

NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: Philosophy

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: Sharon Crasnow

Due in draft: March 15, 2015

Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs

Norco: Diane.Dieckmeyer@norcollege.edu

If you are CTE: Kevin.Fleming@norcollege.edu



Form Last Revised: December 2014

Norco College

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

Annual Instructional Program Review Update

Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted in draft every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

For Program Review data, please go to the following link:

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco: VP Business Services 951-372-7157

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Annual Instructional Program Review Update

Unit: Philosophy _____
Contact Person: _____ Sharon Crasnow _____
Date: _____ April 13, 2015 _____

Trends and Relevant Data

1. Have there been any changes in the status of your unit? (if not, please indicate with an “N/A”)

a. Has your unit shifted departments?

No

b. Have any new certificates or complete programs been created by your unit?

Yes. The philosophy ADT that was approved in at the college in 2013 and was accepted by the state in Fall 2014.

c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

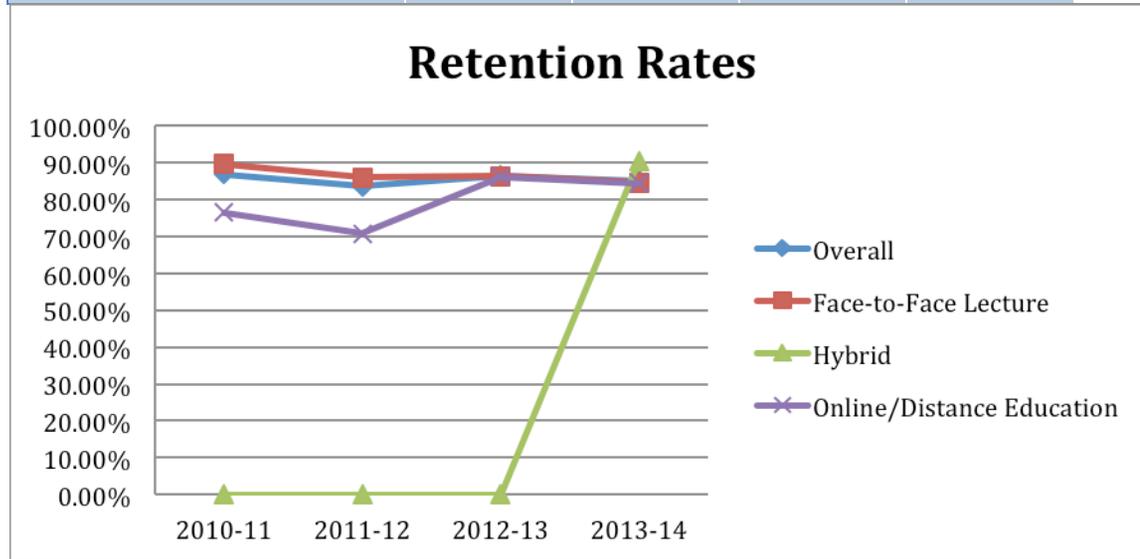
No

2. List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

Retention in Distance Education and face-to-face courses are roughly similar to previous years. The average for all classes appears to be raised by high retention in hybrid classes. There were two such classes offered in 2013-2014, both in the fall of 2013 and both 8 week. The short term may account for the high retention in those classes. Philosophy retention is slightly below the rate for all courses at Norco and this has been consistently the case. As noted in last year’s program review, efforts have been made to improve retention, particularly in online classes. In addition to the reorganization of classes, online classes now

include individual videos (made by the instructor) to familiarize the students with how the class works.

