Assessment: Course Four Column

Spring/Summer 2018

El Camino: Course SLOs (BSS) - Philosophy

ECC: PHIL 101:Introduction to Philosophy

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Epistemological Terminology - Students will be able to demonstrate knowledge of the basic epistemological terminology and issues, such as the source and basis of our beliefs, empiricism v. rationalism, and the problem of induction. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015), 2017-18 (Spring 2018) **Input Date:** 02/26/2014	**Exam/Test/Quiz -** On the first day of class, students will be given 5 multiple choice questions dealing with the area of epistemology, and those same questions will appear on their second test. The results of the answers will be compared. **Standard and Target for Success:** The target is to get 65% correct answers on each question, and when considering all 5 questions together to also have 65% correct answers. The target is not too high since the area of epistemology is the most difficult of the three primary areas of philosophy, and students historically perform the worst on these questions.	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Not Met The following are the questions that the students in both my regular Intro class and my Honor's Transfer Program class answered on the first day and which later appeared on their second test. SLO Questions for Phil. 101 (Intro) Spring 2018 1) In our reading, which of the following did Descartes employ? A. Absolute skepticism. B. Methodological skepticism. C. Common sense skepticism. D. Mitigated skepticism. 2) What do rationalist theories of knowledge generally claim? A. There are no innate ideas. B. The mind is a blank slate waiting to be impressed with sensations. C. All knowledge is specific knowledge. D. Some knowledge has its source in reason and is independent of experience. 3) What does empiricism hold?	**Action:** I will see if the students have trouble next semester on understanding the meaning of empiricism. If they do, then I will adjust my teaching accordingly to spend more time and put more emphasis on this concept. This may not be necessary as the Honor's students did so well on this question, and it is hopefully an anomaly that the regular Intro class had trouble understanding this term. . (06/12/2019) **Action Category:** Teaching Strategies

A.   Knowledge is a priori.
B.   Innate ideas exist.
C.   Reason is the primary source of knowledge.
D.   We need experience through our senses before we have any knowledge.

4) What is the problem of induction, as set forth by Hume?
    A. People make many mistakes when they try to figure out the solutions to problems, and they induce the wrong conclusions based on inadequate evidence.
    B. Although scientists can accurately predict the future, most people do not apply the scientific method to their lives and therefore make mistakes regarding their futures.
    C. Why should we go on living since our lives are pointless and have no meaning because there is neither a God nor an afterlife?
    D. What justifies our belief that what is true of observed cases will also be true of unobserved cases?

5) We did an exercise in class where we were to state how certain we were of the existence of certain things, such as a flower, a black hole, God, souls, or that slavery or abortion are either moral or immoral. What major area of philosophy were we exploring, and what was the purpose of this exercise?
    A. Epistemology, and the exercise indicates how difficult it is to achieve certainty in either metaphysics or ethics.
    B. Epistemology, and the exercise indicates that it is easier to achieve certainty in ethics than in physics because physics deals with things that cannot be seen, such as black holes and subatomic particles.
    C. Metaphysics, and the exercise indicates that it is easier to achieve certainty in metaphysics than it is in ethics.
    D. Ethics, and the exercise indicates how difficult moral issues are compared to metaphysical issues.

The Honor's class was able to meet the rubric targets. On the exam the following percentages of Honor's class answered correctly: 70%, 80%, 90%, 83%, and 70%. As can

be seen, on questions one and 5 the Honor's student barely achieved the 70% goal. Overall, the honor's students answered the five questions correctly 79% of the time, well exceeding the 70% target.

It should also be noted that this Honor's class was overall weaker than the last three honor's program classes I had, and as such, it is not surprising that on 2 of the 5 questions they barely met the target. What was interesting was that for the first time, on 4 of the 5 questions the honor's students were within 4% of the students in my regular Intro class. In fact, on question 2 the honor's class did slightly worse than the regular Intro class. We should also keep in mind that only about 50% of the students in the Honor's class are actually Honor's students. Lastly, the regular Intro class had quite a few outstanding students.

