

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Philosophy	250	PHL 250 01/22/2019-Logic
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities	Charles Johnson
Date of Last Filed Assessment Report	01/25/2016	

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

Yes

The course was assessed fall 2015 with the report filed winter 2016.

2. Briefly describe the results of previous assessment report(s).

The standard of success was for the population average to be 2.1 or higher on a 3pt scale. This standard was achieved for all learning outcomes.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

The standard of success was changed to 70% of students scoring 70% or higher with regard to each learning outcome. This was done to make the assessment results more meaningful.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Distinguish between deductive/formal reasoning and inductive/informal reasoning.

- Assessment Plan
  - Assessment Tool: Departmental exam where students will be asked to identify characteristics of inductive and deductive reasoning.
  - Assessment Date: Fall 2018
  - Course section(s)/other population: all
  - Number students to be assessed: approximately 60

- How the assessment will be scored: Departmental rubric with a scale of 0-3 for the evaluation of student responses.
- Standard of success to be used for this assessment: An average of 2.1 or higher for each outcome.
- Who will score and analyze the data: It will be blind-scored by departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	35

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Both sections were assessed. The population was determined by those present on the day the assessment instrument was given.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

There are no online or extension sections offered for this course. Neither section was offered in the evening.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Using a true/false test, students were asked to distinguish characteristics possessed by Deductive/Formal and Inductive/Informal arguments. The student responses were scored using an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success was that 70% of the students would score 70% or higher on the instrument. The results were that 88.5% of students scored 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students did very well in grasping the central characteristics of Deductive and Inductive reasoning.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Given that the standard of success was achieved. No changes are planned.

Outcome 2: Successfully apply multiple methods for the evaluation of deductive arguments.

- Assessment Plan
  - Assessment Tool: Departmental exam where students will be asked to evaluate deductive arguments using multiple methods.
  - Assessment Date: Fall 2018
  - Course section(s)/other population: all
  - Number students to be assessed: approximately 60
  - How the assessment will be scored: Departmental rubric with a scale of 0-3 for the evaluation of student responses.
  - Standard of success to be used for this assessment: An average of 2.1 or higher for each outcome.
  - Who will score and analyze the data: It will be blind-scored by departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	23

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The part-time instructor teaching one of the sections failed to record this information. As such, only one section was captured for this outcome. The department has resolved to make clear to part-time faculty that they must participate in all elements of assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

No online or extension sections are offered. Both sections were non-evening.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Throughout the term the students employ five methods of validity testing. The accuracy of their application is scored using a rubric. It is then recorded which methods each student successfully applied. One point is awarded for each successful application.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success is that 70% of the students should successfully apply at least four of the methods. For the assessment, 78.2% of the students successfully applied four or five methods.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students did an excellent job of successfully applying multiple methods of validity testing.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Given that the standard of success was achieved, no changes in teaching are planned. We did, though, have difficulty with data collection for this outcome. In

response to this, we are emphasizing to part-time instructors that they must participate in all elements of assessment.

Outcome 3: Recognize common mistakes or fallacies in inductive/informal arguments.

- Assessment Plan
  - Assessment Tool: Departmental exam where students will be asked to identify fallacies in argument examples.
  - Assessment Date: Fall 2018
  - Course section(s)/other population: all
  - Number students to be assessed: approximately 60
  - How the assessment will be scored: Departmental rubric with a scale of 0-3 for the evaluation of student responses.
  - Standard of success to be used for this assessment: An average of 2.1 or higher for each outcome.
  - Who will score and analyze the data: It will be blind-scored by departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
37	23

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The population was determined by those present at the the time of assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

No online or extension sections are offered. Neither section was evening.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

On a multiple-choice test, student were asked to identify ten arguments possessing different informal fallacies. One point is awarded for each argument.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard or success is that 70% of the students score 70% or higher with regard to this outcome. The results of the assessment was that 73.9% scored 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students were able to successfully identify multiple fallacies present in sample arguments.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The performance on this outcome was lower than the other two, but this is not surprising as the identification of informal fallacies involves making nuanced judgments. Given that the standard was achieved, no changes are proposed at this time.

### III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

No changes were proposed in the Fall 2015 assessment as the standard of success was achieved for all learning outcomes.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I was very happy to see that nearly 80% of students were able to apply four or more methods of validity testing. Several of these methods are complex.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results will be shared at the next departmental meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

5. Is there anything that you would like to mention that was not already captured?

6.

### III. Attached Files

#### [Assessment Results](#)

**Faculty/Preparer:** Charles Johnson **Date:** 01/24/2019  
**Department Chair:** Allison Fournier **Date:** 01/29/2019  
**Dean:** Kristin Good **Date:** 01/29/2019  
**Assessment Committee Chair:** Shawn Deron **Date:** 02/25/2019

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Philosophy	250	PHL 250 01/06/2016-Logic
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities	Charles Johnson
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: The student will distinguish between deductive/formal reasoning and inductive/informal reasoning.