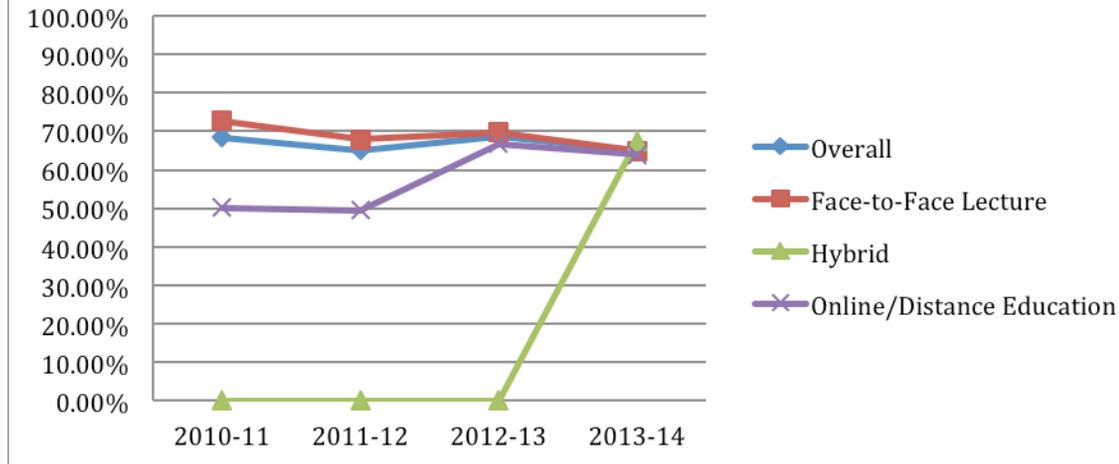
Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	86.95%	83.56%	86.46%	85.00%
Face-to-Face Lecture	89.51%	85.84%	86.24%	84.56%
Hybrid	0.00%	0.00%	0.00%	90.36%
Online/Distance Education	76.35%	70.63%	86.15%	84.35%



Overall success rates in philosophy dropped in 2013-2014. This appears to be consistent across all three delivery methods employed during this period. Face-to-face classes appear to be continuing a steady decline in success rates. On the other hand, Online Classes have not returned to their previous lows (one year of data on Hybrids is not informative and there are no plans to offer them again in the near future). The overall success rate appears to fluctuate, however it is interesting to note that this appears to be a result of different combinations of rates in success face-to-face and success online. Online rates are improving (generally) whereas face-to-face rates are declining. It is unclear what could be responsible for this discrepancy.

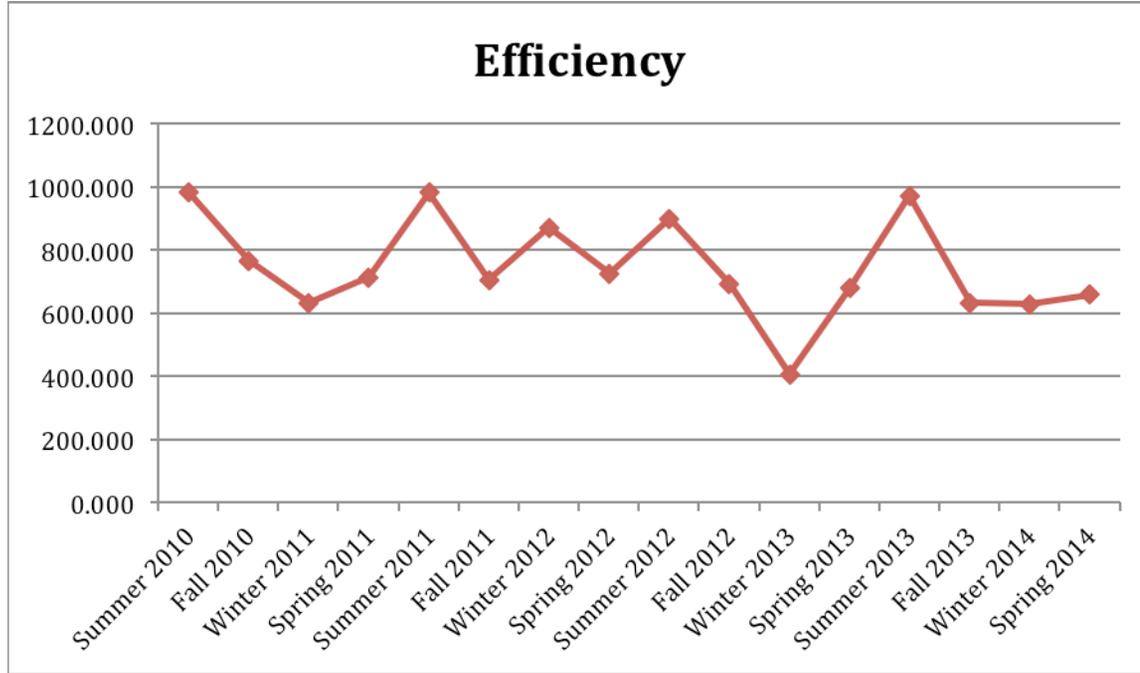
Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	68.33%	65.13%	68.78%	65.00%
Face-to-Face Lecture	72.71%	67.86%	69.70%	64.94%
Hybrid	0.00%	0.00%	0.00%	67.47%
Online/Distance Education	50.25%	49.65%	66.92%	63.95%