The regular Intro class fared as follows on the five questions on the exam: 68%, 82%, 58%, 79%, 66%. They met the target on 4 of the 5 questions, only missing it on question 3 about the meaning of empiricism. This is surprising because this was the one question where there was a big divergence between the honor's class and the regular Intro class. 90% of the honor's class answered this question correctly, while only 58% of the regular class did. This is hard for me to understand since I teach one class right after another, and cover the exact same material. All I can do is watch in the future how the regular class does on this question. If this occurs again next semester, then I will place greater emphasis on this subject, although it seems to me that I already thoroughly explain what empiricism is. We should also note that the regular Intro class was able to answer all 5 questions correctly 70% of the time, which met the 65% target.

(06/12/2018)
% of Success for this SLO: 90
Faculty Assessment Leader: Professor Randall Firestone

Course SLOs	Assessment Method Description	Results	Actions

Related Documents:

[SLO 1 Intro DATA CHART 2018 Spring.docx](#)

[SLO Questions Intro 2018 spring.docx](#)

Semester and Year Assessment Conducted: 2014-15 (Spring 2015)

Standard Met? : Standard Not Met

See the related documents. In summary, the students did achieve the target for success as to all 6 questions combined as they answered those correctly 68% of the time. As to each individual question, 3 of the 5 met the 65% target, as they were correctly answered 71%, 74% and 83%. However the students failed to meet the target for questions 1 and 4, with success rates of only 50% and 62%. The standard was far from met with respect to question 1. (05/21/2015)

Faculty Assessment Leader: Professor Randy Firestone

Related Documents:

[SLO Intro Assessment of Data spring 2015.docx](#)

[SLO Intro DATA CHART Spring 2015.docx](#)

Action: For the first time, I put a diagram on the board to explain the difference between rationalism and empiricism, but I did not put on the board a chart which lists the differences between the two--which I had done in the past. Next semester I will include both the diagram and the chart and see if that helps the students. (12/21/2015)

Action Category: Teaching Strategies

Exam/Test/Quiz - On the first day of class, students will be given 5 multiple choice questions dealing with the area of epistemology, and those same questions will appear on their second test. The results of the answers will be compared. (Active)

Standard and Target for Success: The target for my regular Intro class is to get 65% correct answers on each question, and when considering all 5 questions together to also have 65% correct answers, while the target for my honor's class is to get 70% correct answers on each question and also as a whole on all 5 questions taken together. The target is lower than my usual standards because the area of epistemology is the most difficult of

Course SLOs	Assessment Method Description	Results	Actions
	the three primary areas of philosophy, and students historically perform the worst on these questions. **Exam/Test/Quiz -** At the beginning of the semester and then at the end, students are given 8 multiple choice and true/false questions on the problem of radical skepticism and on two historically important responses from Rene Descartes and G.E. Moore. **Standard and Target for Success:** It is expected that 85% of students will score 75% or above on this SLO.	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Students exceeded the original expectations. The average score on the first SLO was 87.89%, which is well above what one would expect on a mix of chance alone. It was an online class, and it appears that students availed themselves of the course content to complete the assignment However, the average score was still quite high on the second test (82.35%), where students couldn't likely avail themselves of the online material, given the time constraints on the latter. Students consistently found the 8th problem difficult, which tests whether students understand G.E. Moore's response to skepticism (30% of students answered incorrectly on the 2nd test). I suspect this was because the answer options each included just a part of Moore's response, and while most students got most parts of it right, most also failed to get at least one part of his solution. I plan to revise teaching materials to emphasize and clarify Moore's response to skepticism, and to modify the test question to make it clearer. (06/21/2018) **% of Success for this SLO:** 82.35 **Faculty Assessment Leader:** Felipe Leon **Related Documents:** PHIL 101 SLO 1 ASSESSMENT TABLES SPRING 2018.docx PHIL 101 SLO 1 Assignment Spring 2018 Felipe Leon.docx PHIL 101 SLO Test 1 Tallies.xlsx PHIL 101 SLO Test 2 Tallies.xlsx	**Action:** Modify the test question on Moore's response to skepticism to make it clearer. (06/21/2018) **Action Category:** SLO/PLO Assessment Process **Action:** Revise teaching materials to emphasize and clarify Moore's response to skepticism. (06/21/2018) **Action Category:** Teaching Strategies

