Philosophy SLOAC work

Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
PHIL 1	Comapare approaches and attempted solutions to these problems from a variety of philosophical traditions.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for "substantive accuracy"--students were expected to both accurately articulate the key components of moral theories and accurately apply them to a particular philosophical problem. Performance is assessed according to a rubric distributed to students in advance, on a scale of 1-4 (with 4 representing excellent performance).	Of 43 essays sampled, the median average score for this criterion was 3.6	When compared to the midterm essay, students' final essays demonstrated considerable improvement with respect to accurately capturing the essential features of philosophical texts. We are pleased with this result.	No enhancement seems needed at this time with respect to this SLO, though we will of course monitor any changes in future assessments.
	Defend an original position on at least one philosophical issue.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an "original argument"--students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	43 essays were sampled. Of these, median scores for the three criteria of original arguments were as follows: Originality: 3.7/4 Coherence: 3.14/4 Anticipated Objection: 2.5/4	While students seem very capable in the arena of developing original arguments, our data suggest that they struggle to make these arguments coherent, and fare poorly in anticipating objections from opposing points of view.	In future iterations of the course, a greater emphasis will be placed on explicitly anticipating objections to individual opinions and arguments. This can easily be achieved during in-class discussions, where the instructor can model the process of anticipating objections.
	Describe the relevance of epistemological and metaphysical problems to contemporary popular concerns.	Students completed a survey at the end of the course, in which they were asked about the relevance of course concepts and materials to ordinary decision making situations.	Narrative responses varied, but the majority of students (over 80%) explicitly articulated one point of relevance between the course materials and their own lived experiences.	While the target for this assessment was met, it remains our most difficult SLO to authentically assess. We feel that it is an important learning outcome, but are not certain that it can be effectively assessed in the manner of the other SLOs for this course.	We will continue to survey students, in the hopes that helpful suggestions for further enhancing this learning outcome will emerge.
	Identify and articulate philosophical problems pertaining to the nature of knowledge and reality.	In order to determine the extent to which students were familiar with basic themes/problems in metaphysics and epistemology, a	Of 48 students sampled, 40 successfully answered the first question (83%) and 39 successfully answered the second (81.25%).	Student performance was very close to target. We are generally satisfied with this, but suspect that 'mini-quizzes' distributed	In the next iteration of the course, students will be prompted to consider content questions like these more explicitly in a

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	Identify and articulate philosophical problems pertaining to the nature of knowledge and reality.	few questions on the final exam were designed to reflect a fundamental awareness of two key theories covered in the course (hard determinism and idealistic monism).	Only 2 students failed to successfully answer both questions.	throughout the quarter might help to identify those concepts that are less well understood by the class as a whole.	homework journal, to be completed throughout the quarter.
PHIL 10	Analyze and assess texts relevant to philosophy and democracy.	Students read and discussed in class about 35 selections from the text Democracy by Ricardo Blaug & John Schwarzmantel. In addition to the aforementioned presentations, they wrote essays demonstrating an understanding of the issues and problems related to democracy and political philosophy.	I was satisfied with student presentations.	None.	None at this time.
	Articulate and defend their own position on at least one philosophical issue related to democracy.	Students articulated and defended their own position on numerous philosophical issues related to democracy. In class discussions, debates, and short essays students expressed and defended their views on such issues as paternalism, elitism, the nature of freedom, equality, individualism, political participation, classical liberalism, and representation.	I was generally satisfied with student discussions.	None provided.	None.
	Demonstrate an application of these tools to their own actions and decisions.	Students applied this knowledge to their own actions and decisions in required community volunteer projects. They also took experiences from their volunteer activities to illuminate and highlight the theoretical issues discussed in class. For example, since the class was conducted during the 2010 mid-term elections, students applied the theory to specific issues of the elections, which informed their voting decisions. In presentations on their volunteer experiences, they successfully made connections between the theory and their practical volunteer experiences.	Students applied this knowledge to their own actions and decisions in required community volunteer projects. They also took experiences from their volunteer activities to illuminate and highlight the theoretical issues discussed in class. For example, since the class was conducted during the 2010 mid-term elections, students applied the theory to specific issues of the elections, which informed their voting decisions. In presentations on their volunteer experiences, they successfully made connections between the theory and their practical volunteer experiences.	None.	None.

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	Identify and analyze philosophical problems pertaining to the nature of democracy.	Students will demonstrate they can identify and analyze philosophical problems pertaining to the nature of democracy. For example, they will complete PowerPoint presentations on classic and contemporary readings on the nature of democracy. These presentations identify and explain the issue, explain the authors' position on the issue, and critically analyzed the authors' position.	I was satisfied with student presentations.	Faculty member conducted this assessment alone, and provided no further analysis.	None at this time. The course has proven difficult to assess, as we cannot consistently find faculty who are willing to provide data. This may result in canceling the course in the future.
PHIL 14A	Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Indian traditions.				
	Assess and analyze arguments and approaches to philosophical problems as found in Indian philosophical texts.				
	Exhibit an application of the concepts learned in this class to one's own existence in the world.				
	Identify and assess the central figures, questions and themes of philosophy in Indian traditions.				
PHIL 14B	Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Chinese traditions.	Within the context of a paper assignment I asked students to adumbrate the fundamental tenants of Yangism as described by traditional scholars and as described by Professor Baiamonte. I asked students to defend an interpretation of Yangism using textual evidence. Many students argued that Professor Baiamonte's untraditional view was more in sink with textual evidence while other students argued that Professor Baiamonte overlooked or deemphasized certain key passages. Yet still, other students proffered an interpretation that was either different from	I would have to say that at least 96 percent of the students succeeded and nearly 85 percent exceeded my expectations.	I believe that this was one of the most successful student learning outcomes in my class.	I was happy with this SLO. No recommendations at this time.