Success Rates



Philosophy Efficiency remains higher than average.

Term	Efficiency
Summer 2010	980.600
Fall 2010	765.626
Winter 2011	629.275
Spring 2011	711.792
Summer 2011	980.600
Fall 2011	703.024
Winter 2012	868.711
Spring 2012	722.313
Summer 2012	897.400
Fall 2012	692.182
Winter 2013	405.000
Spring 2013	677.364
Summer 2013	969.360
Fall 2013	630.500
Winter 2014	628.000
Spring 2014	657.259
Total	703.367



Considering these three metrics, it is clear that success is the major concern. Success rates continue to be slightly below the average success rate for courses at Norco and occasional gains seems to be offset by losses if we look at the overall numbers. However, the success rates in online have improved and have not dropped back to previous levels. The difference in online and face-to-face success rates is proportional to those throughout the college.

3. What annual goals does your unit have for 2014-2015 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Educational Master Plan](#)?

As in last year’s APR, I would like to note before setting goals for this year, that the first two items on the goals for 2013-2014 were accomplished: Successful implementation of ADT and establishing rotation for philosophy courses.

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
Continue to improve retention	Continue assessment and dialog	Strengthen student learning	Continue to improve retention

and success in all courses	with associated faculty in spring 2015	Goals 1, 5, and 6	and success in all courses – not specific to DE
Continue to improve retention and success for distance education courses	Video elements have been incorporated into the course. Experiment with incorporated elements into each unit.	Strengthen student learning Goals 1, 5, and 6	Continue to improve retention and success for distance education courses – specific to DE

**Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”*

Norco College Annual Instructional Program Review Update

Unit: Philosophy
 Contact Person: Sharon Crasnow
 Date: April 13, 2015

Current Human Resource Status

4. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Philosophy	1	6	1 (full-time faculty member does part of their load online)

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
NA	0	0	0

Unit Name: Philosophy

5. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)¹

List Staff Positions Needed for Academic Year <u>2015-2016</u> Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*	Distanced Education
1. Full-time philosophy instructor <u>Reason:</u> Current full-time instructor will be retiring June 2015.	R	119,257	
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

¹ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name : _____ Philosophy _____

6. Equipment (including technology) Not Covered by Current Budget²

List Equipment or Equipment Repair Needed for Academic Year ___NA___ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	Distance Education
1. Reason:						
2. Reason:						
3. Reason:						
4. Reason:						
5. Reason:						
6. Reason:						

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** These requests are sent to the [Business and Facilities Planning Council](#).

² If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Unit Name: Philosophy

7. Professional or Organizational Development Needs Not Covered by Current Budget*³

List Professional Development Needs for Academic Year <u>2015-2016</u> <small>Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences.</small>	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. <u>Reason:</u> Assessment compensation for associate faculty	\$100	6	\$600	1,5,7	
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the [Professional Development Committee](#) for review.

³ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Unit Name: Philosophy

8. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college⁴

<p align="center">List Student Support Services Needs for Academic Year <u>NA</u></p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p align="center">EMP GOALS</p>	<p align="center">Distance Education</p>
<p>1. <u>Reason:</u></p>		
<p>2. <u>Reason:</u></p>		
<p>3. <u>Reason:</u></p>		
<p>4. <u>Reason:</u></p>		
<p>5. <u>Reason:</u></p>		
<p>6. <u>Reason:</u></p>		

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

** These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

⁴ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Unit Name: _____ Philosophy _____

9. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

**** For immediate hazards, contact your supervisor ****

<p>List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

⁵ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Retention, success, and efficiency rates have been identified and reflected upon	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. There are annual goals for refining and improving program practices.	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
3. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
4. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
5. Resource requests have reasons identified and completed data fields, including estimated dollar amount.	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
6. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
7. The document is complete	No; there are incomplete sections	/	/	Yes; all sections are completed
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit’s accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren’t even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year (*fall 2013 - spring 2014*). Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, you may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment with report and you haven’t yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO <i>Initial Assessments</i> and completed Reports (State each SLO e.g., SLO 1)	SLOs with <i>Improvements identified</i> (Identify the SLO with # of improvements in () e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in <i>Loop-Closing</i> assessment (state SLO and effect)
PHI 10	SLO 6 Apply philosophical thinking to other facets of life and/or fields of study. (Initial Assessment in several different sections. See report Appendix A)			SLO 5 Plan, organize, and write an argumentative essay that defends a position on a philosophical question or problem. Improvements in second essay after feedback introducing assignment requiring

				response to paper comments. Appendix A.
--	--	--	--	---

Course number and name	SLO <i>Initial Assessments</i> and completed Reports (State each SLO e.g., SLO 1)	SLOs with <i>Improvements identified</i> (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in <i>Loop-Closing</i> assessment (state SLO and effect)
PHI 11		SLO 2 Apply an assortment of rules and principles to analyze, evaluate, and compose arguments, distinguishing them from other forms of persuasive message. Course changes in the teaching of fallacies and argument evaluation. Improvement in achievement rate. See Appendix B		SLO 2 improved; initial assessment Fall 2012. Loop closed Fall 2013.
PHI 12	SLO 3 Integrate moral theory into independent and creative solutions to moral problems. (See report Appendix C)			SLO 2 Describe how traditional ethical theory informs the positions and supporting arguments offered by philosophers on contemporary ethical issues. (Appendix C) Changes in the course over a period of two years described below, which an improvement of outcomes.

PHI 32	All SLOs Initial assessment following gap with change of instructors (only one section of this course is taught a year). Previously assessed in 2013. See Appendix D			
PHI 33	To be assessed this year Spring 2015. Discussed with associate faculty how to develop assessment instrument.			

2. a) How many Program Level Outcome *initial* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
		1 (See the report for PHI 10 in Appendix A)	

- b) How many Program Level Outcome *loop-closing* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.

The assessment prompted a conversation about making introduction to philosophy more applied. The PHI 10 learning outcome: **Apply philosophical thinking to other facets of life and/or fields of study.** seems like a good fit with the GESLO and that fit is something that we do want to promote particularly in introduction to philosophy. The assessment of this outcome made associate faculty in particular more aware of its presence in the COR and the need to consider global issues as part of what it means to apply philosophical thinking to other facets of life.

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.

Across the discipline discussion about assessment and prompted a revision of PHI 10 and PHI 11 SLOs. SLOs were made more focused and simplified although not dramatically changed. This revision has cleared all curriculum steps but has yet to appear as the official COR. This will probably occur in Spring 2015. (Philosophy faculty for Fall 2015 should be made aware of this.)

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future?
Yes, the PHI 10 assessment discussed above. Through email and in conversation with several associate faculty.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

No.

7. What additional support, training, etc. do you need in the coming year regarding assessment?

More efforts to include associate faculty. Could we somehow work with the association to require training for associate faculty?

