

2019 Philosophy Assessment

1. We discussed various changes we have made in our courses in response to assessments and evaluations. More female authors have been added to our readings, in response to our recent external review. Also, we have employed new strategies for more opportunities for class discussion, aimed particularly to help engage the students who might not feel enough confidence to speak in class. So, for example, one instructor has students read texts aloud, in order to break down participation barriers. Some instructors have brought in additional sources or texts not typically included in a philosophy curriculum (watching some relevant opera scenes, for instance).
2. We surveyed the GPAs of the courses we taught, and recognized those with the highest GPAs in their classes, and those with the lowest, in an attempt to bring our grading policies into closer conformity with one another. We observed that our GPAs are coming into accord, ranging from a low of 2.61 to a high of 3.3, or between a low B- and a B+.
3. We discussed plans for our Spring 2019 offerings, with some discussion of balancing lower-division courses and upper-division courses. Typically half of our courses are at the lower division, and half at the upper division, and the great majority of the classes we teach have general education designation. We are clearly doing what we can to meet student and university needs.