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PHIL 14B	Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Chinese traditions.	Baiamonte and the tradition or reconciled the seeming tensions between them.	I would have to say that at least 96 percent of the students succeeded and nearly 85 percent exceeded my expectations.	I believe that this was one of the most successful student learning outcomes in my class.	I was happy with this SLO. No recommendations at this time.
	Assess and analyze arguments and approaches to philosophical problems as found in Chinese philosophical texts.	For this student learning outcome I picked one of the quintessential problems from ancient Chinese philosophy, namely: How to become a virtuous person (like the "Sage Kings")? Embedded in an essay test format, I had students answer this question form the point of view of several ancient Chinese philosophers.	Again, the quality of the results varied, but on the whole I would have to say that at least 90 percent of the students demonstrated success in regards to this outcome.	This outcome might be enhanced by a different assessment tool.	I am considering making this a paper topic rather than an essay question. By doing so I might be able to assess a student more comprehensively.
	Exhibit an application of the concepts learned in this class to one's own existence in the world.	I am not sure if I had a good assessment tool for this learning outcome. I am not sure what this outcome means. If I am to understand it as an assessment of how students used concepts from classical Chinese philosophy in their everyday life, then I think this is not assessable and that the SLO needs to be rewritten. If it means that I am to assess how students used a concept from Chinese philosophy in regards to their personal life, then this is assessable (but perhaps none of my business). I feel uncomfortable with this SLO.	I don't think this SLO is assessable.	I would like our department to rethink this SLO.	In accordance with other philosophy department SLOs, the faculty agreed to alter this as follows: "Demonstrate the ability to apply the concepts learned in this class to one's own existence in the world."
	Identify and assess the central figures, questions and themes of philosophy in Chinese traditions.	In order to assess students'understanding of classical figures and issues within Chinese philosophy I closely scrutinized a particular paper assignment in which I asked students to provide a detailed explication of a theory from Chinese philosophy and to compare it to three other theories within Classical Chinese philosophy. Students were scored primarily on accuracy of explication, comprehension of concepts, writing ability, and	While the quality of the essays varied, I would have to say that 95% of the students accomplished this objective.	I had a strong sense that most students accomplished this learning objective. I think that this type of essay assignment is useful in assessing this student learning outcome.	I think that in light of this learning objective I emphasized certain learning strategies that I may not have otherwise encouraged as strongly. For example, I reviewed concepts more frequently and comprehensively. I emphasized comparative techniques and encouraged students to interrelate the various figures and themes that we studied.

I believe that this student learning outcome is very important. I will |

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	Identify and assess the central figures, questions and themes of philosophy in Chinese traditions.	subtlety of comparison.	While the quality of the essays varied, I would have to say that 95% of the students accomplished this objective.	I had a strong sense that most students accomplished this learning objective. I think that this type of essay assignment is useful in assessing this student learning outcome.	think of ways to boost my performance in respect to this objective.
PHIL 14C	Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Japanese traditions.				
	Assess and analyze arguments and approaches to philosophical problems as found in Japanese philosophical texts.				
	Exhibit an application of the concepts learned in this class to one's own existence in the world.				
	Identify and assess the central figures, questions and themes of philosophy in Japanese traditions.				
PHIL 2	Analyze and assess solutions to these problems from multiple philosophical positions.	An essay assignment will be given that requires students to apply philosophical theories to a hypothetical or real-world dilemma.	Of 34 essays sampled, 76% exhibit satisfactory performance (defined as a minimum score of 3 on a 4 point rubric scale) with respect to critical comparison of philosophical views.	While our target was met, we worry that our assessment focused on the application of theories to one another, rather than the application of theories to real-world dilemmas.	For our next assessment, we will consider strategies for more directly investigating students' abilities to apply theories to a real-world dilemma.
	Articulate and defend your own position on at least one issue in social and political philosophy.	An essay assignment is given where students are asked to take a position on a current political issue and defend this position with an original argument			
		An essay is assigned that requires students to take an original philosophical position on one of 4 topics.	Of 35 essays sampled, median average student performance was as follows: -Argument originality: 3.8/4 -Argument coherence: 3.35/5 -Anticipation of objection to argument: 2.9/4	Students exhibited difficulty in anticipating/addressing objections to their own original positions, but on the whole were very successful in addressing original philosophical responses to the topics assigned.	We will consider strategies and in-class activities for more clearly modeling the process of anticipating and addressing objections.
		An online forum will be used to require students to first articulate an original argument, and then critique an argument given by one			

