UNIVERSITY OF ARKANSAS
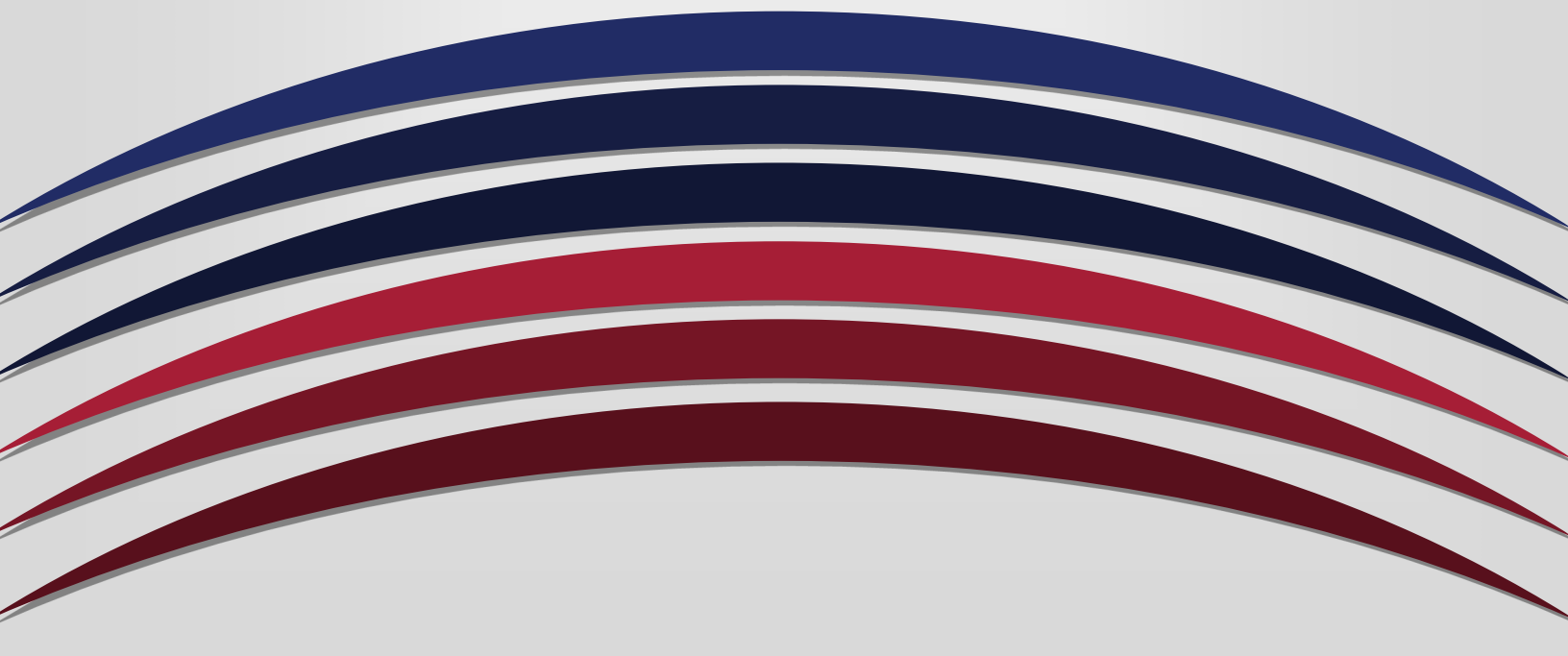# PULASKI TECH

Course-Level Assessment Report
Course: PHIL 1330 Critical Thinking
Academic Year: 2021-2022

Due to Chair/Program Director and Faculty Assessment Chair by September 1

1. Name of course: PHIL 1330 Critical Thinking

2. Name of individual(s) compiling report: *Joseph John*

3. Date of submission: *9/15/22*

4. Academic year: *Fall 2021 – Summer 2022*

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

In this course, students will 1) learn to recognize and evaluate the strength of both inductive and deductive reasoning, 2) learn to identify informal fallacies, 3) learn to recognize valid and invalid logical inferences and syllogism in deductive logic, 4) learn to recognize strong and weak invalid reasoning in analogies, the credibility of sources, and scientific reasoning.

2. Which CLOs were addressed for the academic year?

All four CLOS were addressed over the last year, through an additional focus on doing practice problems and evaluating student's ability to apply knowledge to new problems.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

All four CLOS will continue to be assessed each academic year.

4. How does this report connect or map to program-level or institutional-level outcomes?

CLOs 1-3 support ILO#4: Apply critical thinking skills to achieve a desired goal. This report most closely connects to objective 1 and 4.

CLO #4 supports both ILO#4 and ILO #1: Analyze information from credible sources.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported? *Note: If more than one assessment method was used, you may insert an additional row.*	*Students across all sections completed four exams over the course of the semester, each exam corresponding to one of the CLOs.* *CLO 1. Exam 1 – Students were tested on their ability apply their knowledge of argument instructure and types to new problems which they hadn't seen before.* *CLO 2. Exam 2-- Students were tested on their ability to correctly distinguish sound and fallacious reasoning, and to identify common logical fallacies in multiple choice and fill in the blank questions.* *CLO 3. Exam 3 -- Students are tested on their ability to evaluate common deductive argument forms through multiple choice and matching.* *CLO 4 – Exam 4 -Students are asked to evaluate examples of analogical reasoning, distinguish between scientific and pseudoscientific reasoning, and evaluate potential sources of information for markers of credibility.*
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	*No*
How do you define success for an individual student on the CLO assessment assignment or measure?	*Student earns at least a 70% on at least ¾ exams.*
How do you define success for the course level outcome? What is the	*70% of students in the course achieve success on the CLO assessment*

benchmark for the Course Level Outcome?		
How many students completed the assessment, and how many were successful?	*Fall 2021* *10 Students assessed* *6 successful* *(60% success rate)* (not offered in Spring 2022)	*Summer 2022* *11 Students assessed* *6 successful* *(55% success rate)*
Academic Year Total (add the numbers from Fall and Spring)	12/21 (57% success rate)	
Was the benchmark/goal for this academic year met?		*No*
Were standardized rubrics, tests, or checklists used?	*Yes*	

5. What is your analysis of the findings?

Fall 2021

CLO 1 (Exam 1)	9/10 success Rate	Every student who took the exam passed it.
CLO 2 (Exam 2)	7/10	
CLO 3 (Exam 3)	5/10	Many students stopped coming to class at this point
CLO 4 (Exam 4)	5/10	5/6 students who attempted the exam did succeed.
Total:	6/10	The success rate here seems to be dictated by attendance; students who kept coming to class and submitting work did manage to succeed.

Summer 2022

CLO 1 (Exam 1)	7/11	
CLO 2 (Exam 2)	9/11	
CLO 3 (Exam 3)	5/11	
CLO 4 (Exam 4)	8/11	
Total:	6/11	6/11 met success criteria; the biggest stumbling block here was CLO 3 – deductive reasoning. There was no significant attendance drop off here, but many students struggled to earn 70% in at least two units.

When students complete the homework and attend class, they mostly do alright. The biggest stumbling blocks are 1) attendance and 2) CLO # 3 – Deductive reasoning. For some reason, students find Unit III the most difficult unit; more attention must be paid here.

6. What is the action plan for the upcoming academic year? Explain.

CLOs 1, 2 and 4 seem to be fairly successful. I am going to reevaluate and simplify Unit 3, here, though. Students who do well on the other units still struggle with this one. We will work to provide additional help and review on this unit outside of class, as well as to remove any unhelpful or unnecessary aspects of this unit that may not be as relevant to the overall CLO.