

Assessment: Course Four Column

SPRING/SUMMER 2015



El Camino: Course SLOs (BSS) - Philosophy

ECC: PHIL 101:Introduction to Philosophy

| Course SLO | Assessment Method Description | Assessment Data & Analysis | Actions |
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| <p>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) Input Date: 02/26/2014</p> | <p>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.</p> | <p>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</p> | <p>null.courseAction: 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</p> |

ECC: PHIL 103:Ethics and Society

| <i>Course SLO</i> | <i>Assessment Method Description</i> | <i>Assessment Data & Analysis</i> | <i>Actions</i> |
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| <p>SLO #2 Moral Theories - Students will be able to apply moral theories, including those of Utilitarianism, Kantian duty ethics, and Virtue Ethics to contemporary moral issues.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/08/2013</p> | <p>Exam/Test/Quiz - At the beginning and the end of the semester, students are given a quiz consisting in 10 true/false and multiple choice questions. The questions cover core concepts required for practical application of the major ethical theories, such as utilitarianism, Kant's ethics, social contract theory, and virtue ethics.</p> <p>Standard and Target for Success: It is expected that 80% of students will score 75% or above on this SLO.</p> | <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Students met the antecedent expectations. The average score on the first assessment was 39.6%, which, given the mixture of multiple choice and true/false questions, is slightly better than chance. Score averages increased to 79.4% on the final assessments. Final student averages were generally very high across virtually all questions, and topics. The one question were student scores significantly poor, viz., Q5. 9 students answered correctly on the first test, and only 12 students answered it correctly on the final test.. The question focuses on the similarities between Hobbes' notion of The State of Nature and the modern notion of a prisoner's dilemma. Changes will be made accordingly in teaching and group work to emphasize this topic. (09/11/2015)</p> <p>Faculty Assessment Leader: Felipe Leon</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <p>Related Documents:</p> <p>SLO ETHICS ASSESSMENT TABLES SPRING 2015.docx</p> | <p>null.courseAction: Revise the question on Hobbes' conception of the state of nature so as to emphasize its similarities with prisoner's dilemmas. (09/11/2015)</p> <p>Action Category: Teaching Strategies</p> |

ECC: PHIL 106:Introduction to Logic

| <i>Course SLO</i> | <i>Assessment Method Description</i> | <i>Assessment Data & Analysis</i> | <i>Actions</i> |
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| <p>SLO #1 Logical Structure of Arguments - Students will recognize the logical structures of arguments, and be able to put arguments into forms suitable for symbolization and subsequent assessment.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/08/2013</p> | <p>Exam/Test/Quiz - At the beginning of the semester and then at the end, students are given 5 problems. In each, the student is to translate arguments in ordinary English into the formal language of the sentential calculus, and then to carry out a formal derivation of the conclusion using the inference and replacement rules of the sentential calculus.</p> <p>Standard and Target for Success: It is expected that 80% of students will average 75% or above on this SLO.</p> <p>Related Documents: Phil 8 SLO Assignment.docx</p> | <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Students slightly exceeded original expectations. The average score on the first SLO was 37.1%, but the average score increased to 76.9%. Students found the 3rd problem most difficult, especially the first step of translating the argument into the formal language of the sentential calculus (avg. 13.7 out of 20 pts). I suspect this was due to its involving multiple embedded conditionals. I think it's important for students to have a solid enough grasp of translation techniques to handle such problems, and thus do not plan to change the question. Rather, I plan to spend more time teaching techniques geared toward handling embedded logical operators, such as those illustrated in the problem at issue. (09/11/2015)</p> <p>Faculty Assessment Leader: Felipe Leon</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <p>Related Documents: SLO LOGIC ASSESSMENT TABLES SPRING 2015.docx</p> | <p>null.courseAction: Spend more time discussing translation techniques for sentences with multiple embedded logical operators. (09/16/2016)</p> <p>Action Category: Teaching Strategies</p> |

ECC: PHIL 112:History of Modern Philosophy

| Course SLO | Assessment Method Description | Assessment Data & Analysis | Actions |
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| <p>SLO #1 Modern and Contemporary Philosophers - Students will be able to demonstrate knowledge of the major Modern and Contemporary philosophers, and how each philosopher builds on the ideas of the philosophers who came before them.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/08/2013</p> | <p>Exam/Test/Quiz - Six written multiple choice questions will be asked on the first day, and these same questions will be asked on either test #1 or test #3. The three multiple choice questions which will appear on test #1 which cover the period known as Modern Philosophy (roughly 1600-1800 A.D.), and the three multiple choice questions which will appear on test #3 will cover Contemporary Philosophy (roughly 1800-present). Each question will address the philosophy of a different philosopher, so there will be questions dealing with 6 different philosophers .</p> <p>Standard and Target for Success: As to each question, students should answer correctly at a 65% rate, and all 6 questions considered together should be answered correctly at a 75% rate.</p> | <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>As to all 6 questions considered together, they were answered correctly at a 76% rate, which meets the target. Of the 6 questions, 5 of them met or exceeded the goal of 65% correct answers; only question 2 fell short, but it was very close to meeting the target as that question was answered correctly 63% of the time, a mere 2% below the target. Overall, the target standard was substantially met. (05/21/2015)</p> <p>Faculty Assessment Leader: Professor Randy Firestone</p> <p>Related Documents: SLO Phil 11 Assessment DATA CHART Spring 2015.docx SLO Phil 11 Analysis of Data spring 2015.docx </p> | <p>null.courseAction: This course has been discontinued in its present form, as it is being broken into two separate courses--Modern Philosophy and also Contemporary Philosophy. I will take over teaching Contemporary Philosophy. The students did not demonstrate any problems in this area. Professor Felipe Leon will be teaching Modern Philosophy, and I will let him know the difficulty students have had about Kant's idea of "things in themselves" and additionally encourage him to emphasize that Hume's epistemological view of metaphysical claims is to be clearly differentiated from his view about other types of claims. (09/30/2015)</p> <p>Action Category: Teaching Strategies</p> |

ECC: PHIL 115:Existentialism

| Course SLO | Assessment Method Description | Assessment Data & Analysis | Actions | | | | | | | | | | |
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| <p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/08/2013</p> | <p>Exam/Test/Quiz - Two questions, specific to this SLO, were embedded in the quiz:</p> <p>Q. 4 asked students to identify the nature of human reality.</p> <p>Q. 15 asked students to identify Sartre’s basic understanding of existentialism as a philosophy.</p> <p>Standard and Target for Success: 75% of students will answer these questions correctly.</p> | <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>N=10</p> <table><tr><td>Pre-Test</td><td>Q. 4</td><td>60% correct</td><td>Q. 15</td><td>10% Correct</td></tr><tr><td>Post-Test</td><td>Q. 4</td><td>90% correct</td><td>Q. 15</td><td>60% Correct</td></tr></table> <p>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.</p> <p>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.</p> <p>(06/04/2015)</p> <p>Faculty Assessment Leader: Elizabeth Shadish</p> | Pre-Test | Q. 4 | 60% correct | Q. 15 | 10% Correct | Post-Test | Q. 4 | 90% correct | Q. 15 | 60% Correct | <p>courseAction: 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)</p> <p>Action Category: Teaching Strategies</p> |
| Pre-Test | Q. 4 | 60% correct | Q. 15 | 10% Correct | | | | | | | | | |
| Post-Test | Q. 4 | 90% correct | Q. 15 | 60% Correct | | | | | | | | | |