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	of their peers				
	Identify and analyze the philosophical problems pertaining to social and political philosophy.	Specific exam questions will be selected that show students recognize basic concepts in social/political philsophy.	71% of students correctly answered the selected questions (up from 65% correct responses for relevantly similar questions from the midterm exam)	The section sampled for assessment differs slightly from ordinary sections, in that it is part of De Anza's First Year Experience program. Students in this program, on the whole, tend to face obstacles to academic achievement that are greater than found in the student population at large. This may affect the data we collected. Still, we were disappointed to see that our target for the section was not met.	The next iteration of this course (especially the next FYE iteration) will feature a greater emphasis on identifying key concepts from course readings. We may also change the pace of the reading schedule to allow students an opportunity to engage with readings more slowly.
PHIL 20A	Articulate and defend one's own stance on at least one ancient philosophical problem, figure or theory.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an 'original argument'—students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	The scores for this criterion were tracked independently of the paper grades themselves, yielding good results: In the first paper, the average score was 3.5/5, which improved to 4/5 by the end of the course.	I believe that extensive comments given to students on their papers is a valuble too that will lead to a positive improvement in the statistics.	The Kind of extensive comments needed to bring about these kinds of improvements requires a great deal of the instructor's time and focus. Large sections (in this case, 60+ students) make this extremely taxing.
	Assess and analyze arguments and approaches to philosophical problems as found in ancient philosophical texts.	To examine this SLO, I asked the students to read a book by Azar Nafisi called Reading Lolita in Tehran. Students were asked to compare Nafisi's analysis of contemporary Tehran with that of Plato's ideal society. Nafisi makes many explicit comparisons between Plato's censorship program and Tehran's censorship by religious authorities.	The scores for this outcome were quite good. The average paper score was B+.	I think that students had an easy time relating to the issue and applying concepts and theories involving censorship to their lives. I deem this exercise quite effective and the results very encouraging.	I think that small group discussions could be very useful as so many students come from such diverse backgrounds.
	Exhibit an application of the concepts learned in this class to one's own existence in the world.	To meet this SLO, I embedded a question into a paper assignment that was designed to see if the ideas of the key figures studied in class had any impact upon their personal views of happiness and	While this portion of the SLO was not strictly graded or scored, the answers given were very thoughtful and encouraging.	None at this time.	None at this time.

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	Exhibit an application of the concepts learned in this class to one's own existence in the world.	the good life. They could have talked about, for example, the role of virtue, wisdom, tolerance, justice, anxiety, love, community, or friendship in the good life.	While this portion of the SLO was not strictly graded or scored, the answers given were very thoughtful and encouraging.	None at this time.	None at this time.
	Identify and assess the central figures, questions and themes of ancient philosophy in the western tradition.	In order to determine the extent to which students were familiar with basic figures, questions, themes/problems in Ancient philosophy, I gave about four quizzes throughout the quarter. Such quizzes involved identification of the central theses and arguments of philosophers such as Thales, Plato, Aristotle, Epicurus, and Epictetus.	The average was a solid B for the quiz component of the course.	Some students had some difficulty keeping track of the philosophers and their theses. Overall I would say that this outcome was achieve but that improvement is in order.	To enhance student understanding of ancient figures and theories, it may be a good idea to spend more time looking at applications of these theories to modern issues (when applicable). Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in contemporary society.
PHIL 20B	Articulate and defend one's own stance on at least one early modern philosophical problem, figure or theory.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an ?original argument??students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average ?argument? score was 81.8/100, which improved to 85/100 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assessment. It is of course difficult to develop ?hard data? for an outcome like this, but the data gathered here did seem to reflect something in the way of improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO.	Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections. While some improvement was observed, the improvement was less dramatic than the improvement for SLO #2. There are several possible explanations for this. One pertains to the difficulty of constructing the arguments offered by other thinkers. If this is the case, then it would seem that student learning would benefit from at least one more argument-centered writing assignment in the course. As explained in the next column, however, current enrollment limits make this logistically impossible. The Kind of extensive comments needed to bring about these kinds of improvements requires a great deal of the instructor?s time and

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PHIL 20B	Articulate and defend one's own stance on at least one early modern philosophical problem, figure or theory.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an ?original argument??students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average ?argument? score was 81.8/100, which improved to 85/100 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assessment. It is of course difficult to develop ?hard data? for an outcome like this, but the data gathered here did seem to reflect something in the way of improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO.	focus. Large sections (in this case, 60+ students) make this extremely taxing. It has been document in several informal student surveys that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment?and that this lower enrollment is attributed in large part to the additional efforts that English instructors purportedly must put into the grading of written assignments?it seems that our paper-centered courses would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.
	Assess and analyze arguments and approaches to philosophical problems as found in early modern philosophical texts.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for thee assignments was a requirement for ?substantive accuracy;??students were expected to both accurately articulate the key components of theories and accurately apply them to a particular philosophical problem.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average ?accuracy? score was 7.9/10, which improved to 9.2/10 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assessment. It is of course difficult to develop ?hard data? for an outcome like this, but the data gathered here did seem to reflect something in the way of students? abilities to analyze theoretical models. The data suggests some improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO. Overall, I?m very happy with the result of this SLO.	Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections.

