite sources in capstone paper. Measure 2: Students will demonstrate ability to research, document and cite sources in portfolio papers.	Measure 1: At least 80% of students will demonstrate the ability to research, document, and cite sources in capstone paper. Measure 2: At least 80% of students will demonstrate the ability to research, document, and cite sources in	Measure 1: 8/8 students passed the Capstone paper, with an average 2.50 on a 3 point scale (proficiency is anything higher than 1.0). Measure 2: 5/5 students passed the portfolio with an average of 2.83.	All students exceeded proficiency for writing: research standards in both the capstone paper and the portfolio of papers. Note that not all portfolio papers included assignments that aimed to fulfill this learning outcome.	No curricular or pedagogical changes needed at this time. Given that only the capstone paper is necessarily aimed at addressing this MLO, we may consider restricting assessment of this MLO to the capstone paper.

**Evidence of Learning: Courses within the Major
PHIL 4900 Senior Capstone Seminar, Spring 2021**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><u>Writing:</u> The ability to write in a way that reflects careful attention to language, logic, and subtleties of reasoning.</p>	<p>Measure 1: Writing skills assessed in capstone paper. Measure 2: Writing skills assessed in portfolio papers.</p>	<p>capstone paper. Measure 1: At least 80% of students will demonstrate the ability to present ideas clearly with careful attention to language, logic, and subtleties of reasoning. Measure 2: At least 80% of students will demonstrate the ability to present ideas clearly with careful attention to language, logic, and subtleties of reasoning.</p>	<p>Measure 1: 8/8 students successfully demonstrate this learning outcome in capstone papers, with an average of 2.25 on a 3 point scale. Measure 2: 5/7 students successfully demonstrated this learning outcome in all of their portfolio papers, with an average of 1.89. 17/19 papers in the portfolios exceeded proficiency. All students exceeded proficiency in the majority of their portfolio papers.</p>	<p>Measure 1: all students successfully demonstrated the ability to present ideas clearly with careful attention to language, logic, and subtleties of reasoning in the capstone paper. Measure 2: two papers, from two different students, failed to meet the proficiency standard on portfolio papers. Overall, students exceeded the proficiency standard.</p>	<p>Measure 1: No curricular or pedagogical changes needed at this time.</p>
<p><u>Historical Knowledge:</u> Demonstrate an understanding of historical figures in philosophy.</p>	<p>Measure 1: Students complete a paper in the history of philosophy for their portfolio.</p>	<p>Measure 1: At least 80% of students will demonstrate the ability understand the arguments of a historical figure in philosophy.</p>	<p>Measure 1: 7/7 students successfully demonstrated this learning outcome in history of philosophy papers, with an average of 2.00 on a 3-point scale.</p>	<p>Measure 1: all students exceeded proficiency in historical knowledge.</p>	<p>Measure 1: No curricular or pedagogical changes needed at this time.</p>

PHIL 4900: Area 1: Metaphysics/Epistemology (5 students, Spring 2023)

	0	1	2	3	Score
Topical Knowledge	Pervasive and fundamental misunderstandings.	Rudimentary understanding, but much room for improvement.	Strong grasp of material, but not demonstrating mastery.	Mastery of topic demonstrated.	2.6
Critical Thinking	Arguments are absent or consistently poor.	Attempt to formulate arguments, but still in need of considerable development.	Arguments are generally strong, but some improvement can still be made.	Very strong, well-focused arguments.	2.4
Reading Comprehension	Student demonstrates pervasive misunderstanding of philosophical texts.	Some understanding of texts demonstrated, but crucial points overlooked or misunderstood.	Strong grasp of texts, but still room for improvement.	Mastery of texts.	2.8
Writing: Mechanics	Pervasive writing errors.	Though not pervasive, writing quality not up to college level.	Writing is good, but some improvement still needed.	Few to no writing issues.	3
Writing: Research Standards	No references present and no attempt to satisfy requirements of assignment.	References incomplete or incorrectly formatted and little to no attempt to satisfy research requirements.	References are complete, but some errors; good attempt to satisfy research requirements.	Complete and appropriate references; research requirements fully satisfied.	2.2
Writing: Attention to language, logic, and subtleties of reasoning	Writing lacks philosophical sophistication.	Some attention paid to philosophical writing, but still room for much improvement.	Good level of philosophical sophistication demonstrated in writing.	Writing demonstrates a strong grasp of language, logic, and subtleties of reasoning.	2.6

