

## Course Outcomes Guide

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** PHL 101 – Introduction to Philosophy

**Date:** 2/24/15

**Course/Program Team:** Don Stevenson/Daniel Webber

### Expected Learning Outcomes:

#### STUDENT LEARNING OUTCOMES:

1. The student will become aware of the many and varied issues of philosophy and will gain understanding of classic essays in the history of philosophy.
2. Critical reading and thinking skills will be developed enabling the student to refine his/her own philosophy of life with the aim of becoming a more thoughtful and productive citizen.
3. Also, critical thinking and argumentative methods will be learned that will enhance the student's dialogical and decision-making abilities.

#### GENERAL EDUCATION OUTCOMES:

1. Evaluate important artistic, cultural, philosophical, historical, and religious movements from a global perspective.
2. Understand the impact of diverse groups of people in and on the arts and humanities.

**Assessment** (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

Assessments of course and general education outcomes are conducted through written assignments and quiz/exam questions (see below).

**Validation** (What methods have you used or will you use to validate your assessment?)

Outcomes success is measured against other sections of PHL101 and through conversations with fellow faculty members at HCC and with colleagues from other institutions (FCC, Shippensburg, Shepherd, etc.). The consensus is that our PHL101 outcomes and their assessment methods are pretty much in line with other institutions and are pretty even across sections/instructors.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

	Course 1	Course 2	Course 3	Course 4	GenEd 1	GenEd 2
<b>FA16</b>						
<b>SP16</b>	17/24	19/24	15/24		<b>15/24</b>	17/24
<b>FA15</b>	40/57	43/57	43/57		<b>43/57</b>	46/57
<b>SP15</b>	26/43	31/43	30/43		<b>31/43</b>	34/43
<b>FA14</b>	9/11	9/11	9/11		<b>26/34</b>	26/34
<b>SU14</b>						
<b>SP14</b>					<b>23/49</b>	34/49
<b>FA13</b>						
<b>SU13</b>						
<b>SP13</b>					<b>38/49</b>	<b>37/49</b>
<b>FA12</b>						
<b>SU12</b>						
<b>SP12</b>					<b>27/49</b>	<b>26/49</b>

**Follow-up** (How have you used or how will you use the data to improve student learning?)

PHL101 is taught exclusively by adjuncts and we have struggled to communicate the importance of recording and collecting outcomes assessment data. We are working to make the process more streamlined for adjuncts and to more reliably collect this information. With such minimal recorded data it is difficult to assess how well the outcomes are being met. The scant data available suggests the outcomes are generally being met but there is plenty of room for improvement.

**Budget Justification** (What resources are necessary to improve student learning?)

## **OUTCOMES MATRIX SCORING PROCESS**

Sources for Evaluation for PHILOSOPHY 101 Course:

1. Three, 3-page papers on the student's world view, awareness of a selected and key historical philosopher, and a film critique of an ethical issue are used to discern matrix outcome of **A.**, **B.**, and **D.** areas of the above.
2. A Philosophical essay/research paper on a selected topic is used to discern matrix outcome **C.**, **D.**, and **E.**
3. At least one essay question from each of two test and the exam are used to discern level of comprehension in **all five** Assessment Areas.

4. A math check of those areas where the student seems to have succeeded is then recorded on the final Outcome matrix.

In addition to the above key Questions/projects that I use to gauge principally A., B. D. E.:

1. I have the student write a 3-page paper on their WORLD VISION i.e., their view of the world. This paper which includes paragraphs as to what they believe is real and true, what they know and how they know it, and how they think homo sapiens should behave. (This paper gives me insight as to the student's comprehension of the three central categories of philosophy i.e., metaphysics, epistemology, and ethics).
2. At least one question per test and on the exam presents a quote from a major philosophic work philosopher and in a "thinking exercise" the student is asked to reasonably think through and interpret what s/he believes the writing to be saying. Illustration from Xenophanes: ***The gods have not revealed all things from the beginning to mortals; but, by seeking, men find out, in time, what is better.... No man knows the truth, nor will there be a man who has knowledge about the gods and what I say about everything. For even if a few were by chance to become upon the whole truth, he himself would not be aware of having done so, but each forms his own opinion....*** Through this question and exercise I am able to discern the students' critical thinking skills, cultural and religious influences that are present in the thinking process, etc.