The Kind of extensive comments needed to bring about these kinds of improvements requires a great deal of the instructor?s time and focus. Large sections (in this case, 60+ students) make this extremely taxing. It has been document in several informal student surveys that these comments far exceed the rigor and detail of comments |

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	Assess and analyze arguments and approaches to philosophical problems as found in early modern philosophical texts.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for thee assignments was a requirement for ?substantive accuracy;??students were expected to both accurately articulate the key components of theories and accurately apply them to a particular philosophical problem.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average ?accuracy? score was 7.9/10, which improved to 9.2/10 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assessment. It is of course difficult to develop ?hard data? for an outcome like this, but the data gathered here did seem to reflect something in the way of students? abilities to analyze theoretical models. The data suggests some improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO. Overall, I?m very happy with the result of this SLO.	given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment?and that this lower enrollment is attributed in large part to the additional efforts that English instructors purportedly must put into the grading of written assignments?it seems that our paper-centered courses would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.
	Exhibit an application of the concepts learned in this class to one's own existence in the world.	An ?argument? paper was assigned to students, in which they were asked to provide a rigorous philosophical response to a topic of their own choosing. Typically, this meant that students responded to a philosophical claim that they found personally relevant in some way.	The average score on these papers was 81.1%. 8 of 50 students scored 90% or higher (corresponding to ?excellent? work), 12 students scored between 80% and 90% (corresponding to ?good? work), 9 scored between 75% and 80% (corresponding to ?satisfactory? work), and 8 scored beneath 75% (corresponding to ?not satisfactory? work).	A problem with this assessment led to a decision (during faculty reflection) that the SLO itself should be changed. It certainly seems that an assessment of this nature can be taken to demonstrate a student?s ability to apply philosophical thinking to his/her own decision making. However, it cannot show that a student actually does apply such thinking to his/her own decision making. On reflection, the faculty agreed that this was actually closer to the aim of an appropriate SLO for the course (as explained below). Students did meet reasonable expectations for success here, but it was the SLO that yielded the least strong results overall.	The SLO will need to be revised as follows: ?Demonstrate the ability to apply philosophical thinking to one?s own personal decision making.? To further enhance the extent to which this SLO is met, it would be a good idea to include more ?argument paper? assignments into the course outline. As explained in previous remakes, however, current enrollment limits make this logistically unfeasible. Course enrollment limits should be lowered or more sections offered.
	Identify and assess the central figures, questions and themes of early modern philosophy in the western tradition.	In order to determine the extent to which students were familiar with basic figures, questions, themes/problems in modern philosophy, I gave about four	The average was a solid B+ for the quiz component of the course.	Discussion among the department suggested that this was an authentic assessment of the SLO?though by no means the only way to assess it. I?m not certain	To enhance student understanding of basic moral theories, it may be a good idea to spend more time looking at applications of these theories to standard moral

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	Identify and assess the central figures, questions and themes of early modern philosophy in the western tradition.	quizzes throughout the quarter. Such quizzes involved identification of the central theses and arguments of philosophers such as Descartes, Locke, Hume, Hobbes, and Kant.	The average was a solid B+ for the quiz component of the course.	this assessment method is appropriate for the other SLOs in the course (as they are more analysis-oriented). The outcome seems to reflect my initial intuitions?while it seems that the majority of students did have a satisfactory understanding of basic ethical concepts, I suspected that student understanding of Kantian theory was a little lower than that of Utilitarian theory. Given the considerable complexity of the former theory, this is not entirely surprising. Overall, the data collected suggests that the SLO was met for the section?though there is absolutely room for improvement.	problems. Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in moral deliberation. Small-group discussions will be employed during the next iteration of the course in attempt to facilitate this enhancement.
PHIL 20C	Articulate and defend one's own stance on at least one 19th and 20th century philosophical problem, figure or theory.				
	Assess and analyze arguments and approaches to philosophical problems as found in 19th and 20th century philosophical texts.				
	Exhibit an application of the concepts learned in this class to one's own existence in the world.				
	Identify and assess the central figures, questions and themes of 19th and 20th century philosophy in the western tradition.				
PHIL 24	Analyze and assess solutions to these problems from a variety of religious and philosophical traditions.				
	Articulate and defend your own position on at least one issue related to the philosophy of religion.				
	Exhibit an application of the				

