

Student Learning Outcome and Assessment Plan Rio Hondo College

Department/program: Philosophy Date: 11-11-06

Course title/number: Philosophy & Contemporary Issues /PHIL 135

Participating Faculty: Preston

State Student Learning Outcome:

Given a contemporary issue discussed in class, (e.g., the death penalty), the student will articulate at least one key difference between the respective approaches (e.g., a “retributionist” v. “deterrent” perspective on capital punishment).

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

- ♦ *Course exam (written assessment) or course paper.*

Collection and Evaluation Process:

5 sample responses from a written course exam or course paper will be collected (randomly) from each section. 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: PHIL 135: Philosophy & Contemporary Issues

SLO: Given a contemporary issue discussed in class, (e.g., the death penalty), the student will articulate at least one key difference between the respective approaches covered in class (e.g., a “retributionist” v. “deterrent” perspective on capital punishment).

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	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
Student will explain the relevant features of the selected approaches.	Student displays exceptional or excellent insight and accuracy, though rare and minimal errors may be present. (“A” or “B” quality work)	Student insight and accuracy is merely adequate. This represents the minimal “passing” knowledge and skill needed for this assessment. Errors are common, and significant, but do not overwhelm the effort, as a whole. (“C” quality work)	Student insight and accuracy is inadequate. Some correct responses or efforts are detectable, but significant and pervasive errors overwhelm the occasional success. Student displays some understanding, but not enough to demonstrate competency; or. Either no understanding is demonstrated, or else the correct skill displays can’t be distinguished from what might be obtained by chance alone. (“D” or “F” quality work)
Student will articulate the key differences of the selected approaches.	See above	See above	See above