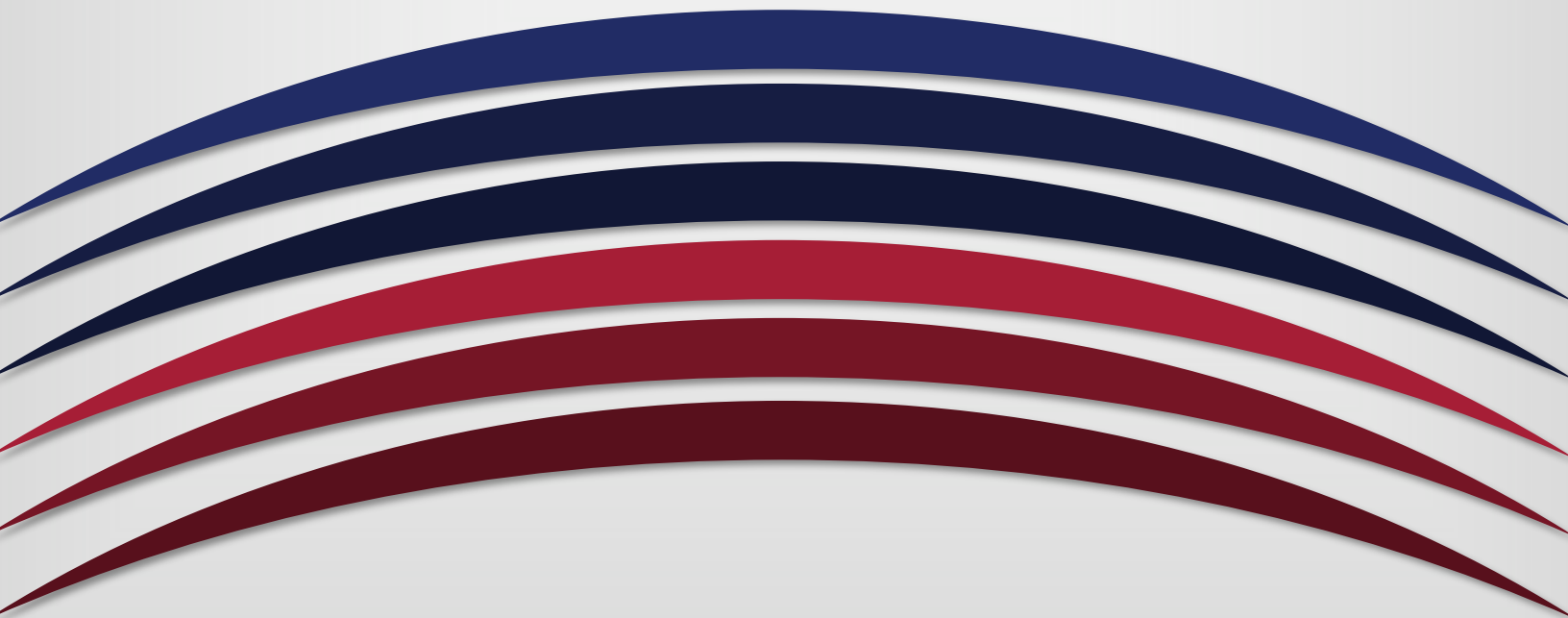


UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: PHIL 1310 Introduction to
Philosophy
Academic Year: 2020-2021



1. Name of course: PHIL 1310 Introduction to Philosophy
2. Name of individual(s) compiling report: Joseph John
3. Date of submission: 9/22/21
4. Academic year: Fall 2020 – Spring 2021

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

- (1) Students should demonstrate a familiarity with important philosophical topics such as metaphysics, philosophy of religion, epistemology, philosophy of mind, ethics, and value. This will include classic as well as modern philosophers from all over the world, although most emphasis will be placed on the Western tradition.
- (2) Students should demonstrate the ability to explain abstract ideas in concrete terms, critically analyze philosophical views, and develop their own arguments.

2. Which CLOs were addressed for the academic year?

Both these CLOs have been revised from previous years, although nothing fundamental has changed. Both CLOs were addressed in evaluating course outcomes.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

A listed CLOs were addressed in evaluating course outcomes.

4. Explain the assessment cycle.

Courses will be assessed once a year or more; full time instructors will meet to discuss findings and possible revisions. Assessment is based on an essay exam or exam(s) given throughout the course. These essays each cover all of the course outcomes. The results are reviewed each year, and faculty discuss any changes.

5. What are the assessment methods? Are they direct or indirect?

Assessment methods are direct, in the form of essays or essay exams. This varies depending on class and instructor. Students write essays in which they must explaining philosophical issues in a clear and concise manner, and then by developing their own

criticisms or arguments in agreement with those topics. They are evaluated based on how clearly they explain the arguments of the given philosophers, and the strength of the arguments they develop in response. This covers both assessment goals: knowledge of topics in philosophy, and the ability to think critically and assess arguments. We use a standardized rubric for philosophy essays or exams for assessment.

6. What are the assessment goal(s), including benchmarks?

On at least one of the evaluated assessments, 80% of the students in the course will receive a 75% average or better on the essays assessed to evaluate

7. What were the findings for the academic year?

Fall 2020

PHIL 1310 (17 A): 8/9 Students met the assessment goals. The remaining student did not complete the assessed coursework.

PHIL 1310 (60 W): 10/23 met assessment goals. 11 of the students who failed the assessment goals simply didn't turn in the assessed essays.

PHIL 1310 (61 W): 15/21 met assessment goals. The remaining 6 did not turn in coursework.

Spring 2021

PHIL 1310 (12 A): 6/12 students met assessment goals. 5 of the remaining 6 failed to submit work for assessment. 1

PHIL 1310 (15 J): 5/7 students met assessment goals. The remaining 2 failed to turn in the necessary coursework.

PHIL 1310 (60 W): 10/17 met assessment goals. Of the remaining 7, 5 failed to turn in the necessary coursework.

Summer 2021

PHIL 1310 (10 W): 8/10 Students met assessment goal. Of the 2 remaining, 1 failed to turn in the necessary coursework.

PHIL 1310 (25 W): 5/6 students met assessment goals. The remaining 1 student failed to turn in the necessary coursework.

Totals: Of 105 Students, 67 met assessment goals. This is a success rate of 64%, which is below our goals. However, factoring in students who simply did not turn in work or complete the course, students 67/73 students met assessment goals, or 92%.

8. What is your analysis of the findings?

Overall, since 92% of students of students who attended regularly and turned in coursework met assessment goals, it would seem that the majority of the problem is retention.

9. What is the action plan for the upcoming academic year?

Explain.

The main area of focus for the upcoming academic year will be researching and implementing strategies for improving retention in the class. If we could just get a higher percentage of students to complete assigned work, we would likely see an overall improvement in meeting assessment goals. Among students who do complete the work, 92% succeed. That 8% is also a concern, but I think the larger issue here is retention.