

Course ID	Course Name	Course SLO	Reporting Period	Number of Sections Assessed	Number of Students Assessed	Result	% of Students Who Met the SLO	Areas of Outstanding Student Performance	Areas of Student Performance in Need of Improvement	SLO Identified Resource Needs (See Instructions)	Explanation of Resources Needed
PHIL 325	Symbolic Logic	Apply truth tables to formal statements to determine validity, consistency, or equivalence.	2017 - 2018: Spring 2018	1	16	90% of students who successfully completed the class scored a C or better on the first midterm, which included questions on constructing truth tables to determine validity of arguments, or consistency or equivalence of statements.	90			Tutors	Even the best students struggle with both formal and informal logical concepts. Tutoring can help.
		Locate, analyze, and evaluate real-world arguments for validity and soundness using English.	2017 - 2018: Spring 2018	1	16	81% of students who successfully completed the class scored a C or better on the first midterm, which included questions on locating, analyzing, and evaluating real-world arguments for validity and soundness using English (as opposed to symbolism).	81			Tutors	Even the best students struggle with both formal and informal logical concepts. Tutoring can help.
		Prove the validity of arguments in propositional and predicate logic using formal proof techniques.	2017 - 2018: Spring 2018	1	16	85% of students who successfully completed the class scored a C or better on the second midterm and the final exam, which included questions on applying the formal proof technique of natural deduction to evaluate arguments of propositional logic (for the midterm) and predicate logic (for the final exam) for validity.	85			Tutors	Even the best students struggle with both formal and informal logical concepts. Tutoring can help.
		Translate statements of English into the formal languages of propositional and predicate logic.	2017 - 2018: Spring 2018	1	16	85% of students who successfully completed the class scored a C or better on the first midterm and the final exam, which included questions on translating statements of English into the formal languages of propositional (for the midterm) and predicate logic (for the final exam).	85			Tutors	Even the best students struggle with both formal and informal logical concepts. Tutoring can help.

PHIL 330	History of Classical Philosophy	Construct the philosophical and historical foundations necessary for upper-division study in philosophy, history, and humanities.	2017 - 2018: Fall 2017	1	25	12 students demonstrated adequacy; 13 students demonstrated proficiency or mastery	52	Of the 25 students who completed the course, 13 demonstrated mastery (defined as an A grade in the course). I have no doubt that each of these students would flourish should they choose to go onto to pursue liberal arts B.A. degrees in the UC or state system, or anywhere. Additionally, it is worth noting that 3 students in this class demonstrated such a high level of intellectual mastery of core content that I have no doubt they could readily achieve Masters and Ph.D. degrees in Philosophy or related fields should they so choose.	Of the 25 students who completed the course, 12 demonstrated proficiency (here understood as mere adequacy) in the foundational study of classical philosophy at the junior college level. While a B or C grade is usually defined in the full sense of proficiency within the college context, I am less confident that each of these students has truly acquired "philosophical and historical foundations." I do not mean to say that that they were not good students (they were) who were significantly prepared by Phil 330 for upper-division study. I only mean to point out that "philosophical and historical foundations" is not something easily or lightly achieved thru merely satisfactory or minimally proficient work in one 16 week course.	None	N/A
		Evaluate philosophical content in the context of cultural and historical conditions.	2017 - 2018: Fall 2017	1	26	The performance of 3 students was unsatisfactory; 9 students demonstrated proficiency; 14 students demonstrated mastery	88	The majority of student presentations were of outstanding quality, extremely visually appealing and well formatted, well presented and informative, and demonstrating at times precocious intellectual judgment in the difficult matter of how to condense 15-30 pages of difficult secondary source material into 8-12 slides. I was extremely impressed with the student's ability to transpose themselves into the cultural and historical conditions of classical antiquity, Hellenistic antiquity, Roman antiquity, and late antiquity, and to deftly navigate the important differences between these periods. The presentations additionally show-cased a level of student engagement with and understanding of the cultural contexts of classical philosophy, and its continued contemporary relevance, that I simply did not expect from students at a junior college. Again, I believe the high quality of student work for Phil 330 was due to the group being quite self-selected.	2 of the students who ended up completing the course with a C or B gave subpar presentation performances. In their cases it wasn't due to presentation nerves, I don't believe, so much as inadequate preparation, and an insufficient effort in transposing themselves into the cultural and historical contexts of ancient philosophy as discussed in the Hadot text.	None	N/A

		Investigate the methods and views of ancient philosophy.	2017 - 2018: Fall 2017	1	29	The performance of 6 students was unsatisfactory; 7 demonstrated proficiency; 16 demonstrated mastery	86	Of 29 students assessed (4 more than SLO#1 since 4 students never completed the essay assignment and thus did not complete the course), 16 demonstrated Mastery of SLO#2 (mastery being defined as receiving an E on 4/6 RR's, and a G on the other 2). 7 demonstrated proficiency (defined as completing all six RR's with a G or better average grade). 6 students demonstrated unsatisfactory performance on RR's (defined as missing RR's, or numerous late RR's, or unsatisfactory RR's that were not resubmitted after instructor guidance). Overall, the Reading Responses contained some of the most insightful writing completed in the course, and exemplary ones were frequently read aloud in class by myself or their authors, which was inspiring for all.	As could be expected with any high volume and regular formal writing assignment (2-3 pages almost every other week), several students, even otherwise excellent students, lacked due diligence, and fell behind in regards to timely submission of RR's. Late RR's were accepted for half credit. This helped flagging students to recuperate some of their grade, but only at the cost of a grade hit. Other students seem to have calculated they could get away with not doing 1 or 2 of 6 RR's and still achieve their target grade (which could not be "A" at that point). Overall, the majority of students modeled due diligence, and thru their RR's demonstrated either proficiency and mastery in regards to SLO#2.	None	N/A
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