ECC: PHIL 103:Ethics and Society

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Primary Moral Theories - Students will be able to identify the primary moral theories, including Kantian duty ethics, Utilitarianism, and Virtue Ethics, distinguish the primary difference between the theories, and evaluate the strengths and weakness of each theory. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2017-18 (Spring 2018) **Input Date:** 11/08/2013	**Exam/Test/Quiz -** 6 questions will be posed to the students on the 1st day, and those questions will later appear on tests #1 and #2. Questions 1 and 2 pertain to SLO #1 regarding moral theories, questions 3-5 pertain to SLO #2 regarding applying moral theories to specific situations, and question #6 pertains to SLO #3 regarding utilizing facts and assessing their relevance on moral issues. **Standard and Target for Success:** Overall, the target for all of the questions combined is for 75% correct answers on the actual test. This is especially true for the questions #1 and #2 on theory, and question #4 which is a very basic theory question applied to a situation. It is expected that the students will demonstrate a significant improvement on all questions from their 1st day answers to their actual test answers. **Related Documents:** SLO Ethics Questions Spring 2014.doc	**Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Standard Met? :** Standard Met Attached document #2 contains the charts of the results of the testing. In general and considering all of the questions, on the 1st day the percentage of correct answers was only 35%, or about 1/3 correct, while on the actual test the questions were answered correctly at an 80% rate, which is 4 in every 5. This is an excellent improvement and shows that the great majority of the students are learning the material, and also meets the goal of 75% correctly answered questions. We might note that we would expect only 25% correct answers on the 1st day of class if none of the students were familiar with the material, but several of my past Intro students were in the class and would have learned about Utilitarianism and Kant's Duty Ethics on a more limited basis. The only question that more that 1/3 of the students were able to answer correctly on the 1st day was the 1st question, a very basic question on Utilitarianism, where 64% correctly answered the question. More students have been exposed to this moral theory than the other moral theories. However, even on this question, there was significant improvement as a whopping 94% of students were able to answer the question correctly on the actual exam. On the 2 pure theory questions relating to Utilitarianism and Kant's Duty Ethics, the students were able to get 94% and 77% correct on the actual tests, which were substantial increases from their pretest percentages of 64% and 33% respectively. On the questions dealing with Utilitarian theory and the application of the theory (Questions 1 and 4), the students did great on the actual tests, answering correctly 94% and 80% of the time. Questions 3 and 5 were the most difficult ones. Question 5 gives a particular type of analysis on the issue of poverty and charity, and asks the student which theory matches that type of analysis. They had to choose from 4 different moral theories, and 77% of the students answered	**Action:** The students performed quite well on the actual tests. This assessment had 3 questions on Utilitarianism, and only one on Kant's ethics and one on Aristotle's ethics. It is recommended that the next assessment have more questions on Kant's duty ethics, and also possibly Aristotle's virtue ethics and Rawl's Social Contract Theory. This will ensure that all the theories are being adequately taught. (05/19/2014) **Action Category:** SLO/PLO Assessment Process

Course SLOs	Assessment Method Description	Results	Actions
		correctly, which was excellent. The only question which less than 77% of the students answered correctly on the actual test was Question #3, which required a sophisticated analysis of Aristotle's ethics. Although only 65% of the students correctly answered this question, the result was actually fairly good, especially when it is considered that on the 1st day only 18% of the students were able to answer this question correctly, which was the lowest percentage of any question, and since it was less than 25% is an indication that the answer is counter-intuitive. In fact, the students actually showed the most improvement on this question as they went from 18% to 65%, or less than 1 in 5 students answering correctly to 2 out of 3 answering the question correctly. On the first day, only question #1 was answered correctly over 33% of the time, while on the actual test only question #3 was answered correctly less than 77% of the time. Overall, it indicates that the students are learning the basic theories, are able to apply those theories to actual situations and moral issues, and also can assess the relevant facts surrounding a moral issue, as demonstrated by 93% of the students correctly answering question #6. As the attached chart indicates, on every question there was significant improvement from the 1st day. (05/19/2014) **Faculty Assessment Leader:** Professor Randy Firestone **Related Documents:** SLO ETHICS ASSESSMENT TABLES SPRING 2014.doc	