Appendix A:

SLO 5 for PHI 10 was assessed in several sections. The assessment of this SLO also served as an assessment of the GESLO. Two reports below are from two different assessment approaches. In the first case, the assessment was a year long project with two sections assessed in Fall 2013 and two assessed in Spring 2014. The assessment was based on responses to a discussion board prompt (all sections were DE sections) asking to use terms used in the discussion of racism and sexism by analyzing an example that they had personally witnessed. The scoring was dichotomous – either they used the terminology correctly or they did not. In the first round in the fall, 26 student posts were examined (posts that did not respond to the prompt were discarded). Of those 26, 14 used the terminology correctly and 12 did not. In response to this relatively poor showing, the following changes were made in the course: 1) new introductory material for the lesson offered several new illustrations to clarify the terminology; 2) the instructor responded with clarifications to early posts that were in error and sent out an announcement to point out these corrections to students. The spring sample yielded the following results: of 31 student posts examined 20 used the terminology correctly failed to do so. The fall results showed a 54% success rate compared with the spring results showing a 65% success rate. While this is an improvement, there is more work to be done. This year the instructor introduced video clips for most sections of the course. While the data has not yet been collected and analyzed for 2015, there does appear to be improvement in the understanding of the terminology from this unit.

Norco College Course Assessment Report

Course: PHI 10 – Introduction to Philosophy (Spring 2014)

Initial assessment

1. Assessment summary:

Goal of assessment: to assess the PHI 10 SLO noted below which aligns with the Self-Development & Global Awareness GESLO.

PHI 10: Apply philosophical thinking to other facets of life and/or fields of study.

GESLO: Self-Development and Global Awareness – Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.

Background of the assessment: The bulk of one section of intro course focuses on Plato’s *Republic*, Kant’s *Groundwork of the Metaphysics of Morals*, and Nietzsche’s *On the Genealogy of Morality*. Over the course of the term we compare and trace the progression in these philosophers’ views about (i) justice and morality, (ii) truth and reality, (iii) the nature of knowledge, (iv) freedom and autonomy, (v) human reason, and (vi) the ideal human community. When we first look at *Republic* many students struggle to take seriously Socrates’ ideas about truth and his strong claims about the possibility of knowledge. This is at least partly because those ideas seem so closely connected with an authoritarian vision of society that students find objectionable. And certainly “truth”-claims have often been used as instruments of coercion and oppression. Nietzsche makes this point forcefully.

But while it is true that “truth” has been used to restrict and oppress people, “truth” has also often been viewed as an ally of the oppressed and as an important instrument for resisting manipulation and coercion. To help students consider this other perspective more, we read excerpts from Václav Havel’s “The Power of the Powerless.” Writing in communist Czechoslovakia in the 1970s, Havel commends the pursuit of truth and openness to truth (what he calls, “living within the truth”) as an important way of resisting the coercive power of ideology. At places, he even suggests that openness to truth is essential for preserving liberty and diversity.

After looking at Havel’s essay, we read a statement by a group of marriage equality advocates in which they articulated their commitment both to advocating for their position and to preserving “core liberal values of debate and diversity.” We discussed in class these different views about the relationship between truth and liberty/diversity. After that, students were asked to respond in writing to this prompt: “Do you agree that pursuing truth and being open to truth in the way Havel describes is essential to preserving political liberty and diversity? Explain why or why not.” Students responses were rated on a 4-point scale. (4 = strong achievement, 3 = moderate achievement, 2 = slight achievement, 1 = weak achievement.)

Assessment results: 19 students participated in the assessment.

Assessment score	Number of students
4 points – strong	6
3 points – moderate	5
2 points – slight	4
1 point – weak	4

Strong responses demonstrated a understanding key concepts like “truth” and “pursuit of truth” as articulated by Havel. Weak responses exhibited a lack of clarity about those concepts. Students at all levels affirmed the importance and value of

liberty and diversity. However, their grasp of Havel’s ideas about the relationship between “the pursuit of truth” and liberty/diversity varied.

Response to assessment results: One of the main challenges of a philosophy course is to help students reevaluate their ideas about familiar concepts. So, for instance, many students seem to think of ‘justice’ as concerned primarily with the fair punishment of crimes. ‘Pursuing justice,’ then, has to do with bringing appropriate consequences to bear on moral and legal infractions. But ‘justice’ has also been used to talk about the equitable distribution of resources within a society. The adjective ‘just’ may be used to describe a particular action or, as Plato uses it, to characterize a whole human person. In a philosophy course, I want to encourage students to (i) consider these other ways of understanding familiar concepts and (ii) connect their existing ideas about these concepts with the new ideas being introduced.

