

Course Assessment Results aligned to Program SLOs

San Mateo CCCD

CAN Program - Social Sciences

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to produce evidence based arguments.	CAN Dept - Philosophy - CAN PHIL 100 - Introduction to Philosophy - Issues - Students will be able to evaluate philosophical issues on topics such as axiology, epistemology, and metaphysics. (Created By CAN Dept - Philosophy)	Assessment Method: 4 Questions will be embedded on the m.c. test. Assessment Method Category: Exam Success Criterion: 70% of my students will get a C or higher on the assignment.	05/28/2013 - 31 students were enrolled in the course. Of the 31 students, 26 students completed the assignment. The assignment consisted of both multiple-choice and essay questions. The results for the essay are as follows: A = 0 students B = 3 students C = 6 students D = 5 students F = 12 students 9 out of 26 students passed the essay exam (34.6%), which excludes the results from the multiple-choice version of the exam. Result Type: Criterion not met Reporting Cycle: 2012 - 2013	05/28/2013 - The results were only from the essay exam. The entire exam consisted of both essay and multiple-choice questions. It can be challenge for students to properly study for both, for most do not prepare well for the essay exam. I think this was the case for this set of students. Because of this, I will continue using this assessment tool and analyze results from future semesters. I will make changes if necessary. Action Plan Category: Conduct Further Assessment
			09/12/2011 - The following is the spring 2011 grades results for this course. A-9 students, B- 8 students, C-12 students, D-2 students, Incomplete or F- 13 students. Result Type: Criterion not met Reporting Cycle: 2010 - 2011	09/12/2011 - Explain concepts clearly, review concepts in class prior to essay. Encourage students to ask questions in class an to come to my office hours. Revise success criterion to 70% of students will complete the course with a grade of C or better. Action Plan Category: Use New or Revised Teaching methods

CAN Dept - Philosophy - CAN PHIL 100 - Introduction to Philosophy

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	- Presuppositions - Students will be able to analyze the philosophical presuppositions of these issues. (Created By CAN Dept - Philosophy)	Assessment Method: 4 Questions will be embedded on the m.c. test. Assessment Method Category: Exam Success Criterion: 75% of students will get 75% correct on exam		
		Assessment Method: The exam consists of comparing and contrasting six philosophers (Buddha vs Aristotle, Kant vs Mill, and Nodding vs Nietzsche) on their views on ethics. The essay serves as the first exam and is broken up into one of five letter grades (A-F). The essays must be typed and must be five-to-eight pages in length. Assessment Method Category: Essay Success Criterion: 70% of students will earn a C or better on the assignment.	05/30/2012 - Of the 22 students initially enrolled, 17 students successfully completed the course. 77% of the students successfully completed the assignment. The grade breakdown is as follows: A - 10 B - 4 C - 2 D- 1 F- 5 Result Type: Criterion met Reporting Cycle: 2011 - 2012	05/30/2012 - The grade on this assignment reflects an average of the three essays given throughout the semester. Upon reflection, I may have been too lenient in my grading given how many A's there were. I will analyze the final grades in 2012 to see if there any trends in my grading. However, students' success in this assignment may be a reflection of my instruction. Further analysis is needed. Action Plan Category: Conduct Further Assessment
			12/19/2011 - 33 students enrolled. The grade breakdown is as follows: A ? 3 B ? 10 C ? 16 D ? 4 Result Type: Criterion met Reporting Cycle: 2011 - 2012	12/20/2011 - I would like to continue using this assignment. With four students not successfully passing this assignment, the goal is to decrease the number of students who failed. To highlight this, I would like to compare the first exam from 2011 with the first exam of 2012. This process may highlight successes and weaknesses in students' understanding of the material. Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Philosophy - CAN PHIL 100 - Introduction to Philosophy - Critical Thinking - Students will be able to develop critical thinking skills. (Created By CAN Dept - Philosophy)	Assessment Method: The exam will consist of multiple choice and essay questions. Assessment Method Category: Exam Success Criterion: 70% of students will get 70% correct on exam	12/19/2012 - 43 students completed the multiple choice and essay exam. The results are as follows: A = 8 students B = 12 students C = 17 students D = 5 students F = 1 student 37 out of 43 students passed the exam (86%), with only 6 students earning below a passing grade. Result Type: Criterion met Reporting Cycle: 2012 - 2013	12/19/2012 - Continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 103 - Critical Thinking - Premises and Conclusions - Students will be able to identify premises and conclusions in arguments, and recognize the role of language in presenting premises and conclusions. (Created By CAN Dept - Philosophy)	Assessment Method: 4 questions will be targeted for the essay topics. Assessment Method Category: Essay Success Criterion: 70% of students will complete assignment with a grade of C or better.	05/28/2013 - 28 students were enrolled in the course. Of the 28 students, 17 students completed the third essay. The results are as follows: A = 4 students B = 4 student C = 1 student D = 3 students F = 5 students 9 out of 17 students passed the exam (52.9%), with 8 students receiving a 'D' or 'F' on the assignment. However, 19 out of 28 students passed the class with a 'C' or higher. Result Type: Criterion not met Reporting Cycle:	05/28/2013 - This essay is the third and final essay of the semester. Although the students seem to have had troubles with this essay, the passing rate for the course is much higher and close to the 70% goal. I will continue to challenge students with the concepts at the end of the course, yet I will also improve my strategies for informing students of the importance of doing well on the last and final essay of the course. Action Plan Category: Conduct Further Assessment

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			<p>2012 - 2013</p> <hr/> <p>09/12/2011 - The following is the spring 2011 grades results for this course. A-12 students, B-5 students, C-6 students, D-1 students, Incomplete or F-8 students.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	
	CAN Dept - Philosophy - CAN PHIL 103 - Critical Thinking - Types of Arguments - Students will be able to identify and evaluate the types of arguments and argumentative reasoning including inductive, analogical, and causal reasoning. (Created By CAN Dept - Philosophy)	<p>Assessment Method: 4 questions will be targeted for the essay topics.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 75% of students will complete course with a grade of C or better.</p>	<p>05/30/2012 - Of the 22 students initially enrolled, 17 students completed the course. 77% of the students successfully completed the assignment. The grade breakdown is as follows: A - 10 B - 4 C - 2 D - 1 F - 5</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/20/2011 - Of the 15 students initially enrolled, 9 students completed the course. 77.8% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 3 B ? 3 C ? 1 D ? 2 F ? 0</p> <p>Result Type:</p>	<p>05/30/2012 - The grade on this assignment reflects an average of the three essays given throughout the semester. Upon reflection, I may have been too lenient in my grading given how many A's there were. I will analyze the final grades both the Fall 2011 and Spring 2012 semesters to see if there any trends in my grading. However, students' success on this assignment may be a reflection my instruction. Further analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>12/20/2011 - Because this is a critical thinking course, I don't think that an 8:10am start time is best for this course. I would like to see if this low enrollment trend continues in further semesters (this course is offered at the same time in the Fall 2012 semester). If the enrollment is still low in the Fall 2012, a change in the time that the course is offered will be necessary.</p>

