



Course Assessment - Part B: Your Results & Analysis

Your Email

rkempf@cgcc.edu

Please select your course and name from the drop-down menu.

PHL201-Introduction to Philosophy: Philosophical Problems-Ray Kempf-Part B-Winter 2026

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.

Outcome Achievement Data

Data of students who completed the course:

Outcome #1

Forums 12 & 13

Forum 12 8 of 12 80% or higher

Forum 13 10 of 12 80% or higher

Outcome #2

Forums 2 & 7

Forum 2 6 of 8 80% or higher

Forum 7 8 of 13 80% or higher

Outcome #3

Reflection Paper

15 of 15 80% or higher

2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)

Outcome #1:

Outcome #1: Method to assess student understanding

Recognize and reflect upon the philosophical assumptions embedded in the students own ideas and in their immediate culture.

Forums 12 (Mill) and 13 (Marx) seem to directly deal with issues related to American Culture and particularly living in a democracy and concerns about inequity - I will look at those.

Percentage (%) of students who successfully achieved the outcome (C or above)

75%

Outcome #2

Outcome #2: Method to assess student understanding

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

Forums 2 and 7 seem particularly to address practical personal philosophy issues comparing and contrasting Buddha, Lao-Tze and Confucius, and on the other hand Hedonism, Cynicism and Stoicism. I will look at those....

Percentage (%) of students who successfully achieved the outcome (C or above) 69%

Outcome #3

Outcome #3: Method to assess student understanding

Apply philosophical principles to everyday problems of life.

The paper directly relates of personal application of ideas from the course - so I will look at that.

Percentage (%) of students who successfully achieved the outcome (C or above) 100%

Analysis

3. What contributed to student success and/or lack of success?

Forums are not perfect instruments for assessing "success" because they are graded on a whole point basis (no "c" grade actually possible at 5 points possible) and, in addition, they are graded somewhat upon how much a student wrote meaning that they may understand more than they showed.... the paper was a more representative (and encouraging) instrument for assessment.

I think the major factor for student success overall is, unsurprisingly, student effort resulting from level of personal motivation and/or interest - which is, perhaps, somewhat anti-climactic....

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.

In all three areas my students rated themselves as Developing (3) before the course and Expert (5) at the end of the course.

This is consistent with how MOST students performed in the course per my evaluation but not for all. It is possible that the small sample of course survey respondents does not accurately reflect student learning or (more likely) that the students who completed the survey are the same students who due to high conscientiousness also performed best in the course :) (:?)

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

Generally, yes - but in practice student achievement was inconsistent. The top groups of students performed well, and majority performed adequately but lowest students had generally mixed and inconsistent performance.

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

I'm not sure exactly how to improve student learning and engagement. As an online text driven and open resource course it seems that second generation AI tools have had a mixed result. On the one hand students are better at using AI as a tool rather than simply cutting and pasting and are writing better and more individualized responses. On the other hand these fairly sophisticated and accurate responses often turn out to have very little deeper understanding behind them. In other words students post pretty decent answers but when asked for clarification or detail often do not understand what they have written well enough to make deeper connections or explore or explain more fully.

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

I suppose if it were possible to do some sort of in-person proctored or otherwise no-technology allowed tests that would force a clearer demarcation between actual understanding and personalized parroting of AI content.

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.

I have become better at pushing back for deeper understanding as students have become more sophisticated with AI usage. Unfortunately I don't know that this translates to better student outcomes as ever fewer students are actually doing the required reading and, instead, leaning on AI resources instead which outline the content nicely but oversimplify the ideas themselves such that students can say the right sorts of things without deep comprehension of the ideas.

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

I really don't much, although there is much overlap between discussions about what Philosophy IS and DOES and how it WORKS which directly relate to course outcomes. In other words, by it's very nature, the content of the course itself (as a Philosophy course) addresses the outcomes pretty directly.

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: Intercultural Knowledge and Competence. 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 - "Assumptions"

I am constantly reworking forum questions to make them more difficult to directly address using AI sources using such things as substituting abbreviations for terms and phrases like "our text" or "the reading" for the name of the author - with generally favorable and sometimes humorous results. I had one student recently suggest in response to a forum question about differences between P.E. and E.E that they stood not for Psychological Egoism and Ethical Egoism (as contained in the title of the two chapters read) but rather for Professional Engineer and Electrical Engineer.... which is both humorous and sad.