

Assessment: Course Four Column



Courses (A&L) - Philosophy

PHIL 102:Critical Thinking

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Clear observations - Make clear observations Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 07/13/2016</p>	<p>Assignment - Written - 1. Learning Modules' Assignments 2. Pre & Post Tests 3. Essays Criterion: Grading rubrics for essays Auto-grading of Assignments</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes Evaluating essays I noted that many students do not have the ready vocabulary to speak of their observations. Students did better on multiple choice questions than in Pre & Post Tests (07/13/2016)</p>	<p>Action: Add Discussion Board so that individual observations can be tested and vetted. (07/13/2016)</p>
<p>Factual information - Identify factual information Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 07/13/2016</p>	<p>Quiz - 1. Learning Modules' Assignments 2. Pre & Post Tests 3. LS Learnsmart Criterion: Auto-grading of Assignments LS diagnostic</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes and No Evaluating the LM Assignments I noticed that even after Ch. 2 students struggle with the concept of fact vs. conjecture or opinion (07/13/2016)</p>	<p>Action: Add extra essay assignment from Ch. 2 before proceeding to Ch. 3 (07/13/2016)</p>
<p>Assumptions (reasonable vs. unreasonable) - Identify assumptions (reasonable vs. unreasonable) Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 07/13/2016</p>	<p>Assignment - Written - 1. Learning Modules Assignments 2. Pre & Post-Tests 3. LS Learnsmart Criterion: Auto-grading of Assignments LS diagnostic</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes Students grasp what an "assumption" is. They have greater difficulty with 'reasonable'. (07/13/2016)</p>	<p>Action: NA Continue with same Assignments (07/13/2016)</p>
<p>Formulate, articulate and defend opinions based on evidence - Formulate, articulate and defend opinions based on evidence.</p>	<p>Assignment - Written - Essays Criterion: Auto-grading LS diagnostic</p>	<p>Reporting Period: 2015-2016 Criterion Met: N/A Some students do not write well. Students reported that the essays are particularly</p>	<p>Action: Require MLA format for essays. MLA outline rubric/guidelines via ASC website (07/13/2016)</p>

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<p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 07/13/2016</p>		challenging. (07/13/2016)	
<p>Fallacies - Recognize and avoid fallacies. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 07/13/2016</p>	<p>Assignment - Written - 1. Learning Module Assignments 2. Pre & Post Tests: Ch. 8 3. LS Learnsmart Criterion: Auto-grading of Assignments LS diagnostic</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes and No Fallacies are a critical part of the critical thinking curriculum. Even with Ch. 8 on general fallacies students are uncertain by Ch. 11 what a fallacy vs. fact based on evidence is. (07/13/2016)</p>	<p>Action: Consider adding Ch. 9 “Inductive Fallacies” (07/13/2016)</p>