

CALIFORNIA STATE UNIVERSITY LONG BEACH  
Core Competency Assessment  
(rev. 9/2017)

Academic Year: 2017-2018  
Degree Program Name:  
Philosophy BA  
Department Name: Philosophy

Name of Chair Nellie Wieland  
Campus Extension / email:  
54346/nellie.wieland@csulb.edu  
Program Assessment Coordinator: Nellie Wieland  
Campus Extension / email: see  
above

1. Which WSCUC core competency for this degree program was assessed over the past year and how is it connected to your Program Learning Outcomes (PLOs)

Critical Thinking. This is a PLO for the Philosophy BA program, and it is in an SLO in every course offered in the department.

2. Briefly describe how these outcomes are linked to CSULB's Institutional learning outcomes (

on-one skills building.

4. What were the results of the assessment? Include also a narrative about what the results suggest about the skills students possess when they graduate from your program.

Here are the end-term results across multiple sections of Critical Thinking. The results show total achievement as measured in points, and averaged (with a percentage). Variation is due to slight points variation between sections.

- Hybrid 170.5 (77.8%)
- Hybrid 170.6 (73.5%)
- Traditional 170.3 (72.8%)
- Hybrid 170.4 (79.2%)
- Hybrid 170.5 (79.5%)
- Traditional 170.1 (70%)
- Hybrid 170.4 (78.1%)
- Hybrid 170.5 (77.1%)

These results show that the achievement outcomes were the lowest for the two traditional courses that did not have the hybrid interventions developed for this assessment. The grade report outcomes show high completion rates and higher grades in the hybrid classes than in historical comparables.

Philosophy students are well known to develop extremely strong critical thinking skills by the end of their program of study. This has been established in previous years' assessments, and we continue to conceive of new methods for assessing and improving these outcomes. We are particularly interested in mapping the skills development for students in our program from pre-CSULB skills (measured in high school transfer GPA and test scores), performance in PHIL 170 (Critical Thinking), performance in PHIL 270 (Symbolic Logic), and through to the upper division major curriculum. We have seen a strong correlation between performance at the different levels, but we also need to focus on identifying what particular skills are imparted and improved upon at each stage. We are also mindful of the role our courses play in the General Education curriculum. The Philosophy Department used to be the primary department offering lower-division dedicated critical thinking courses at the university. This has changed dramatically in recent years and Philosophy is offering far fewer courses. It is still our goal to offer the best possible instruction in critical thinking at all levels.

5. How will you use the results used for improving student learning (how are you "closing the loop")?

We have discovered that most students benefit from increased levels of practice, including self

We have not received an MOU

Please send the completed report to your College Dean, Vice Provost Jody Cormack and