- Assessment Plan
  - Assessment Tool: Departmental exam where students will be asked to identify characteristics of inductive and deductive reasoning.
  - Assessment Date: Fall 2015
  - Course section(s)/other population: all
  - Number students to be assessed: approximately 60
  - How the assessment will be scored: Departmental rubric with a scale of 0-3 for the evaluation of student responses.
  - Standard of success to be used for this assessment: An average of 2.1 or higher for each outcome.
  - Who will score and analyze the data: It will be blind-scored by departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2015		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
51	17



3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Due to a colleague needing to take a medical leave mid-term, only one out of the three sections were fully assessed. Rather than postpone the assessment, the decision was made to move forward with the results gathered with the understanding that all sections will be assessed in the next cycle.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students were chosen based on their being present at the time the instrument was administered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

See attached.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

17 students were present at the time the instrument was administered. The average score was 2.29 out of a scale of 0-3. The standard of success for this objective was an average score of 2.1.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students did very well in identifying the major characteristics of deductive and inductive argumentation.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Some students had confusion with the informal/formal distinction as it relates to deductive and inductive reasoning.

Outcome 2: The student will successfully apply multiple methods for the evaluation of deductive arguments.

- Assessment Plan
  - Assessment Tool: Departmental exam where students will be asked to evaluate deductive arguments using multiple methods.
  - Assessment Date: Fall 2015
  - Course section(s)/other population: all
  - Number students to be assessed: approximately 60
  - How the assessment will be scored: Departmental rubric with a scale of 0-3 for the evaluation of student responses.
  - Standard of success to be used for this assessment: An average of 2.1 or higher for each outcome.
  - Who will score and analyze the data: It will be blind-scored by departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2015		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
51	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Due to a colleague needing to take a medical leave mid-term, only one out of the three sections were fully assessed. Rather than postpone the assessment, the decision was made to move forward with the results gathered with the understanding that all sections will be assessed in the next cycle.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students were chosen based on their being present the day the instrument was administered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given deductive arguments and asked to test validity using multiple methods. (see attached)

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Out of the 22 students assessed, the average score was 2.59 on a scale of 0-3. The standard of success for this objective was an average of 2.1. As such, the standard was achieved.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did very well in employing multiple methods of validity testing.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Some students had difficulty with the method of proof.

Outcome 3: The student will recognize common mistakes or fallacies in inductive/informal arguments.

- Assessment Plan
  - Assessment Tool: Departmental exam where students will be asked to identify fallacies in argument examples.
  - Assessment Date: Fall 2015
  - Course section(s)/other population: all
  - Number students to be assessed: approximately 60
  - How the assessment will be scored: Departmental rubric with a scale of 0-3 for the evaluation of student responses.
  - Standard of success to be used for this assessment: An average of 2.1 or higher for each outcome.

- Who will score and analyze the data: It will be blind-scored by departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2015		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
51	8

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Due to a colleague needing to take a medical leave mid-term, only one out of the three sections were fully assessed. Rather than postpone the assessment, the decision was made to move forward with the results gathered with the understanding that all sections will be assessed in the next cycle.

The assessment tool for this outcome was the last exam for the class. Not all students needed to participate (some did so well they could drop it). Most of the students who took this exam were not the top performers.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students were chosen based on their being present the day the instrument was administered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were presented with arguments and asked to identify the fallacies involved. (See attached)

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Out of the eight students present the day the instrument was administered the average score was 2.37 on a scale of 0-3. The standard of success for this outcome was 2.1. As such, the standard of success was achieved.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did very well in identifying the different fallacies from the sample arguments provided.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The informal fallacies are the most difficult part of the course as the identification of different fallacies involves making nuanced distinctions. Some students had difficulty distinguishing composition from hasty generalization. Given that these fallacies are very similar, though, this is not surprising nor highly problematic.

## II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The students did very well in meeting the learning outcomes of the course. The results of the assessment were not surprising.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results will be shared at the next departmental meeting. No action plan is required as the standard of success was achieved for each learning outcome.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

4. Is there anything that you would like to mention that was not already captured?

5.

### III. Attached Files

[Assessment Data](#)

[Assessment Rubric](#)

**Faculty/Preparer:** Charles Johnson **Date:** 01/06/2016

**Department Chair:** Allison Fournier **Date:** 01/11/2016

**Dean:** Kristin Good **Date:** 01/13/2016

**Assessment Committee Chair:** Michelle Garey **Date:** 01/25/2016

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: PHL 250  
 Course Title: Logic  
 Division/Department Codes: Hum, Soc, and Behav Sci/HUM
  
2. Semester assessment was conducted (check one):  
 Fall 2012  
 Winter 20\_\_  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.  
 No

5. Indicate the number of students assessed and the total number of students enrolled in the course.  
 Three sections of the course were offered with 54 students enrolled overall. Due to issues with scheduling the assessment, only one section was assessed with 18 students participating. In the next round of assessment greater effort will be made to include more sections.
  