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	concepts learned in this class to one's own existence in the world.				
	Identify and analyze the philosophical problems pertaining to religion.				
PHIL 3	Analyze and assess a variety of rhetorical and argumentative texts.	In order to determine the extent to which students were familiar with rhetorical and argumentative techniques in texts, I examined two student papers. The first paper involved an analysis of arguments related to whether or not human nature is good or evil by way of looking closely at the primary text of two authors. In the second paper I had students identify rhetorical material contained in the writing of three authors.	The overall quality of the papers was good. I would suggest an average of 3 of 5.	Some students had trouble following long and complex arguments, or arguments on abstract topics/concepts. Others had trouble following arguments that used unusual techniques. Most notably, some students who had no trouble identifying techniques and patterns in exercises struggled to do so within the context of a text. While the data suggests that the SLO was within target, I believe that substantial improvement is possible.	Substantial improvement could be obtained by studying more examples and moving through the material more slowly. In the future I will works towards building students' skill set and knowledge of arguments as they occur in texts. I will work towards integrating analysis in examples to analysis in texts.
	Demonstrate an application of these tools to one's own actions and decisions.	I examined the final argumentative paper in which students developed their own thesis and arguments about personal reflection and avoiding evil	I would suggest that 4.5/5 was the average students achievement for this goal	I am confused as to the meaning of this SLO in this context. This SLO is very difficult to assess. I would suggest removing it from this set of SLO's. However, if the SLO means that the student made an argument that pertains to human living, or one's personal behavior, beliefs, or conventions, then it could possibly be assessed.	Not Sure. I recommend dropping this SLO or rewording it.
	Develop your own complex arguments.	To examine this SLO, I looked at each student's final paper.	I would suggest 4.5 / 5 on this SLO.	This was quite encouraging as almost all students demonstrate the ability to put forward a thesis and defend it with evidence (or premises). The scores were very high for this SLO. The goal was reached and my confidence in students learning how to put forward arguments was quite positive.	Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development in analyzing arguments. I intend to continue with this practice in future sections.
	Identify and analyze a variety of rhetorical and argumentative techniques.	In order to determine the extent to which students were familiar with rhetorical and argumentative techniques, I examined various	The average score on the first essay was 4 of 5. The average score on the second question was 3.5 of 5. I aimed for a target of 3 or	The outcome seems to reflect my initial intuitions—namely that students have an easier time recognizing patterns of rhetoric	To enhance student understanding of argumentative techniques and rhetorical structures within the text, I will spend more time in class

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	Identify and analyze a variety of rhetorical and argumentative techniques.	short answers / essays from an exam. Students were asked to identify patterns of rhetoric and types of argumentative techniques.	higher. Thus, the SLO seems to have been accomplished.	than more complex patterns within the argument of a text. Overall, the data collected suggests that the SLO was met for the section—though there is absolutely room for improvement.	going over the parts of arguments and the ways in which premises support (or fail to support) a conclusion. In so doing, my hope is that a more comprehensive understanding of the techniques will arise.
PHIL 30	Analyze and evaluate existential concepts / questions / issues and themes from a variety of traditions.	To examine this SLO, a paper assignment was given that asked students to explore Japanese existentialism, particularly a masterwork by Akira Kurosawa, "Ikiru" ("To Live"). This film is a Japanese appropriation of Leo Tolstoy's novella The Death of Ivan Ilych. This assignment is very important, in my opinion, because it allows a Western audience to see how a Japanese existentialist explored key issues involving "death," "meaning," "self-reflection," and so forth. The paper assignment involved analyzing the differences between the two traditions and the causes or roots of each culture's response to "the crisis of modernity." Tolstoy turned to the Christian religion and what he called "irrational knowledge." Kurosawa has the main character in his film turn towards deep self-understanding, self-analysis, honor, culture, and creative self-expression.	I would give this assessment a 5/5 as every student that turned in the assignment wrote a wonderful essay.	Once again, the results were fantastic. It is not every day that a professor learns so much from reading a batch of student papers. I feel, however, that I learned from my students and that they learned how two very different cultures share a core humanity and, thus, a core set of existential questions.	Perhaps in future courses I can find ways for students to engage in a multiplicity of cross-culture studies.
	Articulate and defend a personal stance on at least one of these questions and/or traditions.	To examine this SLO, I looked at the totality of writing assignments given to students in the course (4 papers).	It was very apparent to me that every student who completed the course (--only about 4 dropped or disappeared--) was able to articulate and defend a personal position.	No recommendations at this time.	No recommendations at this time.
	Formulate an application of this discourse to one's own personal decision making.	To assess this SLO I asked students to submit an ungraded 1-2 page analysis of how the class impacted their personal life.	Some students professed an altered perspective on religious faith. Others professed a new or altered understanding of "Modernism," and the challenges	All students that submitted the ungraded assignment supplied very interesting answers about how the authors, novels, and films impacted their lives.	No recommendations for this SLO.