ECC: PHIL 113:Contemporary Philosophy

Course SLOs	Assessment Method Description	Results	Actions

SLO #1 Recent Philosophical Ideas - Students will be able to demonstrate knowledge of some of the more recent philosophical ideas in areas such as ethics, philosophy of mind, and philosophy of language.
Course SLO Status: Active
Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2017-18 (Spring 2018)
Input Date: 08/24/2015
	Exam/Test/Quiz - Six multiple choice questions covering various topics and philosophers administered on the first day of class and then later on one of the tests.
	Standard and Target for Success: It is expected that on the more difficult questions 2 and 6, 65% of the students will be able to answer correctly, and on the other questions, #s 1,3, 4, & 5, 75% of the students will be able to answer correctly. Overall, students will provide 75% correct answers to the 6 questions.
		Semester and Year Assessment Conducted: 2017-18 (Spring 2018)
		Standard Met? : Standard Not Met
		   This was a small class of mostly outstanding students, although there were several weaker students. Many of the students were philosophy majors, and most had taken previous philosophy courses. In fact, many of the students had taken several prior philosophy courses, with most of those students having taken one or more philosophy courses with me. As such, I chose questions on philosophers and topics that the students likely had not studied before in a classroom setting.
		   SLO Questions for Phil. 113 Contemporary Philosophy 2018
		
		1. Which of the following is Wittgenstein's later view as expressed in our reading?
		A. Words precisely depict the physical world and ideas.
		B. Words have clear meanings and boundaries.
		C. Words accurately portray our thoughts.
		D. Words are imprecise, inaccurate, and without clear boundaries.
		
		2. According to Wittgenstein, what is common to all things that can be called any given word, i.e., what is common to all things we call "games"?
		   A. They all have the same attributes.
		   B. They all have the same predicates.
		   C. Almost all people agree what things fall within the definition.
		   D. Nothing.
		
		3. Parfit thinks that the normal definitions of the self proposed by philosophers are inadequate. He demonstrates this with a series of thought experiments, such as imagining that you are 25 years old and duplicates of you were
			Action: I have already redone choice C for the question on Wittgenstein: Definitions. I will also emphasize Russell's position on metaphysics when I teach this class next year. (06/12/2019)
			Action Category: Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions

created that had the same genetics and experiences that you have had up to the time of duplication. On the basis of his thought experiments, Parfit concludes which of the following?

A.   Because each person is always changing, the self is an illusion and does not exist.

B.   The self is not really unique at all since we could conceivably clone you and have either many identical versions of you or varying versions of you that have a common genetics with many common experiences .

C.   Personal identity is not what is important; rather, the issue is whether you survive, and survival comes in degrees.

D.   Whether we have a self is a very important question that philosophy has yet to adequately answer but that needs to be clearly answered in order that we live our lives in a productive and meaningful way.

4. Which of the following is Ayer's position?

A.   Both metaphysics and ethics are meaningless and do not make true statements.

B.   Both metaphysics and ethics are meaningful and make true statements.

C.   Metaphysics is meaningless and does not make true statements, but ethics is meaningful and makes true statements.

D.   Ethics is meaningless and does not make true statements, but metaphysics is meaningful and makes true statements.

5. What is post-modernism?

A.   It is what we call contemporary philosophy.

B.   It is the philosophy which accepts the scientific method as the way to access truth and obtain objective knowledge, and therefore gives us standards by which we can judge whether humans are making progress or not.

C.   The view that there is no objective truth, not even objective scientific truth, and no objectively right or wrong moral views, nor any objective human progress.

D.   It is a challenge to Nietzsche's extreme views on

Course SLOs	Assessment Method Description	Results	Actions

truth, objectivity, and morality.

6. Which of the following is Bertrand Russell's position?

A.   Metaphysics is a proper area of philosophical inquiry since science cannot answer metaphysical questions.

B.   Metaphysics is a proper area of philosophical inquiry because it can work with science to give us insights on metaphysical issues.

C.   Metaphysics is not a proper area of philosophical inquiry or even knowledge because neither experience nor reason can answer metaphysical questions.

D.   Metaphysics is on the same footing as ethical questions and both topics are crucial toward living our lives.

    I have attached the results in my SLO Assessment Data Chart.

The results were mixed. On Questions 1,3, and 4, on the exams 100%, 88% and 87% of the students answered those questions correctly. The improvement in knowledge was particularly striking on Question 3 where only 31% of the students could answer the question correctly on the first day of class to 88% on the exam, and Questions 4 where only 38% of the students answered correctly on the first day, but 87% of them answered this question correctly on the exam. All of the students were able to answer the first question correctly.

    Question 5 on Post-Modernism fell just short of the 75% rubric standard as 73% students answered that question correctly. Since we spent a whole class on Post-Modernism, I am at a loss as to why the 75% standard was not met.