6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)* Students participating in the assessment were selected based on those present when the different assessment instruments were administered.

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 Given that the assessment goals were reached, no changes were implemented.
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*  
  
*Outcome #1 - The student will distinguish between deductive/formal and inductive/informal reasoning.*  
*Outcome #2 - The student will successfully apply multiple methods for the evaluation of deductive arguments.*  
*Outcome #3 - The student will recognize common mistakes or fallacies in inductive/informal arguments or reasoning.*
  
3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.) Each outcome was assessed on a scale of 0-3 with an average of 2.1 being deemed as successful.*
  
4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. ***In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.***

**COURSE ASSESSMENT REPORT**

*For Outcome #1, the overall average was 2.92. For Outcome #2, the overall average was 2.66. For outcome #3, the overall average was 2.38. For all three outcomes the standard of success was achieved.*

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*
- Strengths: Students performed very well distinguishing deductive and inductive reasoning as well as in implementing the methods of evaluating deductive/formal arguments (Outcomes #1 and #2)
- Weaknesses: Students had greater difficulty with the material related to the identification of informal fallacies (Outcome #3)

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.) It is not surprising that students had more difficulty with the informal fallacies as these involve a greater level of judgment on the part of the student. More work will be done in class through exercises and examples to develop this judgment through increased experience with the fallacies.*
2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
- a.  Outcomes/Assessments on the Master Syllabus  
Change/rationale:
  - b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:
  - c.  Course pre-requisites on the Master Syllabus  
Change/rationale:
  - d.  1<sup>st</sup> Day Handouts  
Change/rationale:
  - e.  Course assignments  
Change/rationale: More exercises devoted to the informal fallacies so as to increase the level of experience and judgment in the students.
  - f.  Course materials (check all that apply)
    - Textbook
    - Handouts
    - Other:
  - g.  Instructional methods  
Change/rationale:
  - h.  Individual lessons & activities  
Change/rationale:
3. What is the timeline for implementing these actions? They will be implemented winter term 2013.

**IV. Future plans**


1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. The assessment tools did a nice job of highlighting both the strengths and weaknesses in achieving course objectives.

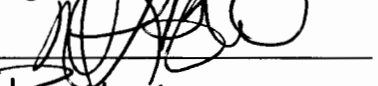



**COURSE ASSESSMENT REPORT**

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
- 3. Which outcomes from the master syllabus have been addressed in this report?  
 All  Selected   
 If "All", provide the report date for the next full review: \_\_\_\_\_ Fall 2015.  
 If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_.

**Submitted by:**

Print: Charles Johnson Signature  Date: 1/8/13  
 Faculty/Preparer

Print: Dena Blair Signature  Date: 1/10/13  
 Department Chair

Print: Bill Abernethy Signature  Date: JAN 15 2013  
 Dean/Administrator

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: PHL 250  
 Course Title: Logic  
 Division/Department Codes: HSS

2. Semester assessment was conducted (check one):

- Fall 20\_\_
- Winter 20\_\_
- Spring/Summer 2009\_\_

3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam
- Capstone experience (specify):
- Other (specify):

4. Have these tools been used before?

- Yes
- No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.  
 No alterations have been made.

5. Indicate the number of students assessed/total number of students enrolled in the course.  
 24/27

6. Describe how students were selected for the assessment.  
 All students present at the time the tool was administered were assessed.

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 No changes were made. The previous assessment was successful.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

**Outcome #1** - The student will distinguish between deductive/formal and inductive/informal reasoning.

**Outcome #2** - The student will successfully apply multiple methods for the evaluation of deductive arguments.

**Outcome #3** - The student will recognize common mistakes or fallacies in inductive/informal arguments or reasoning.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*

All three outcomes were assessed using a 0-3 rubric scale (see attached). For outcome #1, the overall average was 2.83. For outcome #2, the average was 2.54. For Outcome #3, the average was 2.46.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

**COURSE ASSESSMENT REPORT**

The standard of success was defined as an overall average of 2.1 for each learning outcome. This standard was achieved for each outcome.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: The students did very well in distinguishing the informal/inductive and formal/deductive reasoning. They also did very well in applying different methods of validity testing (methods for the evaluation of deductive arguments).