One of the barriers to achieving those goals is students’ tendency, in discussion also but especially in writing, to fall back on their familiar ideas and ways of thinking. When asked to apply a concept to a new scenario, they often default to using their familiar understanding of that concept. Where students’ responses to the assessment question were weakest, I believe that was the main cause. Students came into the course with certain ideas and ways of talking about ‘truth,’ ‘belief,’ and ‘opinion.’ The idea that something may be ‘true for me but not true for you’ was expressed in one form or another by several of my students. Plato’s *Republic* and Havel’s essay provide material for critically reevaluating those kinds of ideas. But while many of my students, by the end of the course, did seem to appreciate these different perspectives, I would like to see more of my students become more articulate about those differences.

2. Suggestions for improving learning: (i) Early on in the course, get students to articulate their understanding of key concepts like “justice,” “truth,” or “freedom.” This should be done in writing and not just in discussion. Sometimes students have a hard time following or remembering a *discussion* about concepts. And if the students’ ideas are written down, that gives them something concrete to look at when drawing comparisons to the ideas of the different philosophers. (ii) As different philosophers’ perspectives are presented draw comparisons between students’ ideas and the philosophers’ ideas. Don’t just present the philosophers’ ideas, and don’t ask students just to compare the philosophers’ ideas to each other. (iii) Consider regularly asking students to respond to writing prompts—especially at the end of class sessions. Asking them to write about a topic that has just been discussed may provide more helpful insight into what they do and do not understand.

3. This is not a follow-up assessment.

4. Suggestions for modifying the course outline of record and SLOs

Appendix B:

SLO 2 was assessed in Fall 12 (see assessment report from that year). The results at that time indicated a 69% rate of achievement of that SLO. Using the same rubric and an exercise on the final exam (as in the last cycle), the Fall 13 hybrid classes were assessed with the following results:

The average score for this assessment was 3.12, up from 2.89 on the previous cycle. The success rate was 72%, again up from the previous 69%. Looking at the results more closely, the same problems identified in the previous cycle remain. Students are able to identify that there is a problem with the argument but many continue to struggle with how to articulate clearly what that problem is using the tools from the course.

The primary change made in the course to address this problem was the addition of two writing assignments specifically centered on evaluation skills. The additional practice may have produced the difference, however there are a variety of other factors that make it difficult to compare the results of these two assessments. The Fall 12 assessment was done in a face-to-face class whereas the Fall 13 assessment was from an 8 week hybrid class.

For Fall 2013 an additional targeted assessment on applying specific rules was used for SLO 2 (this type of assessment had been previously discussed with associate faculty). The identification of informal fallacies was scored from 2, 1, or 0. 2 is exemplary, 1 is adequate, and 0 is the SLO is not achieved.

32 tests were scored using this rubric. All answers needed to be right for exemplary on the fallacies; most right for adequate; most wrong for not achieved. Overall scores were as follows:

Fallacies: Exemplary 13 (40%); Adequate 10 (31%); Not achieved 9 (28%) (numbers rounded and so not 100%) – Generally this indicates that 70% of students were able to use this critical thinking tool.

The course did include a particular focus on fallacies with a separate quiz devoted entirely to fallacies. The course also included an assignment that required students to post a fallacy for other students to identify – students were required to both post and identify a fallacy for full credit.

Appendix C:

PHI 12 FALL 2013 Assessment of SLO 3 “Integrate moral theory into independent and creative solutions to moral problems.”

Scenario: You are part of an intergalactic exploration party some time in the distant future. You find yourself on a planet where you encounter creatures that resemble non-human animals from earth and yet they also seem to have some characteristics that indicate a degree of intelligence unlike that you have seen in those animals you are more familiar with. There is no other source of meat on this planet, however there are other non-meat sources of nutrition. You and your fellow explorers are wondering if it is morally permissible to kill and eat these animals.