    The success rate of questions 2 and 6 was shocking to me, as on the test only 50% of the students correctly answered question 2 on the actual test and only 53% correctly answered question 6 on the actual test. I knew these questions might be harder for the students, so they had a 65% correct answer standard. Even with this lower standard, the students did not meet the standard.

    Question 2 may have been the hardest question on the

test and on review I do see that one of the wrong answers, choice C, was arguably misleading, so I will change that choice. Since 25% of the students did pick C, it is possible if I fix this then up to 75% of the students would have answered this question correctly.

   Question 6 should have been clear to the students since I believe that I carefully went over this in class. However, since on that day we did three different readings from Bertrand Russell on three different subjects, perhaps it was too overwhelming for some of the students. Also, because we usually study a writing from a different philosopher each day, the students may have been confused about Russell's view. All I can do is to try to give some extra emphasis to Russell's view on metaphysics, but as I said, I feel i adequately covered this in class, and Russell himself is quite clear in his position and the students did have an assigned reading where he sets forth his position.
  (06/12/2018)

% of Success for this SLO: 50
Faculty Assessment Leader: Professor Randall Firestone
Related Documents:

[SLO Questions Contemp Phil 2018.docx](#)

[SLO DATA CHART Phil 113 Contemp Phil.docx](#)

Semester and Year Assessment Conducted: 2015-16 (Spring 2016)
Standard Met? : Standard Not Met
  The majority of students in this class had taken one or more philosophy classes, and many were top students who had received an "A" in previous classes with me. As such, I chose several questions regarding philosophers who I was confident that most if not all of the students would have little to no prior exposure to, such as A.J. Ayer and Wittgenstein. Here are the questions which they were first administered on the first day of class, and then later on either the second or third exam.

Contemporary Philosophy SLO Questions for Spring 2016:

1.   Which of the following is Ayer's position?
A.   Both metaphysics and ethics are meaningless and

Action: When this class is taught next year, I will place greater emphasis on question 3 pertaining to Wittgenstein and asking what is common to all things that can be called by any given word. (06/30/2017)
Action Category: Teaching Strategies
Follow-Up: I was able to do so successfully. (10/09/2019)

do not make true statements.

B.   Both metaphysics and ethics are meaningful and make true statements.

C.   Metaphysics is meaningless and does not make true statements, but ethics is meaningful and makes true statements.

D.   Ethics is meaningless and does not make true statements, but metaphysics is meaningful and makes true statements.

2.   According to Ayer, what is the key question that one should ask to determine if a statement is meaningful?

A.   Can we understand the question?

B.   Can we break the words down to their constitutive parts?

C.   Would any observation be relevant to the determination of its truth or falsehood?

D.   Is it meaningful to me and my specific life?

3. According to Wittgenstein, what is common to all things that can be called any given word, i.e., what is common to all things we call "games"?

  A. They all have the same attributes.

  B. They all have the same predicates.

C. All people agree that those things fall within the definition.

  D. Nothing.

4. What is epiphenomenalism?

A)   Mind and body, though two distinct substances, are able to causally affect one another. A thought can produce an action, and what happens to the body can produce a thought.

B)   Mind and body are two distinct substances that cannot causally interact.

C)   Mental events are by-products or caused by physical events, but mental events cannot cause physical events.

D)   There is no such thing as the mind/thoughts. The world is entirely physical.

Course SLOs	Assessment Method Description	Results	Actions

5. Which of the following is one of the solutions to the mind-body problem as discussed in class and as implied by philosophers such as Gilbert Ryle?
A)	Epiphenomenalism is correct.
B)	Interactionism is correct.
C)	Causation is an illusion.
D)	Dualism is wrong. The mind or thoughts are really the same as the brain neurons firing. Therefore, thoughts can cause physical actions because thoughts themselves are physical.

6. Which of the following best characterizes Sartre's view?
A)	No matter what the situation, people have full responsibility because they always have choices.
B)	Since the situations we find ourselves in restrict us, our choices are clearly limited and therefore we are not fully free nor fully responsible. For example, being in the military at a time of war greatly restricts our options since it is our duty to obey our commanders and fight if they order us to do so.
C)	Since our body limits us, our choices are restricted and we are not fully free and responsible for what we do. For example, one cannot fully blame the small person from running away from an attacker who is much bigger.
D)	Both B and C are correct.