PHIL 4900: Area #2, Value Theory (5 Students, Spring 2023)

	0	1	2	3	Score
Topical Knowledge	Pervasive and fundamental misunderstandings.	Rudimentary understanding, but much room for improvement.	Strong grasp of material, but not demonstrating mastery.	Mastery of topic demonstrated.	2.4
Critical Thinking	Arguments are absent or consistently poor.	Attempt to formulate arguments, but still in need of considerable development.	Arguments are generally strong, but some improvement can still be made.	Very strong, well-focused arguments.	2.4
Reading Comprehension	Student demonstrates pervasive misunderstanding of philosophical texts.	Some understanding of texts demonstrated, but crucial points overlooked or misunderstood.	Strong grasp of texts, but still room for improvement.	Mastery of texts.	2.4
Writing: Mechanics	Pervasive writing errors.	Though not pervasive, writing quality not up to college level.	Writing is good, but some improvement still need.	Few to no writing issues.	2.6
Writing: Research Standards	No references present and no attempt to satisfy research requirements of assignment.	References incomplete or incorrectly formatted and little to no attempt to satisfy research requirements.	References are complete, but some errors; good attempt to satisfy research requirements.	Complete and appropriate references; research requirements fully satisfied.	2.2
Writing: Attention to language, logic, and subtleties of reasoning	Writing lacks philosophical sophistication.	Some attention paid to philosophical writing, but still room for much improvement.	Good level of philosophical sophistication demonstrated in writing.	Writing demonstrates a strong grasp of language, logic, and subtleties of reasoning.	2.2

Area #3: History of Philosophy (5 students, Spring 2023)

	0	1	2	3	Score
Topical Knowledge	Pervasive and fundamental misunderstandings.	Rudimentary understanding, but much room for improvement.	Strong grasp of material, but not demonstrating mastery.	Mastery of topic demonstrated.	2.8
Critical Thinking	Arguments are absent or consistently poor.	Attempt to formulate arguments, but still in need of considerable development.	Arguments are generally strong, but some improvement can still be made.	Very strong, well-focused arguments.	2.6
Reading Comprehension	Student demonstrates pervasive misunderstanding of philosophical texts.	Some understanding of texts demonstrated, but crucial points overlooked or misunderstood.	Strong grasp of texts, but still room for improvement.	Mastery of texts.	2.8
Writing: Mechanics	Pervasive writing errors.	Though not pervasive, writing quality not up to college level.	Writing is good, but some improvement still need.	Few to no writing issues.	3
Writing: Research Standards	No references present and no attempt to satisfy research requirements of assignment.	References incomplete or incorrectly formatted and little to no attempt to satisfy research requirements.	References are complete, but some errors; good attempt to satisfy research requirements.	Complete and appropriate references; research requirements fully satisfied.	2.8
Writing: Attention to language, logic, and subtleties of reasoning	Writing lacks philosophical sophistication.	Some attention paid to philosophical writing, but still room for much improvement.	Good level of philosophical sophistication demonstrated in writing.	Writing demonstrates a strong grasp of language, logic, and subtleties of reasoning.	2.6

Capstone Paper Analysis (5 students, Spring 2023)

