

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

PHL 201-Philosophical Problems- Ray Kempf- Part B- Winter 2025

**\* Part B: Your Results DIRECTIONS** 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

See specific data and measured criteria below

outcome #1 89%  
outcome #2 100%  
outcome #3 100%

#### \* Outcome #1

Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life.

Some chapters of the book and forum question deal directly with challenging student personal beliefs, thinking and assumptions - for example: political theory (Forums 4/12/13) - I will evaluate forum posts for those three chapters for personal reflection.

Total forum scores (forums 4/12/13) reflecting original analysis of ideas and significant response to questions/discussion

25 grades of 4 or better  
3 grades of 3 or less

#### \* % of students who successfully achieved the outcome (C or above)

89%

#### \* Outcome #2

Be familiar with the names and main ideas of influential philosophers from ancient to modern times.

The required paper involves correctly naming and describing two separate philosophers' ideas over the course of the book - I will evaluate for accuracy of description (which is also paper grading component)

Significant description of two chosen (and liked) philosophers' ideas per paper grading component requirements .

8/8 got 7/10 or better (all 8 or better)

#### \* % of students who successfully achieved the outcome (C or above)

100%

### **\* Outcome #3**

---

Apply philosophical principles to everyday problems of life.

The paper also involves applying those two chosen philosophers' ideas to the students personal life (which is itself also a separate grading component.)

Student application of these two ideas to their own life in the paper as measured by specific paper grading requirement.

8/8 got a 7/10 or better (all 8 or better)

### **\* % of students who successfully achieved the outcome (C or above)**

---

100%

### **\* ANALYSIS 3. What contributed to student success and/or lack of success?**

---

Regarding forums - students are able to post and respond until they understand - so success is not surprising.

Regarding the papers I simply received the nicest crop of papers I even have, somehow - it was delightful and clearly a paper where AI would simply not be much help - great jobs students!

### **\* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

---

students did well and perceived that they grew significantly in understanding - there seems to be agreement.

### **\* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

---

absolutely - the average student improved (in their perception) two full levels and participation and demonstration of understanding in the course was solid

### **\* 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

---

Realistically - I am still in the process of tweaking forum questions to further make AI unhelpful (which is a challenge). My current biggest frustration is the simple number of students who sign up for my courses and then basically do nothing (or very very little) and then stop-out of the class. I wish I knew how to lessen this significantly.

### **7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?**

---

Turning back the clock on AI? Students not signing up for classes that they really don't intend to take?

### **\* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

---

Honestly - the forum questions are in a constant state of tweaking for outmaneuvering AI - too some question wording had changed.

### **9. Describe how you explain information about course outcomes and their relevance to your students.**

---

I'm not sure I do directly - but the alignment of the outcomes is very clear with the objectives and content of the course so I haven't felt the need to underscore what is already highlighted...

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

---

Not sure in particular I did but ALL of these ILOs have direct applicability within a Philosophy course (either 201 or 202)