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	Formulate an application of this discourse to one's own personal decision making.	To assess this SLO I asked students to submit an ungraded 1-2 page analysis of how the class impacted their personal life.	of finding meaning in a secular world.	All students that submitted the ungraded assignment supplied very interesting answers about how the authors, novels, and films impacted their lives.	No recommendations for this SLO.
	Identify and assess the central figures, questions and themes of existential philosophy	In order to determine the extent to which students were familiar with basic figures, questions, themes/problems in existentialism, I composed a paper assignment in which students were given the opportunity to explore a key existential theme, such as "anxiety," "alienation," "meaninglessness," "absurdity," and "despair." Students were asked to identify the theses of at least two authors on the subject and to explicate each figure's view. Lastly, students were asked to engage the philosophical question / theme / or topic under consideration.	The average was a solid A- for the papers.	I was not only happy with the performance of my students on this paper, I was thrilled. The statics may be unusually high for this particular section of PHIL 30 as the class contained my best students, honors students, and very serious adult learns / life-long learners.	I am not sure how this outcome could have been enhanced, as I was overjoyed, excited, and very pleased with this SLO outcome. I think that in the future, as I teach more sections of this class I will discover a broader range of success and, thus, exploring enhancements will be necessary.
PHIL 4	Analyze and assess a variety of rhetorical and argumentative texts	This SLO is articulated very closely to SLO#1. The instructor interpreted the difference to refer to a closer analysis of student ability to distinguish between those forms of persuasion which provide legitimate reasons for accepting a belief, and those which do not. Accordingly, two assessments were embedded into the final exam. The first tested student ability to recognize arguments resting solely on rhetoric (i.e. providing no truth-conducive reasons for belief). The second tested student ability to distinguish between valid and invalid deductive arguments.	For the 'rhetoric' portion, students exhibited an average score of 21/25 across both sections. For the 'validity' portion, students exhibited an average score of 17.5/25 across both sections	These data suggest that students were able to recognize rhetoric much more easily than they were able to recognize formal validity. Student performance can--and should--be improved for this second criterion in future sections of the course. Overall, however, results were satisfactory here.	Formal reasoning will be approached differently in future sections of the course. The instructor suspects that this kind of reasoning differs considerably from the kind of 'critical thinking' to which students are accustomed, and intends to experiment with different methods of introducing validity.
	Demonstrate an application of these tools to one's own actions and decisions	The 'bottled water' assignment mentioned above was intended to provide students with an opportunity to reflect critically on a	Quantitave data were not available using this method, but high-quality discussions did occur as a result of the 'bottled water' assignment.	Student submissions seemed to show that they have the ability to apply critical thinking tools to their own lives, but it is very difficult to	During our discussion of the assessment, the faculty agree to amend the SLO as follows: "Demonstrate the ability to apply

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	Demonstrate an application of these tools to one's own actions and decisions	consumption choice likely to affect their own lives.	Quantitave data were not available using this method, but high-quality discussions did occur as a result of the 'bottled water' assignment.	imagine any assessment to show that they do in fact apply these tools in their lives.	these tools to your own actions and decisions."
	Develop your own complex arguments	Students' ability to cultivate original arguments was assessed in two ways. First, students were asked to submit a brief argumentative paper pertaining to the rationality of the consumption of bottled water. Second, students were frequently presented with in-class debate topics to provoke improvised arguments.	Unfortunately, it was difficult to collect much in the way of data here.	These methods provided a general sense that students improved in their ability to develop original arguments throughout the course.	Future sections of the course will alter the 'bottled water' assignment to include a detailed rubric, according to which student arguments will be assessed on the criteria of originality, coherence, and susceptibility to critical objections. This will facilitate the collection of data to better measure the SLO.
	Identify and analyze a variety of rhetorical and argumentative techniques	Embedded within the final exam of the course was a section in which students were asked to identify rhetorical devices, logical fallacies, and deductive arguments within a lengthy written passage. Students were scored according to their ability to both identify and explain the function of persuasive techniques.	Section 04.02 exhibited an average score of 11.4/15 on this portion of the exam, while section 04.03 exhibited an average score of 12.7/15. These results confirmed the instructor's suspicion that students had a working understanding of persuasive techniques, but that their ability to describe the functions of these techniques could improve significantly. Results indicate that the SLO was met satisfactorily, but further improvement is certainly appropriate here.	These results confirmed the instructor's suspicion that students had a working understanding of persuasive techniques, but that their ability to describe the functions of these techniques could improve significantly. Results indicate that the SLO was met satisfactorily, but further improvement is certainly appropriate here.	Future iterations of the course will focus more carefully on identifying persuasive techniques in lengthy media (news reports, textual passages, speeches). The section assessed here focused primarily on brief persuasive passages, which may not be as effective in cultivating student understanding. This course is taught more frequently than any other in the department, and is unfortunately offered in classrooms featuring inconsistent technological capabilities. Multimedia argumentative assessment is easy to facilitate in 'smart classrooms', but more difficult in lesser-equipped rooms (such as L28). The instructor continues to develop 'work around' strategies to deal with this, but installing a media cabinet in L28 would help significantly here.
PHIL 49	Analyze and assess texts relevant to women and philosophy.				
	Analyze and defend one's own position on an issue relevant to women and philosophy.				

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	Exhibit an application of the concepts learned in this class to one's own existence in the world.				
	Identify and analyze issues relating to women and philosophy.				
PHIL 7	Demonstrate an understanding of the proof differences between valid and invalid argument forms.	Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on a series of quizzes that focused on truth tables. Students used these to test sequents for validity. In the event that a particular sequent was identified as valid, students constructed a proof for the sequent. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if improvement/learning took place.	Quizzes yielded an average score of 80%, which improved to 85% on the relevant section of the final exam.	Students did well in this area. While this does leave some room for further improvement, it suggests that the SLO is being effectively met in the current version of the course.	I introduced truth tables after introducing the rules of formal proof, and believe that scores may further improve if I reverse this order. I plan to try introducing truth tables first, in an effort to see if students better understand both truth tables and formal proofs.
	Demonstrate the ability to distinguish the deductive inferential function from the inductive inferential function in scientific methods.	Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on a quiz that contained examples of both deductive and inductive arguments. Students were asked to distinguish them according to these two categories.. The scores on this quiz were compared against the scores on the relevant	Scores on the initial quiz yielded an average of 77.2%, which improved to 81% on the midterm exam.	I believe that I spent less time addressing this SLO than the others because of a belief that it would be more readily achieved. My results indicate that this is not the case, and that it will be a good idea to spend a few extra days reviewing examples of inductive arguments. I suspect that this will improve student performance considerably.	I believe that I spent less time addressing this SLO than the others because of a belief that it would be more readily achieved. My results indicate that this is not the case, and that it will be a good idea to spend a few extra days reviewing examples of inductive arguments. I suspect that this will improve student performance considerably.

