



AA Philosophy

Behavioral Sciences, Education, and Humanities Assessment of Degrees and Certificates

#1	AA – Philosophy Degree Student Learning Outcome 1: The student will demonstrate awareness of diverse philosophical perspectives.
	Courses in the degree plan that address this Learning Outcome: PHIL 1301, PHIL 1304, and PHIL 2306
	Assessment Measure for this Outcome: This outcome was arrived at through a review of ten randomly selected students from two distinct sections of PHIL 2306, <i>Introduction to Ethics</i> . Each was asked to list 3 different ethical perspectives the student studied this semester. We used a 5-point scale to measure responses: 5 = Student exceeds standards 3 = Student meets standards. 1 = Student does not meet standards.
	Achievement Target for this Measure: Students' average score will be equal to or greater than 3.5.
	Findings: Students' average score was 2.8.
	Related Action Plans: A collaborative-learning dimension was formally introduced into one of this (Fall 2010) semester's sections of PHIL 2306. Using our Spring 2010 results as a benchmark, the same end-of-semester assessment will be administered to a similar sample of Fall 2010 PHIL 2306 students. The Fall 2010 PHIL 2306 student responses will then be analyzed in light of the Spring 2010 results. Focus will be on the question of whether or not the formal introduction of a collaborative-learning dimension improves student achievement of Philosophy Program Goal #1. The findings would be used to inform the recommended design of future course content, methodology, and Program assessments.



PALO ALTO COLLEGE

#2	AA – Philosophy Degree Student Learning Outcome 2: The student will demonstrate critical thinking.
	Courses in the degree plan that address this Learning Outcome: PHIL 1301, PHIL 1304, PHIL 2303 and PHIL 2306
	Assessment Measure for this Outcome: This outcome was arrived at through a review of ten randomly selected students from two distinct sections of PHIL 2306, <i>Introduction to Ethics</i> . Each was asked to analyze the Heinz Dilemma from one of the 3 different ethical perspectives identified in Question 1. We used a 5-point scale to measure responses: 5 = Student exceeds standards 3 = Student meets standards. 1 = Student does not meet standards.
	Achievement Target for this Measure Student's average score will be equal to or greater than 3.5.
	Findings Students' average score was 3.0.
	Related Action Plans A collaborative-learning dimension, designed to analyze specific moral dilemmas, was formally introduced into one of this (Fall 2010) semester's sections of PHIL 2306. Using our Spring 2010 results as a benchmark, the same end-of-semester assessment will be administered to a similar sample of Fall 2010 PHIL 2306 students. The Fall 2010 PHIL 2306 student responses will then be analyzed in light of the Spring 2010 results. Focus will be on the question of whether or not the formal introduction of a collaborative-learning dimension which requires students to analyze moral dilemmas improves student achievement of Philosophy Program Goal #2 . The findings would be used to inform the recommended design of future course content, method, and Philosophy Program assessments.



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#3	AA – Philosophy Degree Student Learning Outcome 3: The student will demonstrate the value and relevance of philosophy to their lives.
	Courses in the degree plan that address this Learning Outcome: PHIL 1301, PHIL 1304, and PHIL 2306
	Assessment Measure for this Outcome: This outcome was arrived at through a review of ten randomly selected students from two distinct sections of PHIL 2306, <i>Introduction to Ethics</i> . Students were asked to explain what they should do, if they were in the Heinz Dilemma.
	Achievement Target for this Measure: Students' average score will be equal to or greater than 3.5.
	Findings Students' average score was 3.8.
	Related Action Plans Because our achievement target was exceeded for this Learning Outcome, we will simply focus on maintaining this excellent score. Using our Spring 2010 results as a benchmark, the same end-of-semester assessment will be administered to a similar sample of Fall 2010 PHIL 2306 students. The Fall 2010 PHIL 2306 student responses will then be analyzed in light of the Spring 2010 results. Focus will be on the question of whether or not the formal introduction of a collaborative-learning has improved student achievement of Philosophy Program Goal #3. The findings would be used to inform the recommended design of future course content, method, and Philosophy Program assessments.