	0	1	2	3	Score
Topical Knowledge	Pervasive and fundamental misunderstandings.	Rudimentary understanding, but much room for improvement.	Strong grasp of material, but not demonstrating mastery.	Mastery of topic demonstrated.	2.4
Critical Thinking	Arguments are absent or consistently poor.	Attempt to formulate arguments, but still in need of considerable development.	Arguments are generally strong, but some improvement can still be made.	Very strong, well-focused arguments.	2.4
Reading Comprehension	Student demonstrates pervasive misunderstanding of philosophical texts.	Some understanding of texts demonstrated, but crucial points overlooked or misunderstood.	Strong grasp of texts, but still room for improvement.	Mastery of texts.	2.6
Writing: Mechanics	Pervasive writing errors.	Though not pervasive, writing quality not up to college level.	Writing is good, but some improvement still need.	Few to no writing issues.	2.6
Writing: Research Standards	No references present and no attempt to satisfy research requirements of assignment.	References incomplete or incorrectly formatted and little to no attempt to satisfy research requirements.	References are complete, but some errors; good attempt to satisfy research requirements.	Complete and appropriate references; research requirements fully satisfied.	3.0
Writing: Attention to language, logic, and subtleties of reasoning	Writing lacks philosophical sophistication.	Some attention paid to philosophical writing, but still room for much improvement.	Good level of philosophical sophistication demonstrated in writing.	Writing demonstrates a strong grasp of language, logic, and subtleties of reasoning.	2.4

Evidence of Learning: Capstone
PHIL 4900 Senior Capstone Seminar, Spring 2023

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<u>Topical Knowledge:</u> Demonstrate an understanding of the basic issues and terminology in the following areas: logic, metaphysics, epistemology, and ethics.	Measure 1: Students complete a Capstone paper on a topic of their choice.	Measure 1: At least 80% of students will successfully complete Capstone paper.	5 of 5 students passed the Capstone paper average 2.4 on a 3 point scale (proficiency is anything higher than 1.0).	All students successfully demonstrated adequate understanding of topic on which they were writing.	No curricular or pedagogical changes needed at this time.
<u>Critical Thinking:</u> Demonstrate the ability to distinguish between and assess the strength of arguments and explanations.	Measure 1: Reasoning skills evaluated in capstone paper on a topic of their choice.	Measure 1: At least 80% of students will demonstrate the ability to construct and defend plausible arguments in support of their main thesis.	5 of 5 students passed the Capstone paper average 2.4 on a 3 point scale (proficiency is anything higher than 1.0).	All students demonstrated the ability to construct and defend plausible arguments in support of the main thesis	No curricular or pedagogical changes needed at this time.
<u>Reading Comprehensions:</u> Demonstrate the ability to explain, interpret, and evaluate philosophical texts.	Measure 1: Explicative, interpretive, and evaluative skills are evaluated in capstone paper on a	Measure 1: At least 80% of students will demonstrate the ability to accurately explain,	5 of 5 students passed the Capstone paper average 2.6 on a 3 point scale	All students demonstrated the ability to accurately explain, interpret, and evaluate philosophical	No curricular or pedagogical changes needed at this time.

**Evidence of Learning: Capstone
PHIL 4900 Senior Capstone Seminar, Spring 2023**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	topic of their choice.	interpret, and evaluate philosophical texts.	(proficiency is anything higher than 1.0).	texts.	
<u>Writing:</u> The ability to present ideas clearly and with minimal grammatical and other writing errors.	Measure 1: Writing skills assessed in capstone paper.	Measure 1: At least 80% of students will demonstrate the ability to present ideas clearly and with minimal grammatical and other writing errors.	5 of 5 students passed the Capstone paper average 2.6 on a 3 point scale (proficiency is anything higher than 1.0).	All students demonstrated the ability to present ideas clearly and with minimal grammatical and other writing errors.	No curricular or pedagogical changes needed at this time.
<u>Writing:</u> The ability to conduct research in accordance with generally accepted standards within the discipline.	Measure 1: Students will demonstrate ability to research, document, and cite sources in capstone paper.	Measure 1: At least 80% of students will demonstrate the ability to research, document, and cite sources in capstone paper.	5 of 5 students passed the Capstone paper average 3 on a 3 point scale (proficiency is anything higher than 1.0).	All students demonstrated the ability to research, document, and cite sources in capstone paper.	No curricular or pedagogical changes needed at this time.
<u>Writing:</u> The ability to write in a way that reflects careful attention to language,	Measure 1: Writing skills assessed in capstone paper.	Measure 1: At least 80% of students will demonstrate the ability to	Measure 1: 5/5 students successfully demonstrate this	Students successfully demonstrated the ability to present ideas clearly with	No curricular or pedagogical changes needed at this time.