Do the following:

- 1) indicate the criteria that you would apply to make this determination
- 2) ground your decision using those criteria in one of the moral theories that we have discussed this semester
- 3) argue for your conclusion using all of the above
- 4) Consider a possible counterargument and respond.

Requirements	State criteria	Connect criteria to Moral theory	Argument	Objection and Response
Possible Points.	2	2	3	3

Results: 30 students completed the assessment. The project was scored out of 10.

24% of students scored 9 or higher

44% of students scored between 8 and 9

30% of students scored between 7 and 8.

Scores above 8 counted for achieving this SLO and so 68% of students achieved this SLO.

While this is consistent with the success rate for philosophy courses generally, it is desirable to achieve a higher success rate.

In addition SLO 2 which had been assessed in 2012 was reassessed. In addition to the changes mentioned above, more attention was paid throughout the course to distinguishing and using the main ethical theories that had been studied, since the main concern was about students being able to apply theories. The same instrument was used – take home final question: Choose any of the contemporary moral issue that we have covered in class (not the issue that you did your final paper on!) and two authors that used different ethical approaches to that problem

(utilitarian, Kantian, virtue ethics). Explain how their positions exemplify the approach that each uses, by indicating how their arguments are informed by the moral principles of their positions. Compare and contrast their approaches identifying their similarities and differences.

The answers were evaluated using the following rubric:

Description of the positions	Clear and Accurate 3 11	Adequate 2 18	Flawed 1 8	Not included 0 2
Application to topic	10	23	6	
Discussion of the arguments (comparison)	10	17	10	2

39 tests were included in the analysis. The raw scores are above. 74% of students were successful at describing the positions. 85% were able to apply positions to specific circumstances accurately. Students were not as successful at comparing positions and understanding the arguments however (about 70%).

These results show definite improvement. Changes were made over a three year period, first with the reorganization of topics and then changes in the focus of both the discussion and the exercises in the course. In addition to the other assessment (above) done in this class that urged an imaginative application of the principles, in class discussion always returned to the ethical theories as an anchor. A debate during the semester also was scored with an emphasis on the application of theory to the issue at hand (ethical treatment of animals).

Appendix D PHI 32/MAT 32

The following assessment instrument was adapted from the instrument used by math in 2013. It was administered as a final exam and assessed all SLOs. 33 students took the final. The raw scores for the questions reflecting the SLOs are below. The average score is 59% achievement of the SLOs. The problems appear to occur primarily with the application of proof rules and so this brings down the average for the achievement of SLO 5. The aggregated results for the questions reflecting each SLO are: SLO 1 70%; SLO 2 48% (brought down by quantification translation); SLO 3 51%; SLO 4 61%; SLO 5 39%

The clear weakness are in quantification and proofs.

1. State the definition of an argument. SLO 1

23 70%

2. Translate the following English sentence into SL. SLO 2

If I don't win the lottery, zombies will start roaming the streets and space invaders will land on earth.

21 64%

3. Write an argument that clearly satisfies the following conditions: SLO 3

a) An argument that is valid but not weak.

20 61%

b) An argument that is valid and weak.

13 40%

4. Construct a truth table that demonstrates that the following argument is a valid. SLO 4

$A \rightarrow (\neg B \rightarrow C)$

$\neg B$

$\neg C$

$\Delta \neg A$

20 61%

5. Translate the following sentences of QL into English where: SLO 2

UD: persons

Sx : x is a logic student.

Tx: x is a transfer student.

$\forall x(Sx \rightarrow Tx) \ \& \ \exists y(Sy \ \& \ Ty)$

11 33%

6. Do a proof showing validity of the following arguments using any of the rules that we have learned this semester (Rules of Proof, Rules of Replacement, and Derived Rules). SLO 5

a. $A \rightarrow \neg B$

$A \& C$

$\therefore C \& \neg B$

13 39%

7. Provide justifications for the each of the steps in the following proof: (SLO 5)

1 $\forall x(Cx \& Dt)$

2 $Ca \& Dt$

3 Ca

4 $\forall xCx$

5 Dt

6 $\forall xCx \& Dt$

13 39%