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	Demonstrate the ability to distinguish the deductive inferential function from the inductive inferential function in scientific methods.	sections of the midterm exam, in an effort to detect if improvement/learning took place.	Scores on the initial quiz yielded an average of 77.2%, which improved to 81% on the midterm exam.	I believe that I spent less time addressing this SLO than the others because of a belief that it would be more readily achieved. My results indicate that this is not the case, and that it will be a good idea to spend a few extra days reviewing examples of inductive arguments. I suspect that this will improve student performance considerably.	I believe that I spent less time addressing this SLO than the others because of a belief that it would be more readily achieved. My results indicate that this is not the case, and that it will be a good idea to spend a few extra days reviewing examples of inductive arguments. I suspect that this will improve student performance considerably.
	Exhibit analytical skills by demonstrating ability to perform multi-step deductive proofs.	Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on quizzes that required students to construct formal proofs for valid sequents. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if improvement/learning took place.	Initial quiz scores for propositional proofs yielded an average of 62%, which improved to 80% on the relevant section of the midterm exam. Initial quiz scores for predicate proofs yielded an average of 73.5%, which improved to 80.2% on the relevant section of the final exam.	I was surprised to find that scores on predicate proofs were higher than those for propositional proofs, given the increased difficulty of the former. I attribute this to the fact that the propositional system was introduced first, and that by the time predicate proofs were introduced, students had better mastered fundamental rules for propositional operators.	I would like scores to be higher on the exams with respect to proofs. As indicated in my enhancement for SLO#2, I believe that by introducing truth tables before introducing the proof rules for the operators, understanding of the latter will improve the next time I teach the course.
	Identify and understand the translation of linguistic statements into symbolic notation.	Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on two quizzes that contained several natural language sentences. Students were required to translate these into the languages of propositional and predicate logic. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if	Propositional logic: The initial quiz showed an average score of 89%, which improved slightly to 91% by the time of the midterm exam.

Predicate logic: Initial quiz scores yielded an average of 53.3%, which improved to about 78% for the final exam. | Students did very well with the translation of sentences into propositional logic. The initial quiz showed an average score of 89%, which improved slightly to 91% by the time of the midterm exam. I take this to indicate that the majority of students had a firm grasp on this aspect of translation.

It appears that students had much more difficulty with predicate logic. Initial quiz scores yielded an average of 53.3%, which improved to about 78% for the final exam. While this does indicate considerable improvement, the final exam average still strikes me | Discussions with my colleagues about this suggest that it may be a good idea to scale back the scope of student work in predicate translations. Because of the accelerated pace of the quarter system, it may be appropriate to focus exclusively on single-place predicate translations, as multi-place predicates seemed to cause most of the problems here. I plan to follow this recommendation in the next section of PHIL07 that I teach, and will introduce multi-place translations only in the event that students exhibit mastery over single-place predicates. |

Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	Identify and understand the translation of linguistic statements into symbolic notation.	improvement/learning took place.	Propositional logic: The initial quiz showed an average score of 89%, which improved slightly to 91% by the time of the midterm exam. Predicate logic: Initial quiz scores yielded an average of 53.3%, which improved to about 78% for the final exam.	as low enough to raise concerns.	Discussions with my colleagues about this suggest that it may be a good idea to scale back the scope of student work in predicate translations. Because of the accelerated pace of the quarter system, it may be appropriate to focus exclusively on single-place predicate translations, as multi-place predicates seemed to cause most of the problems here. I plan to follow this recommendation in the next section of PHIL07 that I teach, and will introduce multi-place translations only in the event that students exhibit mastery over single-place predicates.
		Unlike other philosophy courses, it seemed appropriate to rely heavily upon the quantitative data obtained through quiz and test results in this course. The quizzes and exams were designed to highlight specific capabilities relevant to deductive logic. In this case, I focused on two quizzes that contained several natural language sentences. Students were required to translate these into the languages of propositional and predicate logic. The scores on these quizzes were compared against the scores on the relevant sections of the midterm and final exams, in an effort to detect if improvement/learning took place.	Quiz results for predicate translation yielded an average score of 85%--a significant improvement from the previous assessment cycle.	It appears that scaling back the scope of coverage on predicate translation is appropriate for this course, and seems to result in better student learning with respect to this SLO.	We will keep this model of predicate-translation instruction for now, and use the time that it 'frees up' in the quarter to focus on more rigorous deductive proofs.
PHIL 8	Analyze and assess arguments and approaches to these questions from a variety of traditions.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for "substantive accuracy"--students were expected to both accurately articulate the key components of moral theories	he scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'accuracy' score was 7.9/10, which improved to 9.2/10 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assessement. It is of course difficult to develop 'hard data' for an outcome like this, but the data gathered here did seem to reflect something in the way of students' abilities to analyze moral theories. The data suggests some	Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections.

Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
PHIL 8	Analyze and assess arguments and approaches to these questions from a variety of traditions.	and accurately apply them to a particular moral problem.	he scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'accuracy' score was 7.9/10, which improved to 9.2/10 by the end of the course.	improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO. Overall, I'm very happy with the result here.	The kind of extensive comments needed to bring about these requires a great deal of the instructor's time and focus. Large sections (in this case, 50 students) make this extremely taxing. It has been documented in several informal student surveys, that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment--and that this lower enrollment is attributed in large part to the additional effort that English instructors purportedly must put into the grading of written assignments--it seems that our paper-centered courses (including PHIL08) would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.
	Articulate and defend a personal stance on at least one of these questions and/or traditions.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an "original argument"--students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'argument' score was 81.8/100, which improved to 85/100 by the end of the course.	Faculty discussion seemed to approve of the authenticity of this assessement. It is of course difficult to develop 'hard data' for an outcome like this, but the data gathered here did seem to reflect something in the way of students' abilities to analyze moral theories. The data suggests some improvement in this ability over the course of the academic term, which seems to further suggest learning with respect to this SLO.

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	Articulate and defend a personal stance on at least one of these questions and/or traditions.	To examine this SLO, an assessment was embedded into paper assignments for the course. Among the various criteria on the rubric for these assignments was a requirement for an "original argument"--students were expected to construct a critical response to a philosophical problem that would be assessed on the basis of originality, coherence, and the anticipation of critical objections.	The scores for this criterion were tracked independently of the paper grades themselves, yielding the following results: In the first paper, the average 'argument' score was 81.8/100, which improved to 85/100 by the end of the course.	that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections. While some improvement was observed, the improvement was less dramatic than the improvement for SLO #2. There are several possible explanations for this. One pertains the difficulty of constructing original arguments--this may simply turn out to be more difficult than analyzing the arguments offered by other thinkers. If this is the case, then it would seem that student learning would benefit from at least one more argument-centered writing assignment in the course. As explained in the next column, however, current enrollment limits make this logistically impossible.	part to the additional effort that English instructors purportedly must put into the grading of written assignments--it seems that our paper-centered courses (including PHIL08) would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.
	Formulate an application of this discourse to one's own personal decision making.	An "argument" paper was assigned to students, in which they were asked to provide a rigorous philosophical response to a topic of their own choosing. Typically, this meant that students responded to a moral claim that they found personally relevant in some way.	The average score on these papers was 81.8%. 8 of 50 students scored 90% or higher (corresponding to 'excellent' work), 12 students scored between 80% and 90% (corresponding to 'good' work), 9 scored between 75% and 80% (corresponding to 'satisfactory' work), and 8 scored beneath 75% (corresponding to 'not satisfactory' work).	A problem with this assessment led to a decision (during faculty reflection) that the SLO itself should be changed here. It certainly seems that an assessment of this nature can be taken to demonstrate a student's ability to apply moral thinking to his/her own decision making, but it cannot show that a student actually does apply moral thinking to his/her own decision making. On reflection, the faculty agreed that this was actually closer to the aim of an appropriate SLO for the course (as explained below). Students did meet reasonable expectations for success here, but it was the SLO that yielded the least strong results overall.	The SLO will need to be revised as follows: "Demonstrate the ability to apply moral thinking to one's own personal decision making." To further enhance the extent to which this SLO is met, it would be a good idea to include more 'argument paper' assignments into the course outline. As explained in previous remarks, however, current enrollment limits make this logistically unfeasible.

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	Identify and analyze central questions about right action and/or the good life.	In order to determine the extent to which students were familiar with basic themes/problems in ethics, I included a few short answer questions on a final exam that were designed to reflect a fundamental awareness of two key moral theories (utilitarianism and Kantianism).	The average score on the first question was 4.2 of 5. The average score on the second question was 3.4. I aimed for a target of 3 or higher. Only one student (of 50 in the section) missed the target for the first question, while 8 missed the target for the second.	Discussion among the department suggested that this was an authentic assessment of the SLO--though by no means the only way to assess it. I'm not certain that this assesement method is appropriate for the other SLOs in the course (as they are more analysis-oriented).The outcome seems to reflect my initial intuitions--while it seems that the majority of students did have a satisfactory understanding of basic moral concepts, I has suspected that the understanding of Kantian theory was a little lower than than of utilitarianism. Given the considerable complexity of the former theory, this is not entirely suprising. Overall, the data collected suggests that the SLO was met for the section--though there is absolutely room for improvement here.	To enhance student understanding of basic moral theories, it may be a good idea to spend more time looking at applications of these theories to standard moral problems. Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in moral deliberation. Small-group discussions will be employed during the next iteration of the course in attempt to facilitate this.
	Count:66			Count:44	