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			<p>Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Philosophy - CAN PHIL 103 - Critical Thinking</p> <p>- Fallacies - Students will be able to evaluate and analyze informal fallacies and perform simple deduction in propositional logic. (Created By CAN Dept - Philosophy)</p>	<p>Assessment Method: Essay and multiple choice exams.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the exams with a grade of C or better.</p>	<p>12/19/2012 - 29 students completed the multiple choice and essay exams. The results are as follows: A = 9 students B = 5 students C = 9 students D = 5 students F = 1 student</p> <p>23 out of 29 students passed the exams (79%), with only 6 students earning below a passing grade.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>12/19/2012 - Continue using these exams as tools to measure students' learning.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Philosophy - CAN PHIL 160 - History/Philosophy-Anc/Medieval</p> <p>- Basic Ideas - Students will be able to explain the basic philosophical ideas of the various pre-Socratic philosophers. (Created By CAN Dept - Philosophy)</p>	<p>Assessment Method: Essay Exam</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the course with a grade of C or better.</p>	<p>09/12/2011 - The following is the spring 2011 grades results for this course. A-9 students, B- 5 students, C-4 students, D-2 students, Incomplete or F- 3 students.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Philosophy - CAN PHIL 160 - History/Philosophy-Anc/Medieval</p> <p>- Fundamental Tenets - Evaluate the</p>			

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	fundamental tenets of the philosophical theories of Socrates, Plato, and Aristotle and their respective epistemological, ethical, and metaphysical positions. (Created By CAN Dept - Philosophy)	Assessment Method: Essay Exam Assessment Method Category: Essay Success Criterion: 70% of students will complete the course with a grade of C or better.	05/30/2012 - Taught over Spring 2012 only Of the 9 students initially enrolled, 8 students completed the course. 88.8% of the students successfully completed the assignment. The grade breakdown is as follows: A - 4 B - 4 C - 1 D - 0 F - 0 Incomplete - 1 Result Type: Criterion met Reporting Cycle: 2011 - 2012	05/30/2012 - There was a significant number of students who dropped the course before taking the first exam, resulting in a low number of students enrolled at the end of the semester. A larger number of students will give me a better assessment of what students are learning and what they are not. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 160 - History/Philosophy-Anc/Medieval - Roman & Renaissance - Evaluate the fundamental tenets of the philosophical theories and the epistemological, ethical, and metaphysical positions of the Roman world and the Renaissance. (Created By CAN Dept - Philosophy)	Assessment Method: Essay Exam Assessment Method Category: Essay Success Criterion: 70% of students will complete the assignment with a grade of C or better.	05/28/2013 - 13 students were enrolled in the course. Of the 13 students, 12 students completed the third essay. The results are as follows: A = 1 students B = 4 students C = 7 students D = 0 students F = 0 students 12 out of 12 students passed the exam (100%). Result Type: Criterion met Reporting Cycle: 2012 - 2013	05/28/2013 - The students did excellent on this exam. I will continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 190 - Contemporary Philosophy			

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	- Traditions - 1. Students will be able to demonstrate a critical understanding and appreciation of the traditions of Existentialism, Marxism, Utilitarianism, Pragmatism and Analytic philosophy. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question with key points will be formulated on an essay. Assessment Method Category: Essay Success Criterion: 75% of students will complete the course with a grade of C or higher.		
	CAN Dept - Philosophy - CAN PHIL 190 - Contemporary Philosophy - Core Concepts - 2. Students will be able to define, explain, analyze and evaluate philosophers' core concepts and theories. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question with key points will be formulated on an essay. Assessment Method Category: Essay Success Criterion: 75% of students will complete the course with a grade of C or higher.	12/20/2011 - Of the 19 students initially enrolled, 11 students completed the course. 72.7% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 4 B ? 2 C ? 2 D ? 2 F ? 0 Incomplete - 1 Result Type: Criterion met Reporting Cycle: 2011 - 2012	12/20/2011 - There were a significant number of students who dropped the course before taking the first exam, resulting in a low number of students successfully completing the course (9 students). A larger number of students will give me a better assessment of what students are learning and what they are not. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 190 - Contemporary Philosophy - Literatures - 3. Students will be able to demonstrate through essay and discussion an understanding of selected literatures by thinkers such as Sartre, Mill, Wittgenstein, and Peirce. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question with key points will be formulated on an essay. Assessment Method Category: Essay Success Criterion: 75% of students will complete the course with a grade of C or higher.		

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	CAN Dept - Philosophy - CAN PHIL 200 - Introduction to Logic - Deductive & Inductive Arguments - Identify, explain, and use valid forms of deductive and inductive arguments. (Created By CAN Dept - Philosophy)	Assessment Method: The exams will consist of essay and multiple choice questions. Assessment Method Category: Essay Success Criterion: 70% of students will complete the course with a grade of C or better.		
	CAN Dept - Philosophy - CAN PHIL 200 - Introduction to Logic - Syllogistic, Propositional, Predicated - Discriminate between and accurately apply syllogistic, propositional, and predicate logic. (Created By CAN Dept - Philosophy)	Assessment Method: The exams will consist of essay and/or multiple choice questions. Assessment Method Category: Essay Success Criterion: 70% of students will complete the assignment with a grade of C or better.	05/28/2013 - 18 students were enrolled in the course. Of the 18 students, 11 students completed the third essay; the 8 remaining students received a 'W' in the course. The results are as follows: A = 6 students B = 1 student C = 1 student D = 0 students F = 3 students 8 out of 11 students passed the exam (72.7%), with only 6 students earning below a passing grade. This number excludes the 8 students who received a 'W' in the course. Result Type: Criterion met Reporting Cycle: 2012 - 2013	05/28/2013 - Continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 200 - Introduction to Logic - Types of Arguments - Identify and examine types of arguments and fallacies. (Created By CAN Dept - Philosophy)	Assessment Method: The exams will consist of essay and multiple choice questions. Assessment Method Category: Essay Success Criterion: 70% of students will complete the		

