

# Assessment: Course Four Column

SPRING / SUMMER 2016



## El Camino: Course SLOs (BSS) - Philosophy

### ECC: PHIL 101:Introduction to Philosophy

Course SLOs	Assessment Method Description	Results	Actions
<b>SLO #1 Epistemological Terminology</b> - 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. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015) <b>Input Date:</b> 02/26/2014	<b>Exam/Test/Quiz</b> - 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. <b>Standard and Target for Success:</b> 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.		
<b>SLO #2 Metaphysical Concepts and Arguments</b> - Students will be able to demonstrate knowledge of the metaphysical concepts and arguments regarding such issues as free will v. determinism, the mind-body problem, and whether God exists.	<b>Exam/Test/Quiz</b> - I will evaluate 5 multiple choice questions on various metaphysical topics, including, the Hindu idea of karma, one of the arguments for God, the issue of whether humans have free will or everything is determined, and the mind-body problem.	<b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016) <b>Standard Met?</b> : Standard Not Met  The following are the multiple choice questions which the students were given on the first day of class and again on the final exam:	<b>Action:</b> I will have to place greater time and emphasis on the free will vs. determinism concept of compatibilism. (05/17/2016) <b>Action Category:</b> Teaching Strategies

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016) <b>Input Date:</b> 02/26/2014	<b>Standard and Target for Success:</b> Question 4 (Rated as more difficult than the other questions): 60% correct answers for the regular Intro class, and 65% correct answers for the Honors Intro class. As to the other questions (questions 1,2,3, & 5) 70% correct answers for the regular Intro class, and 75% correct answers for the Honors Intro class. Overall for the 5 questions taken together: 70% correct answers for the regular Intro class, and 75% correct answers for the Honors Intro class.	<ol style="list-style-type: none"> <li>1. Karma is what type of a concept?               <ol style="list-style-type: none"> <li>A) Metaphysical</li> <li>B) Epistemological</li> <li>C) Empirical</li> <li>D) Rational</li> </ol> </li> <li>2. Which argument asserts that the order of the universe indicates that there must have been a creator or God?               <ol style="list-style-type: none"> <li>A) Cosmological Argument.</li> <li>B) Teleological Argument.</li> <li>C) Ontological Argument.</li> <li>D) Moral Argument.</li> </ol> </li> <li>3. What is the philosophical problem of free will and determinism?               <ol style="list-style-type: none"> <li>A) How can evil exist if God is good?</li> <li>B) If every event has a cause, then how can human actions (assuming they are events) be free?</li> <li>C) If we are in the image of God, then how could we not have free will?</li> <li>D) If I can sometimes or often predict the actions of others, then it seems that they do not have free will.</li> </ol> </li> <li>4. What is compatibilism (also called soft determinism)?               <ol style="list-style-type: none"> <li>A) The view that free will and determinism are compatible in that in a deterministic world we can choose otherwise than our heredity and environment would indicate.</li> <li>B) The view that free will and determinism are compatible, but only if we redefine free will to mean that we make choices free of coercion and significant external restraints/constraints, but not that we could have acted otherwise than we have.</li> <li>C) The view that free will is compatible with compassion in the punishment of criminals.</li> <li>D) All of the above.</li> </ol> </li> <li>5. What is the mind-body problem?</li> </ol>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>A) The problem of whether a person is essentially his mind/thoughts or his body.</p> <p>B) The problem of how the body and mind/thoughts interact with each other since one is physical and the other is immaterial.</p> <p>C) The problem of whether or not the mind or our thoughts can exist without the body.</p> <p>D) The problem of how one can essentially be his thoughts, including his beliefs, memories, views and perspectives, if his thoughts are continually changing.</p> <p>On the first day and considering all 5 questions taken together, the regular Intro class answered correctly 39% of the time, while the Intro Honors class answered correctly 45% of the time. If the answer choices were all equally appealing, and if the students had no knowledge of any of the material, we would expect only 25% correct answers. In any event, the students in both classes showed a significant gain in knowledge of the metaphysical concepts which were covered in the test. The regular Intro class met the target goals. First, as to questions 1,2,3, &amp; 5, they exceeded the targeted goals as follows: 82%, 74%, 74%, and 76%. As to the more difficult question 4, they also exceeded the 60% target by answering correctly at a 63% rate. Overall, they exceeded the 70% correct answer target by answering correctly 74% of the time.</p> <p>The Honors class exceeded the target on 4 of the 5 questions. They were given a more difficult and rigorous target of 75% correct answers for questions 1,2,3, &amp; 5, and answered correctly on those questions at the very impressive rates of 97%, 90%, 77%, and 87%. Overall, they also met their target of 75% correct answers on the five questions combined, with an impressive 82% correct answer rate.</p> <p>However, as to question 4, dealing with the tricky and difficult free will idea of compatibilism, the Intro Honors class did not meet the 65% goal. Only 60% of the class answered this question correctly. This was quite surprising in that the regular Intro class slightly outperformed the Honors class. They did so on only this one question. One</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>would expect the most difficult philosophical concepts to be best grasped by the Honors students, but that did not happen in this case. Although I felt I emphasized and thoroughly explained the concept, I see that I will have to spend even more time clarifying the view of compatibilism--as it is clearly a harder concept than I had realized.</p> <p>Comparing the two classes, the Honors class performed significantly better on 4 of the 5 questions. The two classes showed an almost identical amount of improvement from the first day of class until test day, but since the Honors class started ahead they also finished ahead. Specifically, on test day the Honors class answered correctly at an 82% rate, while the regular Intro class answered correctly at a 74% rate. See the charts and attachments for more details. (05/17/2016)</p> <p><b>Faculty Assessment Leader:</b> Professor Randy Firestone</p> <p><b>Related Documents:</b></p> <p><a href="#">SLO #2 Intro Honors DATA CHART 2016 Spring.docx</a></p> <p><a href="#">SLO Intro DATA CHART 2016 spring Phil 101.docx</a></p> <p><a href="#">SLO INTRO Comparing Honors &amp; Regular Data 2016 Spring.docx</a></p>	