On the first day of class, the students answered the six questions correctly at an overall rate of 28%, barely above the 25% that would be expected if they had no knowledge at all and all answer choices were equally appealing. On test day, 79% of the students answered correctly, which exceeded the target of 75%. My target for most of my classes is normally 70%, but due to the prior philosophical experience of most of the students, I made a more aggressive and ambitious target even though the questions covered new material for most of the students. On 5 of the 6 questions the students exhibited outstanding learning. Specifically, they answered correctly at the following rates for questions 1,2,4,5, & 6: 80%, 80%, 87%, 87%, and 94%.

Course SLOs	Assessment Method Description	Results	Actions

Again, on these questions they substantially exceeded the target of 75%. However, on question 3 covering Wittgenstein, only 50% of the students answered correctly, while the target was 65%. On a positive note, only 25% answered this question correctly on the first day of class, so a fair amount of students did learn the correct answer. On a negative note, half of the class had not learned the answer to the question. The answer is clearly in the reading and was reviewed in class, but I see I will have to spend more time on it. I expected that this question would be the hardest, but I was surprised that the students performed so poorly on this question. I have attached a chart which outlines the results on each question.
 (05/17/2016)
Faculty Assessment Leader: Professor Randall Firestone
Related Documents:
SLO ASSESSMENT DATA CHART Phil 113 Contemp.docx

Exam/Test/Quiz - Six multiple choice questions covering various topics and philosophers administered on the first day of class and then later on one of the tests.
Standard and Target for Success: It is expected that on the more difficult question 3, 65% of the students will be able to answer correctly, and on the other questions, #s 1,2, 4,5, & 6, 75% of the students will be able to answer correctly.

Exam/Test/Quiz - Six multiple choice questions covering various topics and philosophers administered on the first day of class and then later on one of the tests. (Active)
Standard and Target for Success: 75% of the students will be able to correctly answer questions 1,3, 4, and 5, and 65% of the students will be answer correctly questions 2 and 6. The 6 questions taken together

Course SLOs	Assessment Method Description	Results	Actions
	will be answered correctly 75% of the time.		

ECC: PHIL 115:Existentialism

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Differentiating Humans from Other Beings - Students will be able to demonstrate a basic knowledge of what separates the existentialist movement in philosophy from other philosophies, with particular attention to existentialist ideas as to what constitutes and differentiates a human being from other beings. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015), 2017-18 (Spring 2018) **Input Date:** 11/08/2013	**Exam/Test/Quiz -** Two questions, specific to this SLO, were embedded in the quiz: Q. 4 asked students to identify the nature of human reality. Q. 15 asked students to identify Sartre's basic understanding of existentialism as a philosophy. **Standard and Target for Success:** 75% of students will answer these questions correctly.	**Semester and Year Assessment Conducted:** 2014-15 (Spring 2015) **Standard Met? :** Standard Not Met N=10 Pre-Test Q. 4 60% correct Q. 15 10% Correct Post-Test Q. 4 90% correct Q. 15 60% Correct In relation to Q. 4, the student's scores improved from 60% to 90% from the pretest to the post-test. This can be attributed to class time spent clarifying the concepts. In relation to Q 15, student scores improved only from 10% to 60% from the pretest to the post-test. Although this was an improved, the percentage is still below the standard. The answers for Q. 15 question were all over the map demonstrating that students did not understand Satre's basic understanding of existentialism as a philosophy. (06/04/2015) **Faculty Assessment Leader:** Elizabeth Shadish	**Action:** Develop a small group activity during which students explain what in Sartre's philosophy is associated with pessimism, atheism, or resignation in order to weed out the concepts that are not part of the philosophy. Review the answers in class and discuss. (02/22/2016) **Action Category:** Teaching Strategies

ECC: PHIL 117:Political Philosophy (Same course as POLI 7)

