Below is the Philosophy’s CLOs that are in line with the revisions made to the UHWO ILOs and the development of General Education/Graduation program outcomes. Figure 1 lists the CLOs for the Psychology program and identifies program curricular requirements related to each outcome. The curricular mapping of each Philosophy course with the program’s CLOs is provided in Figure 2.

Figure 1. Philosophy concentration learning outcomes (CLOs) and related program requirements.

<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Philosophy Learning Outcomes</th>
<th>Related Program Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Able to articulate major philosophers in the history of Western philosophy.</td>
<td>PHIL 211 and 213 cover the history of Western philosophy</td>
</tr>
<tr>
<td>2</td>
<td>Able to articulate major world philosophies.</td>
<td>PHIL 102, PHIL 470 (A,B,C) cover major Asian philosophical traditions</td>
</tr>
<tr>
<td>3</td>
<td>Able to apply philosophies to other disciplines.</td>
<td>PHIL 210, 302, 308, 325, 435, 482 all satisfy this requirement.</td>
</tr>
<tr>
<td>4</td>
<td>Able to analyze issues and construct original solutions.</td>
<td>PHIL 210, 220, 311, 312, 418, 481, 482 all satisfy this requirement.</td>
</tr>
<tr>
<td>5</td>
<td>Able to present philosophical ideas concisely in a these driven paper</td>
<td>All PHIL courses have a writing component and most upper division PHIL courses are WI, including PHIL 490: Senior Project/Practicum.</td>
</tr>
<tr>
<td>6</td>
<td>Able to articulate philosophical ideas orally in either a formal or informal presentation</td>
<td>All lower division PHIL courses are OC. Also PHIL 490: Senior Project/Practicum.</td>
</tr>
</tbody>
</table>

Figure 2. Curricular map for the courses offered by the Philosophy concentration. Courses are identified as providing low (1), moderate (2) or high (3) emphasis on aligned CLOs

PHILOSOPHY CONCENTRATION

COURSE OUTCOMES ALIGNMENT MATRIX

<table>
<thead>
<tr>
<th>Courses</th>
<th>PHIL 1</th>
<th>PHIL 2</th>
<th>PHIL 3</th>
<th>PHIL 4</th>
<th>PHIL 5</th>
<th>PHIL 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(H 1/I 2)</td>
<td>(H 1/I 2)</td>
<td>(H 3/I 4)</td>
<td>(H 6/I 3)</td>
<td>(H 4/I 1)</td>
<td>(H 5/I 1)</td>
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<tr>
<td>PHIL 100 (OC)</td>
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<td></td>
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<td>PHIL 102 (OC)</td>
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<td></td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
</tr>
<tr>
<td>--------------</td>
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<tr>
<td>PHIL 210 (OC)</td>
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<td>PHIL 213 (OC)</td>
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<tr>
<td>PHIL 220 (OC, E)</td>
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<tr>
<td>PHIL 311 (OC)</td>
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<tr>
<td>PHIL 312 (OC, E)</td>
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<td>2</td>
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<tr>
<td>PHIL 325</td>
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<tr>
<td>PHIL 401 (WI)</td>
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<td>PHIL 418</td>
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<tr>
<td>PHIL 439 (WI)</td>
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<tr>
<td>PHIL 470 (WI)</td>
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<tr>
<td>PHIL 481 (E)</td>
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</tbody>
</table>

Indicate the developmental level of the courses: 1 – Introductory; 2 – Intermediate; 3 – Advanced

The schedule for assessing each Philosophy outcome is provided in Figure 3. The Philosophy writing CLO is scheduled for assessment during AY 2013-14 together with an assessment of the Oral presentation CLO. The Application of Philosophy CLO will be assessed in AY 2014-15. Assessment of Issues and Solutions CLO is planned for 2015-16. Lastly, the History of Western Philosophy along with World Philosophies CLO are planned for review during AY 2016-17.
Since Philosophy Concentration has only one full-time faculty, all the assessments will be done by the same teaching faculty, which is obviously not the optimal way to assess a program. But unless another full-time teaching faculty is hired to address this peculiar problem for a one-person Concentration, Philosophy Concentration will continue to rely on the same teaching faculty to conduct all assessment activities in both the lower and upper division courses. For example, the same teaching faculty who teaches PHIL 312: Ethical Studies will also assess the oral skill of the student in this class and the same for PHIL 401: Existentialism and the Human Condition which will be used to assess student’s writing skill. Ideally, different courses taught by different philosophy faculty should be used to assess the formative and summative aspect of student’s skill in meeting various learning outcomes, but since Philosophy concentration only has one full-time faculty, it is impossible to meet such an ideal standard for assessment in Philosophy at this time.

All Philosophy assessments will be based on rubric defined standards. Different rubrics used to suit different assignments are developed by the same philosophy faculty. For example, different oral assignments such as debate, informal discussion, and film response are assessed based on different rubrics. The same philosophy faculty will write a brief (1-2 page) assessment report documenting the: 1) course assessed, 2) modality of the course (in-person or hybrid), 3) rubric used, 4) assessment methods and 5) results found. And since there is no other full-time philosophy faculty to consult with, the same teaching faculty will base on the result of the assessment to 1) identify program level strengths and weaknesses in student learning and 2) propose program level changes to address identified weaknesses. Unless another full-time faculty is added to Philosophy Concentration, in the following year, the same faculty will continue to resume all the assessment responsibilities and continue to identity areas for improvement. These follow-up assessments will be performed in parallel with the assessment of new program outcomes as scheduled in Figure 3.