Weaknesses: The students did not do as well in identifying informal fallacies.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

There are numerous informal fallacies. There is also no set of rules or decision procedure that can be used to assist in identifying them. As such, students must use a great deal of judgment in identifying these fallacies. It is therefore no surprise that the average for Outcome #3 is lower. Given that the standard of success was achieved, no action will be taken at this time.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a.  Outcomes/Assessments on the Master Syllabus  
Change/rationale:

b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:

c.  Course pre-requisites on the Master Syllabus  
Change/rationale:

d.  1<sup>st</sup> Day Handouts  
Change/rationale:

e.  Course assignments  
Change/rationale:

f.  Course materials (check all that apply)  
 Textbook  
 Handouts  
 Other:

g.  Instructional methods  
Change/rationale:

h.  Individual lessons & activities  
Change/rationale:

3. What is the timeline for implementing these actions?

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The assessment tool has been used two times now. It has proven very successful.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

**Please return completed form to the Office of Curriculum & Assessment, SC 247.**

**COURSE ASSESSMENT REPORT**

All  Selected

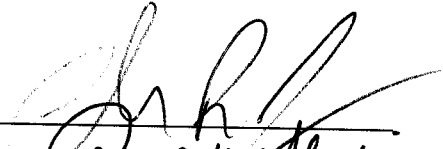
If "All", provide the report date for the next full review: Spring/Summer 2012

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_

Submitted by:

Print: Charles Johnson  
Faculty/Preparer

Signature

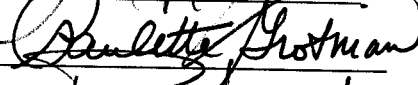


Date:

9/28/09

Print: Paulette Grotrian  
Department Chair

Signature



Date:

10.5.09

Print: Bill Abernathy  
Dean/Administrator

Signature



Date:

OCT 07 2009

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: PHL 250  
 Course Title: Logic  
 Division/Department Codes: H/SS
  
2. Semester assessment was conducted (check one):  
 Fall 20\_\_06\_\_  
 Winter 20\_\_  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.  
 60/66
  
6. Describe how students were selected for the assessment.  
 All sections were assessed, though not all students were present for assessment.

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 No changes proposed as standard of success was achieved for all learning outcomes.
  
2. State each outcome (verbatim) from the master syllabus for the course that was assessed.  
 Outcome #1 - The student will distinguish between deductive/formal reasoning and inductive/informal reasoning.  
 Outcome #2 - The student will successfully apply multiple methods for the evaluation of deductive arguments.  
 Outcome #3 - The student will recognize common mistakes or fallacies in inductive/informal arguments.
  
3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected.***  
 For outcome #1 the students achieved an average of 2.67  
 For outcome #2 the students achieved an average of 2.48  
 For outcome #3 the students achieved an average of 2.36
  
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***  
 Students were evaluated on a 0-3 scale for each outcome. The standard of success was 2.1.
  
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

**COURSE ASSESSMENT REPORT**

Strengths: Elements of formal logic: distinguishing deductive/inductive reasoning as well as applying different methods of evaluation.

Weaknesses: Students did not do as well with the informal portion of the course dealing with the identification of fallacies.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

As the standard of success was achieved in all areas, no action will be taken based on this single assessment. If the above weakness becomes a trend in future assessments, action may be taken at that time.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a.  Outcomes/Assessments on the Master Syllabus  
Change/rationale:

b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:

c.  Course pre-requisites on the Master Syllabus  
Change/rationale:

d.  1<sup>st</sup> Day Handouts  
Change/rationale:

e.  Course assignments  
Change/rationale:

f.  Course materials (check all that apply)  
 Textbook  
 Handouts  
 Other:

g.  Instructional methods  
Change/rationale:

h.  Individual lessons & activities  
Change/rationale:

3. What is the timeline for implementing these actions?

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The instrument was effective in allowing us to examine student performance in different key areas of the course.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?

All   X   Selected       

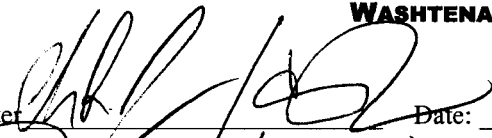
If "All", provide the report date for the next full review: \_\_\_\_\_.

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_.

Submitted by:

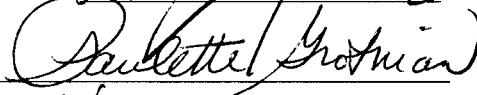
**COURSE ASSESSMENT REPORT**

Name: Charles R. Johnson / Corinne Painter  
Print/Signature



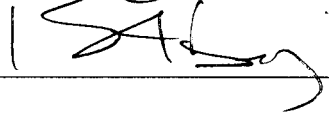
Date: 01.05.2007

Department Chair: Paulette Grotrian  
Print/Signature



Date: Jan 5, 07

Dean: Bill Abernathy  
Print/Signature



Date: JAN 05 2007