Assessment Data is from what semester?  Spring 2014
Faculty Name(s):  Wayne Yuen

1. Course Name and Number:
Phil 102

2. List all Course SLOs from the Course Outline of Record:
1. Identify the major figures of modern 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. Understand and clearly communicate philosophical ideas from modern philosophers.

3. Specific Course SLO(s) assessed as part of this project:
1. Identify the major figures of modern philosophy and their ideas.

4. Is this course on GE Plan A?  x  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
x  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.)
In my course there are three exams, each of which has a variety of questions from identification to analysis. For example: “What kinds of things can the body do without a soul, according to Descartes?” and “Explain why bodies cannot think for Descartes” are questions that test students’ knowledge of Cartesian philosophy.

I selected one question from each exam that I thought would represent how well a student was able to identify a philosopher’s ideas, and recorded their scores for these questions separately from their overall grade on the exam. Each question was worth 5 points. 5 points represented a complete answer that showed a good understanding of the philosopher’s ideas.
4 represented minor mis-representations or “holes” in understanding.
3 represented large “holes” in understanding, but the student understood the “essence” of the philosopher.
2 represented a major misunderstanding of the “essence” of the philosopher.
1 represented limited understanding of a philosopher.
0 represented no understanding of the philosopher’s ideas.
6. Results and analysis of the data. (Attach any related documents at end of form.)

Of the 14 students enrolled in the class, only 9 of them completed all three exams. I did not assess students who did not complete all three exams. A score of 15 would be the highest possible score, since there were three exams, and one question from each exam.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>15-14</td>
<td>~93%</td>
</tr>
<tr>
<td>13-12</td>
<td>~80%</td>
</tr>
<tr>
<td>11-10</td>
<td>~66%</td>
</tr>
<tr>
<td>9-8</td>
<td>~53%</td>
</tr>
<tr>
<td>8-7</td>
<td>~46%</td>
</tr>
</tbody>
</table>

Overall grades of the course:
1 (90%) 4 (80%) 4 (70%)

It is difficult to determine if the difference between passing and not scoring higher than a 70% on this particular metric is just due to random chance or not, because of the size of the class. All 9 students evaluated, passed the course, but 4 of them did not reach 70% or higher. I'm hesitant to draw any hard conclusions from this data set, because of the small size. In an ideal world, students who are passing the course, should be doing well in all the SLO assessments.

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

There are no planned revisions at this time for this course.

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