Evidence of Learning: Capstone PHIL 4900 Senior Capstone Seminar, Spring 2023					
Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
logic, and subtleties of reasoning.		present ideas clearly with careful attention to language, logic, and subtleties of reasoning.	learning outcome in capstone papers, with an average of 2.4 on a 3 point scale.	careful attention to language, logic, and subtleties of reasoning.	

Narrative: Portfolio assessment works really well for our discipline., in part because it allows us to see the work of students at different times, at a point when in culminated in the production of an original research paper. We can reflect on how individual students improved over time. Our last assessment wondered why we'd switched from assessing core courses to assessing the capstone, and now that we've had a couple of years of good capstone data, I think we can confidently say that we get a better picture of the program this way. Our core courses alternate years, so were we to assess those courses, we'd get at best half a snapshot of the program. This way, we focus on core areas rather than courses, and students submit what they think is their best work in an area; the paper need not be in a course dedicated to the topic.

We could see that in general, students did better in the capstone than they had in their core courses, showing development and refinement of philosophical skills over their years in the program.

Analysis/Closing the Loop:

The program is overall strong and meeting its outcomes, as measured by the measures. 13/15 students submitted complete portfolios (and all submitted capstone papers, passing the course.)

We could improve research methods, particularly citation management and standards. Most students know how to cite works by the time they get to the capstone, but it's clearly a skill that isn't taught evenly or emphasized in all of our classes. It would be very little trouble to standardize the use of citation managers, etc, across all of our upper division classes, and that is something we will consider doing.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: Fall 2021	Recommendation	Progress Description
Recommendation 1: Create and publicize course offerings at least two years out.	Make sure that students know two years in advance what our planned course rotation is, insofar as that is possible.	Grid has been created and publicized on our webpage.
Recommendation 2: Integrate and improve learning outcomes	Align general education outcomes, program outcomes, and program mission statement with the new strategic plan (2021, published during review.)	See above: new mission statement.
		-Added EDI to PHIL 1000
		-Looking ahead to revamp assessment
Recommendation 3: Mission statement	Bring the program mission statement into line with more contemporary understandings of diversity and equity, specifically the university's recent focus on serving the Hispanic community	-Rewrote mission statement -Tracking DFWI by ethnicity -Aligning and supporting strategic plan.

Additional narrative: The reviewers' recommendations were small changes that were relatively easy to implement. We are independently working on other improvements to our program:

- Reinvigorating the philosophy club and public philosophy events post-COVID
- Offering more interdisciplinary courses (through Honors)
- New course PHIL 3300 on Race, Gender, and Justice (for catalog year 2024-2025)

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five-Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2019-20	2020-21	2021-22	2022-23
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)				
Full-time Tenured	3	3	3	4
Full-time Non-Tenured (includes tenure-track)	1	1	1	0
Part-time and adjunct	3	2	2	2
With Master's Degrees				
Full-time Tenured				
Full-time Non-Tenured				
Part-time and adjunct	1	1	1	1
With Bachelor's Degrees				
Full-time Tenured				
Full-time Non-tenured				
Part-time and adjunct				
Other				
Full-time Tenured				
Full-time Non-tenured				
Part-time				
Total Headcount Faculty				
Full-time Tenured	3	3	3	4
Full-time Non-tenured	1	1	1	0
Part-time	4	3	3	3

Appendix C

Please respond to the following questions.

- 1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

Our previous biennial report was during the pandemic, and immediately superseded by the program review. Progress on program review recommendation is ongoing, and indicated above.

- 2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:

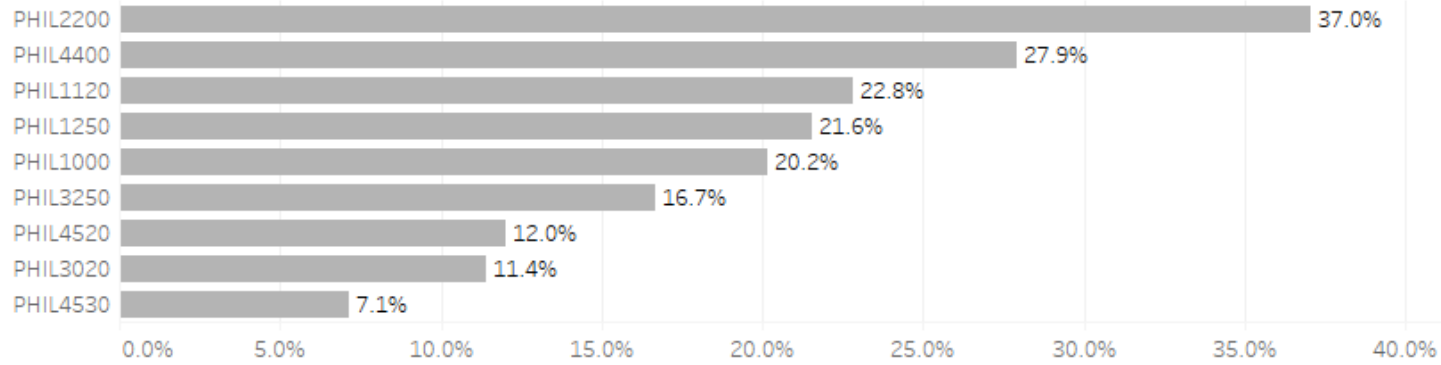
Here are our overall DFWI rates for 2021-2023. The classes with which we are most concerned are our general education classes; our major-oriented classes are smaller, and hence the statistics less useful.

PHIL 2200 (Deductive Logic) is a smaller class but very difficult. It tends not to be a roadblock within the major, as PHIL 1250 can substitute for it, but we should explore options (course design, or proactive advising) to help students complete the course.

D-FWI Grade Rates (D+ or Lower)

Academic Year Multiple values	Semester All	College All	Instructional Method All
Subject PHIL	Course Number All	Course Grouping All	Concurrent Not Concurrent
General Education All	'W' Grade Filter Include 'W' Grades	Student Count 25 to 13,835	

Percent of students receiving a grade lower than a C- (bar)

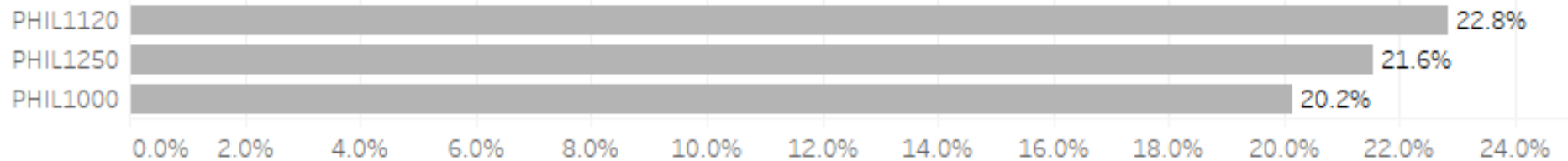


Now let's look at just the general education classes:

DFWI Grade Rates (D+ or Lower)

Academic Year Multiple values	Semester All	College All	Instructional Method All
Subject PHIL	Course Number All	Course Grouping All	Concurrent Not Concurrent
General Education Multiple values	'W' Grade Filter Include 'W' Grades	Student Count 5 to 13,835	

Percent of students receiving a grade lower than a C- (bar)



The unofficial target for DFWI rates is anything less than 30%. We are clearly meeting the target, and there is little difference based on delivery method (ca. +/- 2%). When we look at it by faculty, most are under the 30% target, although Spring 2021 was worse for almost everyone.

Demographics tell a slightly different story:

DFWI Grades (D+ or lower) by Race/Ethnicity Grouping

Academic Year Multiple values	Semester All	College All	Instructional Method All
Subject PHIL	Course Number All	Course Grouping All	Concurrent Not Concurrent
General Education Multiple values	'W' Grade Filter Include 'W' Grades	Demographic Filter Ethnicity	Student Count 4 to 13,835

Percent of students receiving a grade lower than a C-

	American Indian or Al..	Asian	Black or African Am..	Hispanic Latino	Native Hawaiian or..	White	Two or more races	International	Unknown
PHIL1120	20.0%	44.4%	36.4%	26.3%	33.3%	21.7%	26.5%	40.0%	8.7%
PHIL1250	20.0%	20.0%	35.3%	30.5%	83.3%	18.9%	17.6%	27.3%	23.8%
PHIL1000	28.6%	8.6%	31.4%	33.1%	23.1%	16.7%	31.1%	17.1%	25.0%

Clearly, there is room for improvement with respect to equity and ethnicity, and we will explore evidence-based pedagogical strategies for achieving it. It would be useful to be able to look at both ethnicity and first-generation status simultaneously, because the numbers for first generation status show no robust difference between students who are first generation and those that are not.

DFWI Grades (D+ or lower) by Race/Ethnicity Grouping

Academic Year Multiple values	Semester All	College Multiple values	Instructional Method All
Subject PHIL	Course Number All	Course Grouping Multiple values	Concurrent Not Concurrent
General Education BREADTH	'W' Grade Filter Include 'W' Grades	Demographic Filter First Generation	Student Count 25 to 13,835

Percent of students receiving a grade lower than a C-.

	Yes	UNK	No
PHIL1120	21.2%	25.6%	21.0%
PHIL1250	23.5%	22.1%	20.5%
PHIL1000	18.9%	22.6%	17.8%

The data suggests that first generation status doesn't matter all that much to success in our PHIL courses, but there are a lot of students whose status is unknown.

Finally, let's look at a breakdown by gender:

DFWI Grades (D+ or lower) by Race/Ethnicity Grouping

Academic Year Multiple values	Semester All	College Multiple values	Instructional Method All
Subject PHIL	Course Number All	Course Grouping Multiple values	Concurrent Not Concurrent
General Education BREADTH	'W' Grade Filter Include 'W' Grades	Demographic Filter Gender	Student Count 25 to 13,835

Percent of students receiving a grade lower than a C-.

	Male	Female
PHIL1120	24.1%	22.1%
PHIL1250	16.6%	31.3%
PHIL1000	20.9%	19.4%

Here we see a small difference in two classes and a big difference in the third, PHIL 1250. One might hypothesize that part of the explanation in the difference in performance has to do with the demographic differences generally in PHIL 1250. The course is recommended by computer science as a humanities elective, and so its gender balance reflects trends in computer science. One might suspect that this effect could make PHIL 1250 a lonelier experience for women who enroll in it.

I think what we need here is some direction from the administration on steps they're taking to increase recruitment and retention and how we could help. Right now we don't know whether our content or requirements are somewhat inequitable, or if non-white students are struggling because of lack of access to financial aid, social supports, and so forth. Whatever solution presents itself is unlikely to be solved just by course design alone, but we are willing to work with CETL to ensure that we continue to work toward equitable outcomes.

3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

It is hard to get actionable data from the assessment of individual courses. For example, in this iteration, while I am preparing the report, none of the general education classes I taught were assessed. Because we all run our own courses independently, information about someone else's signature assignment or exam quality doesn't help us improve courses. It's good information for the program, but most faculty don't find it helpful because we don't standardize courses in the way one might expect of a quantitative class.

The portfolio is working well. The assessment of Gen Ed seems not to lead to much actionable information for the instructors, and we would like to find a way to make assessment more meaningful and less burdensome. We want to embed outcomes in courses so we can assess multiple outcomes across multiple sections of the same course, but we need guidance on how to do that while ensuring that we're meeting Gen Ed's objectives for assessment.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>