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		course with a grade of C or better.		
	CAN Dept - Philosophy - CAN PHIL 240 - Introduction to Ethics - Multicultural Traditions - 1. Students will be able to appraise and evaluate multicultural ethical traditions. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question will be formulated on exam. Assessment Method Category: Essay Success Criterion: 75% of students will get a C or higher.	12/20/2011 - Of the 27 students enrolled, 81.5% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 12 B ? 6 C ? 3 D ? 1 F - 5 Result Type: Criterion met Reporting Cycle: 2011 - 2012	12/20/2011 - The grade on this assignment reflects an average of the three essays given throughout the semester. Upon reflection, I may have been too lenient in my grading given how many A's there were. I will analyze the final grades in 2012 to see if there any trends in my grading. However, students' success in this assignment may be a reflection of leaning coupled with my instruction. Further analysis is needed. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 240 - Introduction to Ethics - Ethical Issues - 2. Students will be able to compare and contrast contemporary ethical issues of diverse ethical traditions. (Created By CAN Dept - Philosophy)	Assessment Method: The exams will consist of multiple choice and essay questions. Assessment Method Category: Essay Success Criterion: 70% of the students will earn a C or better on the exam.	12/19/2012 - 33 students completed the multiple choice and essay exam. The results are as follows: A = 5 students B = 8 students C = 17 students D = 2 students F = 0 students Incomplete = 1 Of the students that took the exam, 31 passed (96%) with at least a C; only 2 students failed the exam. Result Type: Criterion met Reporting Cycle: 2012 - 2013	12/19/2012 - Continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment

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	CAN Dept - Philosophy - CAN PHIL 240 - Introduction to Ethics - Opposing Views - 3. Students will be able to participate in discussion on ethical issues which have opposing views. (Created By CAN Dept - Philosophy)			
	CAN Dept - Philosophy - CAN PHIL 300 - Intro to World Religions - Different Traditions - 1. Students will be able to identify and distinguish basic terms, beliefs, and concepts of different major religious traditions. (Created By CAN Dept - Philosophy)	Assessment Method: There will be three essay examinations that will assess - <ol style="list-style-type: none"> 1. students' basic knowledge of the tenants of the major religions. 2. students' abilities to apply critical thinking skills to evaluate, compare and contrast the basic principles of these religious traditions. 3. students' proficiency in organizing their knowledge of these religious traditions in written essays and research papers. Assessment Method Category: Essay Success Criterion: 70% of students will pass the assignment with a grade of C or higher.	05/28/2013 - 24 students were enrolled in the course. Of the 24 students, 23 students completed the third essay. The results are as follows: A = 10 students B = 7 students C = 5 students D = 1 student F = 0 students 22 out of 23 students passed the exam (95.6%), with only 1 student not passing assignment. Result Type: Criterion met Reporting Cycle: 2012 - 2013 09/12/2011 - The following is the spring 2011 grades results for this course. A-4 students, B-6 students, C-7 students, D-4 students, Incomplete or F-3 students. Result Type: Criterion met Reporting Cycle: 2010 - 2011	05/28/2013 - Continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment

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	CAN Dept - Philosophy - CAN PHIL 300 - Intro to World Religions - Basic Principles - 2. Students will be able to compare and contrast the basic religious principles of each major religion and how they influence their respective world views, meaning of existence, and afterlife. (Created By CAN Dept - Philosophy)	<p>Assessment Method: There will be three essay examinations that will assess -</p> <ol style="list-style-type: none"> 1. students' basic knowledge of the tenants of the major religions. 2. students' abilities to apply critical thinking skills to evaluate, compare and contrast the basic principles of these religious traditions. 3. students' proficiency in organizing their knowledge of these religious traditions in written essays and research papers. <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the course with a grade of C or better.</p>	<p>05/30/2012 - Of the 28 students initially enrolled, 27 students completed the course. 96% of the students successfully completed the assignment. The grade breakdown is as follows: A - 11 B - 6 C - 10 D - 1 F - 0</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/20/2011 - Of the 48 students initially enrolled, 35 students completed the course. 85.3% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 10 B ? 13 C ? 6 D ? 3 F ? 3</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>05/30/2012 - I believe that this assignment is a valid tool for assessing the basic principles SLO for this course. With only 1 student in the course not successfully passing, 96% were successful. I am interested in comparing the scores of this assignment with students from other semesters. From this analysis, pertinent trends may be revealed in why students are so successful in this assignment.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>12/20/2011 - I would like to continue using this assignment. With six students not successfully passing this assignment, the goal is to decrease the number of students who failed. To highlight this, I would like to compare the first exam from 2011 with the first exam of 2012. This process may highlight successes and weaknesses in students' understanding of the material.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	CAN Dept - Philosophy - CAN PHIL 300 - Intro to World Religions - Contributions - 3. Students will be able to evaluate the contributions of different religious beliefs and demonstrate how they may enhance their own intellectual and religious growth within our culturally diverse society. (Created By CAN Dept - Philosophy)	<p>Assessment Method: There will be three essay examinations that will assess -</p> <ol style="list-style-type: none"> 1. students' basic knowledge of the tenants of the major religions. 2. students' abilities to apply critical thinking skills to evaluate, compare and contrast the basic principles of these religious traditions. 	<p>12/19/2012 - 31 students completed the multiple choice and essay exam. The results are as follows: A = 5 students B = 8 students C = 17 students D = 2 students F = 0 students</p>	<p>12/19/2012 - Continue using the exam to assess students' learning.</p> <p>Action Plan Category: Conduct Further Assessment</p>

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		<p>3. students' proficiency in organizing their knowledge of these religious traditions in written essays and research papers.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the course with a grade of C or better.</p>	<p>Incomplete = 1 student</p> <p>30 out of 32 students passed the exam (94%), with only 2 students earning below a passing grade.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
	CAN Dept - Philosophy - CAN PHIL 320 - Asian Philosophy Honors - Major Philosophical Traditions - Demonstrate knowledge of the major philosophical traditions of the major Asian countries: India, China, and Japan. (Created By CAN Dept - Philosophy)	<p>Assessment Method: College-level writing skills will be required to complete topic essay examination. The written essays will be evaluated not only on the comprehension of the theories but also on the students' proficiency and skills in organizing, writing and documenting Asian philosophy.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the course with a grade of C or better.</p>	<p>05/30/2012 - Offered during Spring 2012 only</p> <p>Asian Philosophy section, in addition to Honors section</p> <p>Of the 15 students initially enrolled, 15 students successfully completed the course. 100% of the students successfully completed the assignment. The grade breakdown is as follows:</p> <p>A - 13 B - 3 C- 0 D- 0 F -0</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>05/30/2012 - This course was extremely successful due a manageable number of students enrolled and the addition of honors level students. Due to the manageable number of students enrolled, students were able to build relationships throughout the semester, allowing for an atmosphere of risk taking as it related to the curriculum of the course. I would like to continue supporting classrooms with a lower number of students, especially when coupled with honors students.</p> <p>Action Plan Category: Conduct Further Assessment</p>

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Students will be able to analyze social science concepts and theories.	CAN Dept - Philosophy - CAN PHIL 100 - Introduction to Philosophy			

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	- Presuppositions - Students will be able to analyze the philosophical presuppositions of these issues. (Created By CAN Dept - Philosophy)	Assessment Method: 4 Questions will be embedded on the m.c. test. Assessment Method Category: Exam Success Criterion: 75% of students will get 75% correct on exam		
		Assessment Method: The exam consists of comparing and contrasting six philosophers (Buddha vs Aristotle, Kant vs Mill, and Nodding vs Nietzsche) on their views on ethics. The essay serves as the first exam and is broken up into one of five letter grades (A-F). The essays must be typed and must be five-to-eight pages in length. Assessment Method Category: Essay Success Criterion: 70% of students will earn a C or better on the assignment.	05/30/2012 - Of the 22 students initially enrolled, 17 students successfully completed the course. 77% of the students successfully completed the assignment. The grade breakdown is as follows: A - 10 B - 4 C - 2 D- 1 F- 5 Result Type: Criterion met Reporting Cycle: 2011 - 2012	05/30/2012 - The grade on this assignment reflects an average of the three essays given throughout the semester. Upon reflection, I may have been too lenient in my grading given how many A's there were. I will analyze the final grades in 2012 to see if there any trends in my grading. However, students' success in this assignment may be a reflection of my instruction. Further analysis is needed. Action Plan Category: Conduct Further Assessment
			12/19/2011 - 33 students enrolled. The grade breakdown is as follows: A ? 3 B ? 10 C ? 16 D ? 4 Result Type: Criterion met Reporting Cycle: 2011 - 2012	12/20/2011 - I would like to continue using this assignment. With four students not successfully passing this assignment, the goal is to decrease the number of students who failed. To highlight this, I would like to compare the first exam from 2011 with the first exam of 2012. This process may highlight successes and weaknesses in students' understanding of the material. Action Plan Category: Conduct Further Assessment

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	CAN Dept - Philosophy - CAN PHIL 103 - Critical Thinking - Premises and Conclusions - Students will be able to identify premises and conclusions in arguments, and recognize the role of language in presenting premises and conclusions. (Created By CAN Dept - Philosophy)	Assessment Method: 4 questions will be targeted for the essay topics. Assessment Method Category: Essay Success Criterion: 70% of students will complete assignment with a grade of C or better.	05/28/2013 - 28 students were enrolled in the course. Of the 28 students, 17 students completed the third essay. The results are as follows: A = 4 students B = 4 student C = 1 student D = 3 students F = 5 students 9 out of 17 students passed the exam (52.9%), with 8 students receiving a 'D' or 'F' on the assignment. However, 19 out of 28 students passed the class with a 'C' or higher. Result Type: Criterion not met Reporting Cycle: 2012 - 2013 09/12/2011 - The following is the spring 2011 grades results for this course. A-12 students, B-5 students, C-6 students, D-1 students, Incomplete or F-8 students. Result Type: Criterion met Reporting Cycle: 2010 - 2011	05/28/2013 - This essay is the third and final essay of the semester. Although the students seem to have had troubles with this essay, the passing rate for the course is much higher and close to the 70% goal. I will continue to challenge students with the concepts at the end of the course, yet I will also improve my strategies for informing students of the importance of doing well on the last and final essay of the course. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 103 - Critical Thinking - Types of Arguments - Students will be able to identify and evaluate the types of arguments and argumentative reasoning including inductive, analogical, and	Assessment Method: 4 questions will be targeted for the essay topics. Assessment Method Category: Essay Success Criterion:	05/30/2012 - Of the 22 students initially enrolled, 17 students completed the course. 77% of the students successfully completed the assignment. The grade breakdown is as follows: A - 10	05/30/2012 - The grade on this assignment reflects an average of the three essays given throughout the semester. Upon reflection, I may have been too lenient in my grading given how many A's there were. I will analyze