**SLO #3 Morality** - Students will be able to demonstrate knowledge of some of the basic issues and topics related to morality, such as justice, minority perspectives, moral objectivism vs. moral relativism, various ethical theories, and/or a basic understanding of how those theories can be applied to contemporary moral issues.

**Course SLO Status:** Active

**Course SLO Assessment Cycle:** 2016-17 (Spring 2017)

**Input Date:** 11/08/2013

# ECC: PHIL 103:Ethics and Society

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Primary Moral Theories -</b> 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.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Exam/Test/Quiz -</b> 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.</p> <p><b>Standard and Target for Success:</b> 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.</p> <p><b>Related Documents:</b> <a href="#">SLO Ethics Questions Spring 2014.doc</a></p>		
<p><b>SLO #2 Moral Theories -</b> Students will be able to apply moral theories, including those of Utilitarianism, Kantian duty ethics, and Virtue Ethics to contemporary moral issues.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Exam/Test/Quiz -</b> At the beginning 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</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>contract theory, and virtue ethics.</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of students will score 75% or above on this SLO.</p> <p><b>Related Documents:</b>  <a href="#">ETHICS SLO Assignment.docx</a></p> <p><b>Exam/Test/Quiz</b> - 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><b>Standard and Target for Success:</b> It is expected that 80% of students will score 75% or above on this SLO.</p>		
<p><b>SLO #3 Arguing Contemporary Moral Issues</b> - Students will be able to critically evaluate facts and arguments of both sides of contemporary moral issues.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Exam/Test/Quiz</b> - Near the beginning of the semester and then at the end, students are given six multiple choice questions on practical ethical issues. Topics included environmental ethics, abortion, and drug use.</p> <p><b>Standard and Target for Success:</b> It is expected that 70% of students will score 75% or above on this SLO.</p> <p><b>Reviewer's Comments:</b> Students did not meet the antecedent expectations. The average score on the first assessment was 39.83%, which is about what one would expect on chance alone. Score averages increased to 44.17% on the final assessments. Final student averages were mixed across questions and topics. The question</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met?</b> : Standard Not Met</p> <p>Students did not meet the antecedent expectations. The average score on the first assessment was 39.83%, which is about what one would expect on chance alone. Score averages increased to 44.17% on the final assessments. Final student averages were mixed across questions and topics. The question where student scores were the most improved was Q1. The question focuses on standard arguments for keeping drugs illegal. The score average for the question increased 23.8%, from 46.3% on Test 1, and 70.1 on Test 2. Q6 was the question where students scores were lowest. The question focuses on Tibor Machan's account of the basis for human rights, which is admittedly challenging. Changes will be made accordingly in teaching and group work to emphasize this topic. (09/16/2016)</p> <p><b>Faculty Assessment Leader:</b> Felipe Leon</p> <p><b>Related Documents:</b>  <a href="#">PHIL 103 SLO 3 ASSESSMENT TABLES SPR'16.docx</a></p>	<p><b>Action:</b> Revise the group work exercise on animal rights so as to emphasize Machan's account of rights and his arguments in support of it. (01/16/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p><b>Action:</b> Spend more time in class discussion and lecture on the topic of Machan's account of the basis of rights. (01/16/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p><b>Action:</b> More clearly explicate Machan's account of the basis of rights. (01/16/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p><b>Action:</b> Revise the test question on</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