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Greek Philosophers - In a written essay students will analyze how philosophers, from ancient Greece through the modern era, have considered and conceptualized a variety of ideas critical to the discourse of political theory. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2017-18 (Spring 2018) **Input Date:** 09/02/2014	**Essay/Written Assignment -** Students will write an essay in which they will demonstrate their understanding of 4 theorists that have been discussed throughout the semester. Choices include: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Smith, or Marx. Included in that essay should be the theorists' assumptions about human nature, central themes or problems being addressed, and proposed solutions. **Standard and Target for Success:** It is expected that 75% of the students will score 70% or above on this SLO.	**Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Standard Met? :** Standard Met Overall the assessment results from this SLO were very much satisfactory. There was a total of 23 students in the course (4 of them were absent the day the essay prompt was given), so the total number of students that will be measured from will be 19. Data results indicate that 12 students scored 9's, the equivalent of a 63% rate, and 5 students scored 8's equaling 26%. Both of those combined for an 89% success rate which exceeded our expectation of 75%. The remaining 2 students scored 5's which indicates they did not meet the standard making up the other 11%. We interpret the 89% success rate as being indicative that students were able to understand and critically analyze the material and were able to demonstrate as such in written form. A further breakdown of the data reveals that the strongest area(s) in evaluation performance by the students based on the rubric was in terms of organization and content knowledge. On both of those categories students did very well with 17 students scoring either a 3 or a 2. On the other hand, the weakest area in terms of performance on the rubric, similar to other courses, was in the use of supporting arguments and examples, where 2 out of the 19 students scored a 1. From this we can infer a common weakness among students that is, not just memorizing the material but also the need to contemporize as well as make use of supporting arguments with examples. It will be interesting to see the assessment results for next time this class is assessed and compare it to those for this semester. I am not sure whether I will teach this class again since I am an Adjunct, but the results given here might serve as the starting point for the next Adjunct who is asked to assess it. (09/12/2014) **Faculty Assessment Leader:** Scott Godfrey **Faculty Contributing to Assessment:** Scott Godfrey **Related Documents:**	**Action:** Given that for the last few semesters this course has been taught by Adjunct Faculty, every possible effort will be made to engage in communication and collaboration among them and share their teaching practices for comparison on results when the SLO is assessed again. (03/31/2016) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
	Exam/Test/Quiz - Students will write a short essay comparing the different concepts of justice adopted by Plato and Aristotle. In their essay, students must explain how each theorist defines justice, and how it relates to their views of human nature and each theorist preferred form of government. (Active) **Standard and Target for Success:** Standard and Target for Success: It is expected that 75% of the students will score 70% or above on this SLO.	POLI 7 Assessment.doc **Semester and Year Assessment Conducted:** 2018-19 (Fall 2018) **Standard Met? :** Standard Met he assessment results for this SLO were satisfactory. The total number of students in this course was 39, with two students failing to turn in the assignment. As a result, the sample will consist of 37 students. Essays were scored out of 50 points, but results will be reported in percentages for ease of assessment. Of 37 students, 4 received a 90% or better, 20 received an 80-89.9%, and 7 received a 70-79.9%, for a total of 31 out of 37 students scoring 70% or better, which translates to an 83.78% success rate. We interpret this as indicating that students were able to understand and critically analyze the course material, and were able to demonstrate that fact in written form. A further examination of the assessments indicates that organization was one of the weakest areas, primarily because so many students opted to write their essay (one page, single spaced) in one large block paragraph. This made it more difficult to identify the different parts of the argument, however, a closer look reveals that within the long block paragraph students did tend to have some organization to the argument (e.g., introduction/thesis, body, and conclusion). There was also considerable unevenness in the quality of the students' evaluations of Plato and Aristotle, with many students being much weaker on Plato's argument. This might have resulted from the fact that the material in the early part of the course, when we covered Plato, did not include PowerPoint slides, which were then used for most of the rest of the theorists covered in the class, including Aristotle. As a result, students may have had more difficulty following the Plato lectures, leading to an uneven understanding of the material covered in the assessment. [more]	**Action:** Action Given that this was only the second time that the current professor has taught this class, and the first time that they have done an SLO report for this class, there was a lack of preparation for the kind of detailed analysis that would be helpful in further developing the class and assessing SLOs. Specifically, the professor did not keep track of specific grades for each part of the rubric, opting to add those up into an overall grade which was then recorded. Thus, to get a more fine-grained analysis of where students excelled, and where they did not, it was necessary to re-read the comments and report a general sense of what the students did well, and what they did not. In the future, we will be recording specific scores for each part of the rubric so that we can give a more detailed analysis of student performance, and provide more specific interventions for future assessments. (09/10/2018) (12/11/2019) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		(12/11/2018) **Faculty Assessment Leader:** David Reed	