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	causal reasoning. (Created By CAN Dept - Philosophy)	75% of students will complete course with a grade of C or better.	<p>B - 4 C - 2 D - 1 F - 5</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>the final grades both the Fall 2011 and Spring 2012 semesters to see if there any trends in my grading. However, students' success on this assignment may be a reflection my instruction. Further analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/20/2011 - Of the 15 students initially enrolled, 9 students completed the course. 77.8% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 3 B ? 3 C ? 1 D ? 2 F ? 0</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>12/20/2011 - Because this is a critical thinking course, I don't think that an 8:10am start time is best for this course. I would like to see if this low enrollment trend continues in further semesters (this course is offered at the same time in the Fall 2012 semester). If the enrollment is still low in the Fall 2012, a change in the time that the course is offered will be necessary.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	CAN Dept - Philosophy - CAN PHIL 103 - Critical Thinking - Fallacies - Students will be able to evaluate and analyze informal fallacies and perform simple deduction in propositional logic. (Created By CAN Dept - Philosophy)	<p>Assessment Method: Essay and multiple choice exams. Assessment Method Category: Essay Success Criterion: 70% of students will complete the exams with a grade of C or better.</p>	<p>12/19/2012 - 29 students completed the multiple choice and essay exams. The results are as follows: A = 9 students B = 5 students C = 9 students D = 5 students F = 1 student</p> <p>23 out of 29 students passed the exams (79%), with only 6 students earning below a passing grade. Result Type: Criterion met</p>	<p>12/19/2012 - Continue using these exams as tools to measure students' learning.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Reporting Cycle: 2012 - 2013	
	CAN Dept - Philosophy - CAN PHIL 160 - History/Philosophy-Anc/Medieval - Basic Ideas - Students will be able to explain the basic philosophical ideas of the various pre-Socratic philosophers. (Created By CAN Dept - Philosophy)	Assessment Method: Essay Exam Assessment Method Category: Essay Success Criterion: 70% of students will complete the course with a grade of C or better.	09/12/2011 - The following is the spring 2011 grades results for this course. A-9 students, B- 5 students, C-4 students, D-2 students, Incomplete or F-3 students. Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Philosophy - CAN PHIL 160 - History/Philosophy-Anc/Medieval - Fundamental Tenets - Evaluate the fundamental tenets of the philosophical theories of Socrates, Plato, and Aristotle and their respective epistemological, ethical, and metaphysical positions. (Created By CAN Dept - Philosophy)	Assessment Method: Essay Exam Assessment Method Category: Essay Success Criterion: 70% of students will complete the course with a grade of C or better.	05/30/2012 - Taught over Spring 2012 only Of the 9 students initially enrolled, 8 students completed the course. 88.8% of the students successfully completed the assignment. The grade breakdown is as follows: A - 4 B - 4 C - 1 D - 0 F - 0 Incomplete - 1 Result Type: Criterion met Reporting Cycle: 2011 - 2012	05/30/2012 - There was a significant number of students who dropped the course before taking the first exam, resulting in a low number of students enrolled at the end of the semester. A larger number of students will give me a better assessment of what students are learning and what they are not. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 160 - History/Philosophy-Anc/Medieval - Roman & Renaissance - Evaluate the			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	fundamental tenets of the philosophical theories and the epistemological, ethical, and metaphysical positions of the Roman world and the Renaissance. (Created By CAN Dept - Philosophy)	Assessment Method: Essay Exam Assessment Method Category: Essay Success Criterion: 70% of students will complete the assignment with a grade of C or better.	05/28/2013 - 13 students were enrolled in the course. Of the 13 students, 12 students completed the third essay. The results are as follows: A = 1 students B = 4 students C = 7 students D = 0 students F = 0 students 12 out of 12 students passed the exam (100%). Result Type: Criterion met Reporting Cycle: 2012 - 2013	05/28/2013 - The students did excellent on this exam. I will continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 190 - Contemporary Philosophy - Traditions - 1. Students will be able to demonstrate a critical understanding and appreciation of the traditions of Existentialism, Marxism, Utilitarianism, Pragmatism and Analytic philosophy. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question with key points will be formulated on an essay. Assessment Method Category: Essay Success Criterion: 75% of students will complete the course with a grade of C of higher.		
	CAN Dept - Philosophy - CAN PHIL 190 - Contemporary Philosophy - Core Concepts - 2. Students will be able to define, explain, analyze and evaluate philosophers' core concepts and theories. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question with key points will be formulated on an essay. Assessment Method Category: Essay Success Criterion: 75% of students will complete the course with a grade of C of higher.	12/20/2011 - Of the 19 students initially enrolled, 11 students completed the course. 72.7% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 4 B ? 2 C ? 2 D ? 2 F ? 0 Incomplete - 1	12/20/2011 - There were a significant number of students who dropped the course before taking the first exam, resulting in a low number of students successfully completing the course (9 students). A larger number of students will give me a better assessment of what students are learning and what they are not. Action Plan Category:

