



Course Assessment Report - 4 Column

Great Basin College

Courses (FAH) - Philosophy

Course Outcomes 1 and ctu.unitid = 672	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>PHIL 101 - Intro to Philosophy - Understanding of philosophical systems and concepts - Understanding of philosophical systems and concepts</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/15/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: The assessment measurement was based upon a term-paper submitted at the end of the semester.</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: Students were expected to use primary sources in their term-papers to understand philosophical approaches and ideas.</p>	<p>06/16/2015 - Students did well on this. Because of the difficulty that some students have in understanding philosophical concepts, usually not covered in American high school preparation, it was necessary for some students to do rewrites of the final essay.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>06/16/2015 - None. The class seems to be attaining the stated goals of the syllabus.</p>
<p>PHIL 101 - Intro to Philosophy - Compare and contrasting of differing philosophical concepts - Compare and contrasting of differing philosophical concepts</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/15/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Final essay</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: Students had a multitude of choices for their final term-paper, of which a compare contrast was one of the offerings (as an example, to compare and contrast the political ideas of Plato and Aristotle as found in The Republic and Politics.</p>	<p>06/16/2015 - The students who chose to do this essay, did quite well. In this essay topic, students had to use almost exclusively primary sources in support of all of their contentions.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>06/16/2015 - To maintain as already developed.</p>
<p>PHIL 101 - Intro to Philosophy - State major arguments - State major arguments</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/15/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Students had the right to choose from several different philosophical topics for their term-papers, several of which revolved around the study of specific issues from a series of Philosophers that we studied in class: this included the Sophists, Socrates, Plato, Aristotle, Seneca, Cicero et cetrea.</p> <p>Assessment Measure Category: Performance/Presentation</p> <p>Criterion: A strong understanding of the philosophical position taken by a single, important philosopher from the course of study was necessary for a student to have completed the assessment.</p>	<p>06/16/2015 - All students who elected to write their term papers on a specific philosophical position or argument, did quite well. But it must be mentioned, that we went over these issues quite often in class.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>06/16/2015 - The course covers in great detail the major positions taken by specific philosophers, so no changes are planned.</p>
<p>PHIL 101 - Intro to Philosophy - Personal philosophical views - Personal philosophical views</p>	<p>Assessment Measure: If personal philosophical views are to be expressed, they may be covered by the student as a part of the conclusion in their term-papers.</p>	<p>06/16/2015 - Although part of the objects and learning outcomes for this class, I spend very little time in trying to develop anyone's personal philosophy. In a short, 100 level, class that hopes to introduce undergraduates</p>	

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<p>Next Assessment: 2018-2019</p> <p>Start Date: 06/15/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: Although this is stated as one of the goals of this class in the college catalogue; I personally spend very little time on personal philosophy. Most of the students are undergraduate in a 100 level class and are ignorant of almost any philosophical systems, ideals, movements etc. at all. It seems almost patently ludicrous to then ask them to develop their own "personal" philosophy.</p>	<p>to the study of philosophy, it is quite enough for the students to attempt to understand the philosophical development throughout the ages, much less attempting to help them develop their own personal philosophies. This is especially true in a society, such as the United States, where philosophical inquiry is not exactly highly rated in the first place.</p> <p>Criterion Met: Yes and No</p> <p>Reporting Period: 2014-2015</p>	