Student Learning Outcome and Assessment Plan Rio Hondo College

Department/program: _____*Philosophy*__ Date: __11-11-06_____

Course title/number:_____Introduction to Philosophy(honors)/PHIL 101H_____

Participating Faculty: ___Preston

State Student Learning Outcome:

Given previous instruction in the standard divisions of philosophy (i.e., epistemology, metaphysics, logic, value theory/axiology), the student will identify the correct definitions of each of the major divisions.

Proposed Types of Assessment to be used: (attach rubric)

- *Multiple choice or matching questionnaire.*

Collection and Evaluation Process:

10 sample questionnaires will be collected (randomly) from each course. The sample responses will be assessed using the attached rubric, and compared across sections and semesters where applicable. Cross-section comparisons will involve each instructor of record from those sections.

Changes being considered (if any):

N/A. Current goal is to establish baseline competency.

Review and recommendations; scheduled completion date:

Rubric for Evaluation of a Student Learning Outcome

Course: Introduction to Philosophy (honors)/PHIL 101H

SLO: Given previous instruction in the standard divisions of philosophy (i.e., epistemology, metaphysics, logic, value theory/axiology), the student will identify the correct definitions or examples of each of the major divisions.

Faculty participating: Preston

For each performance standard described in the SLO, describe the criteria for various levels of meeting that standard. Three levels is recommended, but you may use more. Be as specific as possible, so that new instructors would understand the criteria.

Attach this to the SLO and Assessment Plan.

Performance standard	***Excellent***	***Satisfactory***	***Unsatisfactory***
Student will correctly identify the division of philosophy to which a sample belongs.	Student identifies the correct division at least 80% of the time.	Student identifies the correct division at least 70% of the time, but less than 80% of the time.	Student identifies the correct division less than 70% of the time.