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				Conduct Further Assessment
			Result Type: Criterion met Reporting Cycle: 2011 - 2012	
	CAN Dept - Philosophy - CAN PHIL 190 - Contemporary Philosophy - Literatures - 3. Students will be able to demonstrate through essay and discussion an understanding of selected literatures by thinkers such as Sartre, Mill, Wittgenstein, and Peirce. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question with key points will be formulated on an essay. Assessment Method Category: Essay Success Criterion: 75% of students will complete the course with a grade of C or higher.		
	CAN Dept - Philosophy - CAN PHIL 240 - Introduction to Ethics - Multicultural Traditions - 1. Students will be able to appraise and evaluate multicultural ethical traditions. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question will be formulated on exam. Assessment Method Category: Essay Success Criterion: 75% of students will get a C or higher.	12/20/2011 - Of the 27 students enrolled, 81.5% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 12 B ? 6 C ? 3 D ? 1 F - 5 Result Type: Criterion met Reporting Cycle: 2011 - 2012	12/20/2011 - The grade on this assignment reflects an average of the three essays given throughout the semester. Upon reflection, I may have been too lenient in my grading given how many A's there were. I will analyze the final grades in 2012 to see if there any trends in my grading. However, students' success in this assignment may be a reflection of leaning coupled with my instruction. Further analysis is needed. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 240 - Introduction to Ethics			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	- Ethical Issues - 2. Students will be able to compare and contrast contemporary ethical issues of diverse ethical traditions. (Created By CAN Dept - Philosophy)	Assessment Method: The exams will consist of multiple choice and essay questions. Assessment Method Category: Essay Success Criterion: 70% of the students will earn a C or better on the exam.	12/19/2012 - 33 students completed the multiple choice and essay exam. The results are as follows: A = 5 students B = 8 students C = 17 students D = 2 students F = 0 students Incomplete = 1 Of the students that took the exam, 31 passed (96%) with at least a C; only 2 students failed the exam. Result Type: Criterion met Reporting Cycle: 2012 - 2013	12/19/2012 - Continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment
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	CAN Dept - Philosophy - CAN PHIL 240 - Introduction to Ethics - Opposing Views - 3. Students will be able to participate in discussion on ethical issues which have opposing views. (Created By CAN Dept - Philosophy)			
	CAN Dept - Philosophy - CAN PHIL 300 - Intro to World Religions - Different Traditions - 1. Students will be able to identify and distinguish basic terms, beliefs, and concepts of different major religious traditions. (Created By CAN Dept - Philosophy)	Assessment Method: There will be three essay examinations that will assess - 1. students' basic knowledge of the tenants of the major religions. 2. students' abilities to apply critical thinking skills to evaluate, compare and contrast the basic principles of these religious traditions. 3. students' proficiency in organizing their knowledge of these religious traditions in written essays and research papers. Assessment Method Category: Essay	05/28/2013 - 24 students were enrolled in the course. Of the 24 students, 23 students completed the third essay. The results are as follows: A = 10 students B = 7 students C = 5 students D = 1 student F = 0 students 22 out of 23 students passed the exam (95.6%), with only 1 student not passing assignment. Result Type: Criterion met	05/28/2013 - Continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		Success Criterion: 70% of students will pass the assignment with a grade of C or higher.	Reporting Cycle: 2012 - 2013 <hr/> 09/12/2011 - The following is the spring 2011 grades results for this course. A-4 students, B-6 students, C-7 students, D-4 students, Incomplete or F-3 students. Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Philosophy - CAN PHIL 300 - Intro to World Religions - Basic Principles - 2. Students will be able to compare and contrast the basic religious principles of each major religion and how they influence their respective world views, meaning of existence, and afterlife. (Created By CAN Dept - Philosophy)	Assessment Method: There will be three essay examinations that will assess - <ol style="list-style-type: none"> 1. students' basic knowledge of the tenants of the major religions. 2. students' abilities to apply critical thinking skills to evaluate, compare and contrast the basic principles of these religious traditions. 3. students' proficiency in organizing their knowledge of these religious traditions in written essays and research papers. Assessment Method Category: Essay Success Criterion: 70% of students will complete the course with a grade of C or better.	05/30/2012 - Of the 28 students initially enrolled, 27 students completed the course. 96% of the students successfully completed the assignment. The grade breakdown is as follows: A - 11 B - 6 C - 10 D - 1 F- 0 Result Type: Criterion met Reporting Cycle: 2011 - 2012	05/30/2012 - I believe that this assignment is a valid tool for assessing the basic principles SLO for this course. With only 1 student in the course not successfully passing, 96% were successful. I am interested in comparing the scores of this assignment with students from other semesters. From this analysis, pertinent trends may be revealed in why students are so successful in this assignment. Action Plan Category: Conduct Further Assessment
			12/20/2011 - Of the 48 students initially enrolled, 35 students completed the course. 85.3% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 10 B ? 13 C ? 6 D ? 3 F ? 3 Result Type:	12/20/2011 - I would like to continue using this assignment. With six students not successfully passing this assignment, the goal is to decrease the number of students who failed. To highlight this, I would like to compare the first exam from 2011 with the first exam of 2012. This process may highlight successes and weaknesses in students' understanding of the material.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Philosophy - CAN PHIL 300 - Intro to World Religions - Contributions - 3. Students will be able to evaluate the contributions of different religious beliefs and demonstrate how they may enhance their own intellectual and religious growth within our culturally diverse society. (Created By CAN Dept - Philosophy)</p>	<p>Assessment Method: There will be three essay examinations that will assess -</p> <ol style="list-style-type: none"> 1. students' basic knowledge of the tenants of the major religions. 2. students' abilities to apply critical thinking skills to evaluate, compare and contrast the basic principles of these religious traditions. 3. students' proficiency in organizing their knowledge of these religious traditions in written essays and research papers. <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the course with a grade of C or better.</p>	<p>12/19/2012 - 31 students completed the multiple choice and essay exam. The results are as follows: A = 5 students B = 8 students C = 17 students D = 2 students F = 0 students Incomplete = 1 student</p> <p>30 out of 32 students passed the exam (94%), with only 2 students earning below a passing grade.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>12/19/2012 - Continue using the exam to assess students' learning.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Philosophy - CAN PHIL 320 - Asian Philosophy Honors - Major Philosophical Traditions - Demonstrate knowledge of the major philosophical traditions of the major Asian countries: India, China, and Japan. (Created By CAN Dept - Philosophy)</p>	<p>Assessment Method: College-level writing skills will be required to complete topic essay examination. The written essays will be evaluated not only on the comprehension of the theories but also on the students' proficiency and skills in organizing, writing and documenting Asian philosophy.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion:</p>	<p>05/30/2012 - Offered during Spring 2012 only Asian Philosophy section, in addition to Honors section Of the 15 students initially enrolled, 15 students successfully completed the course. 100% of the students successfully completed the assignment. The grade breakdown is as follows: A - 13 B - 3 C- 0</p>	<p>05/30/2012 - This course was extremely successful due a manageable number of students enrolled and the addition of honors level students. Due to the manageable number of students enrolled, students were able to build relationships throughout the semester, allowing for an atmosphere of risk taking as it related to the curriculum of the course. I would like to continue supporting classrooms with a lower number of students, especially when</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		70% of students will complete the course with a grade of C or better.	D- 0 F -0 Result Type: Criterion met Reporting Cycle: 2011 - 2012	coupled with honors students. Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to evaluate diverse viewpoints related to the human experience.	CAN Dept - Philosophy - CAN PHIL 100 - Introduction to Philosophy - Presuppositions - Students will be able to analyze the philosophical presuppositions of these issues. (Created By CAN Dept - Philosophy)	Assessment Method: 4 Questions will be embedded on the m.c. test. Assessment Method Category: Exam Success Criterion: 75% of students will get 75% correct on exam		
		Assessment Method: The exam consists of comparing and contrasting six philosophers (Buddha vs Aristotle, Kant vs Mill, and Nodding vs Nietzsche) on their views on ethics. The essay serves as the first exam and is broken up into one of five letter grades (A-F). The essays must be typed and must be five-to-eight pages in length. Assessment Method Category: Essay Success Criterion: 70% of students will earn a C or better on the assignment.	05/30/2012 - Of the 22 students initially enrolled, 17 students successfully completed the course. 77% of the students successfully completed the assignment. The grade breakdown is as follows: A - 10 B - 4 C - 2 D- 1 F- 5 Result Type: Criterion met Reporting Cycle: 2011 - 2012	05/30/2012 - The grade on this assignment reflects an average of the three essays given throughout the semester. Upon reflection, I may have been too lenient in my grading given how many A's there were. I will analyze the final grades in 2012 to see if there any trends in my grading. However, students' success in this assignment may be a reflection of my instruction. Further analysis is needed. Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/19/2011 - 33 students enrolled. The grade breakdown is as follows: A ? 3 B ? 10 C ? 16 D ? 4</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>12/20/2011 - I would like to continue using this assignment. With four students not successfully passing this assignment, the goal is to decrease the number of students who failed. To highlight this, I would like to compare the first exam from 2011 with the first exam of 2012. This process may highlight successes and weaknesses in students' understanding of the material.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	<p>CAN Dept - Philosophy - CAN PHIL 103 - Critical Thinking</p> <p>- Types of Arguments - Students will be able to identify and evaluate the types of arguments and argumentative reasoning including inductive, analogical, and causal reasoning. (Created By CAN Dept - Philosophy)</p>	<p>Assessment Method: 4 questions will be targeted for the essay topics.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 75% of students will complete course with a grade of C or better.</p>	<p>05/30/2012 - Of the 22 students initially enrolled, 17 students completed the course. 77% of the students successfully completed the assignment. The grade breakdown is as follows: A - 10 B - 4 C - 2 D - 1 F - 5</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>05/30/2012 - The grade on this assignment reflects an average of the three essays given throughout the semester. Upon reflection, I may have been too lenient in my grading given how many A's there were. I will analyze the final grades both the Fall 2011 and Spring 2012 semesters to see if there any trends in my grading. However, students' success on this assignment may be a reflection my instruction. Further analysis is needed.</p> <p>Action Plan Category: Conduct Further Assessment</p>
			<p>12/20/2011 - Of the 15 students initially enrolled, 9 students completed the course. 77.8% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 3 B ? 3 C ? 1</p>	<p>12/20/2011 - Because this is a critical thinking course, I don't think that an 8:10am start time is best for this course. I would like to see if this low enrollment trend continues in further semesters (this course is offered at the same time in the Fall 2012 semester). If</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			D ? 2 F ? 0 Result Type: Criterion met Reporting Cycle: 2011 - 2012	enrollment is still low in the Fall 2012, a change in the time that the course is offered will be necessary. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 160 - History/Philosophy-Anc/Medieval - Basic Ideas - Students will be able to explain the basic philosophical ideas of the various pre-Socratic philosophers. (Created By CAN Dept - Philosophy)	Assessment Method: Essay Exam Assessment Method Category: Essay Success Criterion: 70% of students will complete the course with a grade of C or better.	09/12/2011 - The following is the spring 2011 grades results for this course. A-9 students, B- 5 students, C-4 students, D-2 students, Incomplete or F-3 students. Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Philosophy - CAN PHIL 160 - History/Philosophy-Anc/Medieval - Fundamental Tenets - Evaluate the fundamental tenets of the philosophical theories of Socrates, Plato, and Aristotle and their respective epistemological, ethical, and metaphysical positions. (Created By CAN Dept - Philosophy)	Assessment Method: Essay Exam Assessment Method Category: Essay Success Criterion: 70% of students will complete the course with a grade of C or better.	05/30/2012 - Taught over Spring 2012 only Of the 9 students initially enrolled, 8 students completed the course. 88.8% of the students successfully completed the assignment. The grade breakdown is as follows: A - 4 B - 4 C - 1 D - 0 F - 0 Incomplete - 1 Result Type: Criterion met Reporting Cycle: 2011 - 2012	05/30/2012 - There was a significant number of students who dropped the course before taking the first exam, resulting in a low number of students enrolled at the end of the semester. A larger number of students will give me a better assessment of what students are learning and what they are not. Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Philosophy - CAN PHIL 160 - History/Philosophy-Anc/Medieval - Roman & Renaissance - Evaluate the fundamental tenets of the philosophical theories and the epistemological, ethical, and metaphysical positions of the Roman world and the Renaissance. (Created By CAN Dept - Philosophy)	Assessment Method: Essay Exam Assessment Method Category: Essay Success Criterion: 70% of students will complete the assignment with a grade of C or better.	05/28/2013 - 13 students were enrolled in the course. Of the 13 students, 12 students completed the third essay. The results are as follows: A = 1 students B = 4 students C = 7 students D = 0 students F = 0 students 12 out of 12 students passed the exam (100%). Result Type: Criterion met Reporting Cycle: 2012 - 2013	05/28/2013 - The students did excellent on this exam. I will continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 190 - Contemporary Philosophy - Traditions - 1. Students will be able to demonstrate a critical understanding and appreciation of the traditions of Existentialism, Marxism, Utilitarianism, Pragmatism and Analytic philosophy. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question with key points will be formulated on an essay. Assessment Method Category: Essay Success Criterion: 75% of students will complete the course with a grade of C or higher.		
	CAN Dept - Philosophy - CAN PHIL 190 - Contemporary Philosophy - Core Concepts - 2. Students will be able to define, explain, analyze and evaluate philosophers' core concepts and theories. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question with key points will be formulated on an essay. Assessment Method Category: Essay Success Criterion: 75% of students will complete the course	12/20/2011 - Of the 19 students initially enrolled, 11 students completed the course. 72.7% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 4 B ? 2	12/20/2011 - There were a significant number of students who dropped the course before taking the first exam, resulting in a low number of students successfully completing the course (9 students). A larger number of students will give me a better assessment of what

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		with a grade of C or higher.	C ? 2 D ? 2 F ? 0 Incomplete - 1 Result Type: Criterion met Reporting Cycle: 2011 - 2012	students are learning and what they are not. Action Plan Category: Conduct Further Assessment
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	CAN Dept - Philosophy - CAN PHIL 190 - Contemporary Philosophy - Literatures - 3. Students will be able to demonstrate through essay and discussion an understanding of selected literatures by thinkers such as Sartre, Mill, Wittgenstein, and Peirce. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question with key points will be formulated on an essay. Assessment Method Category: Essay Success Criterion: 75% of students will complete the course with a grade of C or higher.		
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	CAN Dept - Philosophy - CAN PHIL 200 - Introduction to Logic - Syllogistic, Propositional, Predicated - Discriminate between and accurately apply syllogistic, propositional, and predicate logic. (Created By CAN Dept - Philosophy)	Assessment Method: The exams will consist of essay and/or multiple choice questions. Assessment Method Category: Essay Success Criterion: 70% of students will complete the assignment with a grade of C or better.	05/28/2013 - 18 students were enrolled in the course. Of the 18 students, 11 students completed the third essay; the 8 remaining students received a 'W' in the course. The results are as follows: A = 6 students B = 1 student C = 1 student D = 0 students F = 3 students 8 out of 11 students passed the exam (72.7%), with only 6 students earning below a passing grade. This number excludes the 8 students who received a 'W' in the course. Result Type: Criterion met	05/28/2013 - Continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Reporting Cycle: 2012 - 2013	
	CAN Dept - Philosophy - CAN PHIL 240 - Introduction to Ethics - Multicultural Traditions - 1. Students will be able to appraise and evaluate multicultural ethical traditions. (Created By CAN Dept - Philosophy)	Assessment Method: Essay question will be formulated on exam. Assessment Method Category: Essay Success Criterion: 75% of students will get a C or higher.	12/20/2011 - Of the 27 students enrolled, 81.5% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 12 B ? 6 C ? 3 D ? 1 F - 5 Result Type: Criterion met Reporting Cycle: 2011 - 2012	12/20/2011 - The grade on this assignment reflects an average of the three essays given throughout the semester. Upon reflection, I may have been too lenient in my grading given how many A's there were. I will analyze the final grades in 2012 to see if there any trends in my grading. However, students' success in this assignment may be a reflection of leaning coupled with my instruction. Further analysis is needed. Action Plan Category: Conduct Further Assessment
	CAN Dept - Philosophy - CAN PHIL 240 - Introduction to Ethics - Ethical Issues - 2. Students will be able to compare and contrast contemporary ethical issues of diverse ethical traditions. (Created By CAN Dept - Philosophy)	Assessment Method: The exams will consist of multiple choice and essay questions. Assessment Method Category: Essay Success Criterion: 70% of the students will earn a C or better on the exam.	12/19/2012 - 33 students completed the multiple choice and essay exam. The results are as follows: A = 5 students B = 8 students C = 17 students D = 2 students F = 0 students Incomplete = 1 Of the students that took the exam, 31 passed (96%) with at least a C; only 2 students failed the exam. Result Type: Criterion met Reporting Cycle: 2012 - 2013	12/19/2012 - Continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Philosophy - CAN PHIL 240 - Introduction to Ethics - Opposing Views - 3. Students will be able to participate in discussion on ethical issues which have opposing views. (Created By CAN Dept - Philosophy)			
	CAN Dept - Philosophy - CAN PHIL 300 - Intro to World Religions - Different Traditions - 1. Students will be able to identify and distinguish basic terms, beliefs, and concepts of different major religious traditions. (Created By CAN Dept - Philosophy)	Assessment Method: There will be three essay examinations that will assess - <ol style="list-style-type: none"> 1. students' basic knowledge of the tenants of the major religions. 2. students' abilities to apply critical thinking skills to evaluate, compare and contrast the basic principles of these religious traditions. 3. students' proficiency in organizing their knowledge of these religious traditions in written essays and research papers. Assessment Method Category: Essay Success Criterion: 70% of students will pass the assignment with a grade of C or higher.	05/28/2013 - 24 students were enrolled in the course. Of the 24 students, 23 students completed the third essay. The results are as follows: A = 10 students B = 7 students C = 5 students D = 1 student F = 0 students 22 out of 23 students passed the exam (95.6%), with only 1 student not passing assignment. Result Type: Criterion met Reporting Cycle: 2012 - 2013 09/12/2011 - The following is the spring 2011 grades results for this course. A-4 students, B-6 students, C-7 students, D-4 students, Incomplete or F-3 students. Result Type: Criterion met Reporting Cycle: 2010 - 2011	05/28/2013 - Continue using the exam to assess students' learning. Action Plan Category: Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Philosophy - CAN PHIL 300 - Intro to World Religions - Basic Principles - 2. Students will be able to compare and contrast the basic religious principles of each major religion and how they influence their respective world views, meaning of existence, and afterlife. (Created By CAN Dept - Philosophy)	<p>Assessment Method: There will be three essay examinations that will assess -</p> <ol style="list-style-type: none"> 1. students' basic knowledge of the tenants of the major religions. 2. students' abilities to apply critical thinking skills to evaluate, compare and contrast the basic principles of these religious traditions. 3. students' proficiency in organizing their knowledge of these religious traditions in written essays and research papers. <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the course with a grade of C or better.</p>	<p>05/30/2012 - Of the 28 students initially enrolled, 27 students completed the course. 96% of the students successfully completed the assignment. The grade breakdown is as follows: A - 11 B - 6 C - 10 D - 1 F - 0</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/20/2011 - Of the 48 students initially enrolled, 35 students completed the course. 85.3% of the students successfully completed the assignment. The grade breakdown is as follows: A ? 10 B ? 13 C ? 6 D ? 3 F ? 3</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>05/30/2012 - I believe that this assignment is a valid tool for assessing the basic principles SLO for this course. With only 1 student in the course not successfully passing, 96% were successful. I am interested in comparing the scores of this assignment with students from other semesters. From this analysis, pertinent trends may be revealed in why students are so successful in this assignment.</p> <p>Action Plan Category: Conduct Further Assessment</p> <hr/> <p>12/20/2011 - I would like to continue using this assignment. With six students not successfully passing this assignment, the goal is to decrease the number of students who failed. To highlight this, I would like to compare the first exam from 2011 with the first exam of 2012. This process may highlight successes and weaknesses in students' understanding of the material.</p> <p>Action Plan Category: Conduct Further Assessment</p>
	CAN Dept - Philosophy - CAN PHIL 300 - Intro to World Religions - Contributions - 3. Students will be able to evaluate the contributions of different religious beliefs and demonstrate how they may enhance their own intellectual and religious growth within our culturally diverse society. (Created By CAN Dept - Philosophy)	<p>Assessment Method: There will be three essay examinations that will assess -</p> <ol style="list-style-type: none"> 1. students' basic knowledge of the tenants of the major religions. 2. students' abilities to apply critical thinking skills to evaluate, compare and contrast the basic principles of these religious traditions. 	<p>12/19/2012 - 31 students completed the multiple choice and essay exam. The results are as follows: A = 5 students B = 8 students C = 17 students D = 2 students F = 0 students</p>	<p>12/19/2012 - Continue using the exam to assess students' learning.</p> <p>Action Plan Category: Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>3. students' proficiency in organizing their knowledge of these religious traditions in written essays and research papers.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the course with a grade of C or better.</p>	<p>Incomplete = 1 student</p> <p>30 out of 32 students passed the exam (94%), with only 2 students earning below a passing grade.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
	CAN Dept - Philosophy - CAN PHIL 320 - Asian Philosophy Honors - Major Philosophical Traditions - Demonstrate knowledge of the major philosophical traditions of the major Asian countries: India, China, and Japan. (Created By CAN Dept - Philosophy)	<p>Assessment Method: College-level writing skills will be required to complete topic essay examination. The written essays will be evaluated not only on the comprehension of the theories but also on the students' proficiency and skills in organizing, writing and documenting Asian philosophy.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students will complete the course with a grade of C or better.</p>	<p>05/30/2012 - Offered during Spring 2012 only</p> <p>Asian Philosophy section, in addition to Honors section</p> <p>Of the 15 students initially enrolled, 15 students successfully completed the course. 100% of the students successfully completed the assignment. The grade breakdown is as follows:</p> <p>A - 13 B - 3 C- 0 D- 0 F -0</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>05/30/2012 - This course was extremely successful due a manageable number of students enrolled and the addition of honors level students. Due to the manageable number of students enrolled, students were able to build relationships throughout the semester, allowing for an atmosphere of risk taking as it related to the curriculum of the course. I would like to continue supporting classrooms with a lower number of students, especially when coupled with honors students.</p> <p>Action Plan Category: Conduct Further Assessment</p>