where student scores were the most improved was Q1. The question focuses on standard arguments for keeping drugs illegal. The score average for the question increased 23.8%, from 46.3% on Test 1, and 70.1 on Test 2. Q6 was the question where students scores were lowest. The question focuses on Tibor Machan's account of the basis for human rights, which is admittedly challenging. Changes will be made accordingly in teaching and group work to emphasize this topic.

**Related Documents:**

[PHIL 103 SLO SPR'16.docx](#)

[PHIL 103 SLO 3 ASSESSMENT](#)

[TABLES SPR'16.docx](#)

[PHIL 103 SLO 3 Question Averages SPR'16.xlsx](#)

[PHIL 103 SLO SPR'16.docx](#)

Machan's account of the basis of rights (09/16/2016)

**Action Category:** Teaching Strategies

# ECC: PHIL 106:Introduction to Logic

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Logical Structure of Arguments</b> - Students will recognize the logical structures of arguments, and be able to put arguments into forms suitable for symbolization and subsequent assessment.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Exam/Test/Quiz</b> - 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><b>Standard and Target for Success:</b> It is expected that 80% of students will average 75% or above on this SLO.</p> <p><b>Related Documents:</b>  <a href="#">Phil 8 SLO Assignment.docx</a></p> <hr/> <p><b>Exam/Test/Quiz</b> - 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><b>Standard and Target for Success:</b> It is expected that 80% of students will average 75% or above on this SLO.</p>		
<p><b>SLO #2 Logical Strength of Arguments</b> - Students will be able to explain the difference between truth and the logical strength of argument forms, and demonstrate this knowledge through the assessment of formal and/or popular examples of reasoning processes.</p>	<p><b>Exam/Test/Quiz</b> - Comprehension of the conceptual framework referenced by SLO#2 implies the comprehension and successful application of several sub-concepts, e.g., validity, valid argument forms, etc. As such, a set of questions was designed to test for comprehension</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>Data collected in the Spring of 2016 surpassed our target for success: 89.9% of students earned a score of 80% or higher, 10% received a score between 75%-79%, and less than 1% received an unsatisfactory score. (09/30/2016)</p> <p><b>Faculty Assessment Leader:</b> Randall Firestone</p>	<p><b>Action:</b> No Action Needed at this time. (06/16/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>



<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

**Course SLO Status:** Active

**Course SLO Assessment Cycle:** 2015-16 (Spring 2016)

**Input Date:** 11/08/2013

and successful application of these sub-concepts and then embedded within the tests.

**Standard and Target for Success:**

Given that logic is the study of validity, it is expected that 85% of students will score 80% or above on this SLO.

**Faculty Contributing to Assessment:** Roberto Garcia

### **SLO #3 Testing Symbolized**

**Arguments** - Students will be able to test symbolized arguments for validity by using standard methods for propositional, categorical, and/or predicate logic evaluations.

**Course SLO Status:** Active

**Course SLO Assessment Cycle:** 2016-17 (Spring 2017)

**Input Date:** 11/08/2013

# ECC: PHIL 113:Contemporary Philosophy

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Recent Philosophical Ideas -</b> 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.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 08/24/2015</p>	<p><b>Exam/Test/Quiz -</b> Six multiple choice questions covering various topics and philosophers administered on the first day of class and then later on one of the tests.</p> <p><b>Standard and Target for Success:</b> 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, &amp; 6, 75% of the students will be able to answer correctly.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met? :</b> Standard Not Met</p> <p>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.</p> <p>Contemporary Philosophy SLO Questions for Spring 2016:</p> <ol style="list-style-type: none"> <li>Which of the following is Ayer's position? <ol style="list-style-type: none"> <li>Both metaphysics and ethics are meaningless and do not make true statements.</li> <li>Both metaphysics and ethics are meaningful and make true statements.</li> <li>Metaphysics is meaningless and does not make true statements, but ethics is meaningful and makes true statements.</li> <li>Ethics is meaningless and does not make true statements, but metaphysics is meaningful and makes true statements.</li> </ol> </li> <li>According to Ayer, what is the key question that one should ask to determine if a statement is meaningful? <ol style="list-style-type: none"> <li>Can we understand the question?</li> <li>Can we break the words down to their constitutive parts?</li> <li>Would any observation be relevant to the determination of its truth or falsehood?</li> <li>Is it meaningful to me and my specific life?</li> </ol> </li> <li>According to Wittgenstein, what is common to all things</li> </ol>	<p><b>Action:</b> 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)</p> <p><b>Action Category:</b> Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>that can be called any given word, i.e., what is common to all things we call “games”?</p> <p>A. They all have the same attributes.</p> <p>B. They all have the same predicates.</p> <p>C. All people agree that those things fall within the definition.</p> <p>D. Nothing.</p> <p>4. What is epiphenomenalism?</p> <p>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.</p> <p>B) Mind and body are two distinct substances that cannot causally interact.</p> <p>C) Mental events are by-products or caused by physical events, but mental events cannot cause physical events.</p> <p>D) There is no such thing as the mind/thoughts. The world is entirely physical.</p> <p>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?</p> <p>A) Epiphenomenalism is correct.</p> <p>B) Interactionism is correct.</p> <p>C) Causation is an illusion.</p> <p>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.</p> <p>6. Which of the following best characterizes Sartre’s view?</p> <p>A) No matter what the situation, people have full responsibility because they always have choices.</p> <p>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</p>	

Course SLOs	Assessment Method Description	Results	Actions
		<p>us to do so.</p> <p>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.</p> <p>D) Both B and C are correct.</p> <p>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, &amp; 6: 80%, 80%, 87%, 87%, and 94%. 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.</p> <p>(05/17/2016)</p> <p><b>Faculty Assessment Leader:</b> Professor Randall Firestone</p> <p><b>Related Documents:</b></p> <p><a href="#">SLO ASSESSMENT DATA CHART Phil 113 Contemp.docx</a></p>	
	<p><b>Exam/Test/Quiz</b> - Six multiple choice questions covering various topics and philosophers administered on</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>the first day of class and then later on one of the tests.</p> <p><b>Standard and Target for Success:</b> 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, &amp; 6, 75% of the students will be able to answer correctly.</p>		
<hr/>			
<p><b>SLO #2 Leading Philosophers of the 19th and 20th Centuries</b> - Students will be able to explain the positions and arguments of the leading philosophers of the 19th and 20th Centuries.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 08/24/2015</p> <p><b>Comments::</b> Not offered FA16</p>			
<hr/>			
<p><b>SLO #3 Main Contemporary Philosophical Movements</b> - Students will be able to demonstrate knowledge of and distinguish between the main Contemporary philosophical movements, including Existentialism, Phenomenology, Analytic Philosophy and Logical Positivism, Pragmatism, plus Post-Modernism and Post-Structuralism.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 08/24/2015</p>			