Assessment Date: ___8/20/2013_____________________

Faculty Name(s): _____Wayne Yuen__________________________________________________

1. Course Name and Number:
Introduction to Philosophy Phil 100

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

1. Identify important philosophical figures and their ideas.
2. Distinguish different areas of philosophy and philosophical methodology.
3. Identify the influence of philosophy on human experience and/or expression.
4. Understand and clearly communicate abstract philosophical ideas.

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

4. Understand and clearly communicate abstract philosophical ideas.

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.):

The research paper assignment will be used to assess the success of the SLO. See attached assignment. Since the paper’s overall grade is based on several factors, the final grade of the assignment will only be used in part of the assessment of the SLO. Independently, the papers were scored for clarity of expression of abstract ideas, on a 6 point scale (see attachment).

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.):

Since the paper asks students to research and communicate ideas from a philosopher that is not covered in the course, students will need to understand and communicate clearly their philosopher’s ideas without having the philosopher’s works “interpreted” through lectures.
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.)*

Data comes from two sections of the same course offered in the Spring of 2013. 33 students turned in the assignment, out of a possible 59 students. 26 students failing to turn in the assignment is due to several reasons, but the most common is that the student dropped the course course before the assignment was due.

Paper grades: Papers were scored out of 100 points on a variety of criteria including clarity of expression. Of the 33 papers received, the highest score was a 93/100 the lowest score was 35/100. The median score was an 83/100 and the average was a 78.4%. 26 students received a “passing score” (70/100 or higher) which is 78% of the sample.

Independent scores for SLO #4: Of the 33 papers received, the median score was a 4, and the average score was a 3.27. 7 students scored a 5, 12 students scored a 4, 5 students scored a 3, 5 students scored a 2, and 4 students scored a 0. 0 students scored a 1.

Students who typically did well on the paper in terms of their grade, did well in the SLO score. Students who scored 70-85 on the paper, had more variance in the SLO score. Students who failed the paper assignment (50 or below) all scored 0 on the SLO score.

Analysis:
The paper grade does a pretty good job of predicting the student’s SLO score. This is an ideal situation, since students who are not meeting SLOs should not be receiving passing grades in the course. Students are, for the most part, communicating difficult ideas clearly. However, 1/3 of the students are not. I believe that the course is, within reason, being successful at achieving this SLO.

Being reasonably successful is good, but there is room for improvement as well. However, I am worried that altering the course to help more people become successful in the course may result in the course becoming more difficult for students, which may cause more students to drop.

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.)*:

Since no adjunct faculty were teaching Phil 100 in the Spring, and the adjunct faculty teaching phil 100 in the fall had not been finalized, no dialogue occurred as part of the assessment process.

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

I believe that the students who are not succeeding in the SLO, may be failing because of their lack of exposure in engaging in difficult readings. Philosophy texts are notoriously difficult for many people generally. The more exposure they have to reading and understanding difficult texts, the better they may do on this aspect of the paper. To this end, I plan to incorporate more original sources in the course reading, as currently the introduction course reads only secondary sources.
A mixture of secondary and primary sources may help students interpret the material better, thus communicate the ideas more clearly. An emphasis on revision and critical analysis of their own work, or the work of others, may also improve SLO results.

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

Not available.

Please save your finished document in the following format:

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