Assessment Data is from what semester? Fall 2013

Faculty Name(s): Wayne Yuen

1. Course Name and Number: Phil 101 Ancient Philosophy

2. List all Course SLOs from the Course Outline of Record:
   1. Identify the major figures of ancient philosophy and their ideas.
   2. Distinguish different areas of philosophy (metaphysics, epistemology, ethics, etc.) and philosophical methodology.
   3. Identify the influence of philosophy on human experience and/or expression.
   4. Identify and clearly communicate philosophical ideas from the ancient philosophers.

3. Specific Course SLO(s) assessed as part of this project:
   4. Identify and clearly communicate philosophical ideas from the ancient philosophers

4. Is this course on GE Plan A? Yes ___ No ___ (See Catalog pages 49-51 & page 55)
If Yes, identify what area. (All GE course assessments count as GE assessments.)
   ___ Area I Natural Sciences
   ___ Area II Social and Behavioral Sciences
   ___ Area III Fine Arts/Humanities
   ___ Area IV Language and Rationality
   ___ Area V Physical Education/Wellness
   ___ Area VI Intercultural/International Studies
   ___ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
   There are two ways this SLO is assessed. Firstly, all exams have a short answer component, in which they are asked to explain ideas and arguments of the ancient philosophers. Secondly, the argumentative paper requires students to express philosophical ideas that originate from the ancient philosophers, and argue for or against them.
   I believe that the argumentative paper represents a better way of examining student’s ability communicate and identify ideas, since it is a long form written assignment. Papers are graded for quality of reasoning and ability to communicate ideas clearly. Students are free to pick from a variety of topics pre-approved or of their own design, but all topics must be related and utilize the ancient philosophers. Students over the course of the semester have been reading and analyzing ancient philosophy texts, like Plato’s Republic, and because the paper is due at the end of the semester, it represents a culmination of learning. Overall scores on the argumentative paper, is a good metric for determining if they have achieved SLO 4.

6. Results and analysis of the data. (Attach any related documents at end of form.)
In Fall 2013, 10 students turned in papers, out of 18 students enrolled. Excluding those who did not turn in papers, 5 scored 90% or higher, 3 89-80%, 1 student scored 79-70% and 1 student scored 69-60%. Half the students who completed the assignment are doing well in being able to identify and communicate ideas from the ancient philosophers, and only 1 student scored something less than what would be considered adequate.

The majority students, in this class who completed the assignment, are doing well. I highly suspect that because the paper is due after the last day to drop, most of the students who would not be satisfying this SLO would have already dropped, or have stopped attending class for performance reasons.

7. What are you going to do based on the results of the data? (Any planned revisions?)

I'm tempted to have the paper assignment turned in earlier to see how students do on it before they drop, but I don't believe that would be a fair measure of their learning in the class. Pre-Socratic philosophy is focused in on the first 1/3 of the class, which can be very difficult to grasp. Having students turn in papers at this juncture would be setting them up for failure, and focusing in on a part of the subject that isn't typically considered representative of “Ancient Philosophy.”

On another level, I believe that I could change the way I evaluate the papers, to better reflect the SLOs of the course. I could explicitly score the paper on two different metrics, argumentative abilities, and clarity of communication. For the purposes of grading, the scores could be combined to form the overall grade of the paper.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc