Assessment Date: __2/25/14________________________

Faculty Name(s): __________Wayne Yuen______________________________________________

1. Course Name and Number:

Phil 100 Introduction to Philosophy

2. All Course SLOs from the Course Outline of Record:

1. Identify important philosophical figures and their ideas.
2. Distinguish different areas of philosophy.
3. Critically evaluate various responses to philosophical questions.
4. Engage in the methodology of philosophy through rational argumentation.
5. Write an argumentative/analytical paper.

3. Specific Course SLO(s) assessed as part of this project:

1. Identify important philosophical figures and their ideas.
2. Distinguish different areas of philosophy.
3. Critically evaluate various responses to philosophical questions.
4. Engage in the methodology of philosophy through rational argumentation.
5. Write an argumentative/analytical paper.

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):

Exams will be used to assess SLO 1, 2, and 3. A written research paper will be used to assess 3 4 and 5.

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

In introduction to philosophy, students are introduced to several different philosophers throughout the course. Each exam has questions that pertain to specific philosophers and areas of philosophy.
I believe the first exam of the semester is a good example of the kinds of questions that are used throughout the course to assess student learning. (See attached exams).

Specifically, questions #1 and #2 on the multiple choice are good examples of seeing if students can identify areas of philosophy (SLO2). In later exams, (Short answer #1 in exam 2) you can see an example of a concrete question that asks students to explain an important philosophical concept from John Locke’s philosophy (SLO1). In the final exam, I have questions (#7, 8, 9, and 11 short answer) that specifically ask students to apply philosophical concepts to a film that they watch in class (The Matrix). I believe that this would satisfy SLO4, as well as having the paper assignment serve as a metric for SLO4 as well. When scoring exams, questions that are selected as representative of an SLO are recorded separately in a grading program (unfortunately I can’t export the results into a spreadsheet).

The paper assignment has students research and critical analyze and evaluate an aspect of someone’s philosophy that we do not cover in class. This forces students to actually engage in philosophy by utilizing argumentation and precise reasoning to evaluate, criticize, philosophical ideas. (SLO3 and 4) Finally, SLO5 is addressed in the paper assignment as well.

6. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document): Utilizing Wayne Yuen’s Fall 2013 phil 100 course, out of the 41 students who took the first exam, students scored a mean of 78.4% with the mode being in the 80% range. Students do very well with specific questions on identifying areas of philosophy and distinguishing important ideas of philosophers. Of the 41 students who took the first exam, only 15 scored below 70%, and of those, 8 scored below 60%. Of the 41 students who took the first exam, 5 missed more than 2 questions designed to evaluate SLO 2, and depending on which question one evaluated for SLO 1, successful answer rates varied. I think this is due to the high degree of variability in the complexity of various philosopher’s ideas. Looking at the “easier” philosophers such as Socrates and Plato, students do better, than when looking at the more “complex” philosophers like Parmenides and Zeno. Also there is a distinct group of students who perform poorly on the short answer portion of the exam.

Examining SLO 4 via the Final exam, students are doing slightly less well. 28 students took the final exam, and scored a mean of 76% with the most common score tied between the 60-70% range. Some students clearly are struggling with some of these questions because they either missed lectures or believed that they could watch the movie on their own without the benefit of supplemental lecture that I give in class. Of the 28 students who took the final exam, 4 answered all questions (7, 8, 9, & 11) in a way that gave them full points for their response. 10 answered with a collective score of 15-19 (20 being the highest collective score). From there scores began to differ drastically. This suggests that about half of the students are satisfying SLO4 by this metric alone.

When examining the paper for SLO 3, 4 and 5, 31 students turned in papers, with an mean score of 80% and the most common score being in the 90-95% range (7 papers). Most students who completed the assignment exhibited writing skills that were at acceptable levels. One student turned in a paper that was unacceptable (it did not meet minimum requirements that the assignment demanded) and scored a 20%. I was concerned that many students scored lower on the
paper because of poor analysis that I would have expected. Of the 31 students who turned in a paper, 10 students were given a lower score on their paper for having little critical analysis, or having poor quality critical analysis.

7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

None.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

SLO 3 I believe could be evaluated better with more questions in the exams that are dedicated towards asking students to explain objections or flaws of philosophers that we examine in class. I also believe that I can do a better job encouraging students to engage in critical analysis during lecture and discussion, in hopes of increasing paper scores.

9. Results of implemented changes, if available at this time:

Changes to the course content that was suggested by my previous SLO course assessment have not been implemented for this course yet (original source readings). I hope to find a textbook that will reflect the suggested changes soon. But the SLO that was being evaluated previously is no longer an SLO for the course.

Please save your finished document in the following format:

yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc