

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Philosophy (new)	200	PHL 200 08/30/2021- Existentialism
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Language & the Arts	Humanities
Faculty Preparer		Charles Johnson
Date of Last Filed Assessment Report		

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
Winter 2018

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

The standard of success was achieved for both learning outcomes.
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Though the standard of success was achieved for both outcomes, emphasis was placed on helping students achieve a better grasp of central concepts. This is because the success percentage was low for this outcome relative to past assessments.
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II. Assessment Results per Student Learning Outcome

Outcome 1: Identify major existentialist thinkers and/or concepts.

- Assessment Plan
 - Assessment Tool: Matching exam
 - Assessment Date: Winter 2018
 - Course section(s)/other population: All
 - Number students to be assessed: Approximately 30

- How the assessment will be scored: Departmentally-designed rubric with a scale of 0-3
- Standard of success to be used for this assessment: An average of 2.1 for each learning outcome
- Who will score and analyze the data: Departmental full-time 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)
	2021	

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

# of students enrolled	# of students assessed
14	10

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.

This was the number of students present when the assessment instrument was administered.

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.

Only one section is offered Fall and Winter semesters. The course is 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.

The tool is a matching quiz where students are asked to connect the concept or figure with the appropriate definition or description.

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
 Student responses were evaluated on a 1-4 scale with the standard of success being 70% scoring 3 or higher. In this case 90% (9/10) scored 3 or higher, so 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 exceptionally well in this area with only one student falling below the standard of success. This was an area of emphasis after the 2018 assessment. The adjustments to teaching seem to have worked.

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.

We will continue to make this an area of emphasis as we did following the 2018 assessment.

Outcome 2: Apply major concepts in the discussion of existentialist themes.

- Assessment Plan
 - Assessment Tool: Essay exam
 - Assessment Date: Winter 2018
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-designed rubric with a scale of 0-3
 - Standard of success to be used for this assessment: An average of 2.1 for each learning outcome
 - Who will score and analyze the data: Departmental full-time 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)
	2021	

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

# of students enrolled	# of students assessed
14	12

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.

This was the number of students present when the instrument was administered.

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.

Only one section is offered Fall and Winter semesters. The course is 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.

The students are given a writing prompt where they are asked to explain and apply central concepts.

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 student work is evaluated using a 1-4 rubric. The standard of success is for 70% to score 3 or higher. For this assessment, 75% (9/12) scored 3 or higher so 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.

Again the student performance in this area was very good. Only 3 students fell below the standard of success. Given that the essay responses are much more difficult for students, this is a quite good result.

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 was achieved, no changes will be made 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.

The changes made in 2018 resulted in substantial improvement in the area of central concepts.

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 with the quality of the written work by the students. Given that the assessment was done during Covid, I thought the student performance was especially impressive.

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

The results will be shared with faculty at the next departmental meeting.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: assessment plan	The assessment tools are currently graded using a rubric with scores from 1-4, not 0-3. The standard of success should also be updated to "70% of students will score a 3 (75%) or higher."	To align the assessment plan with the rubrics being used.	2022

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

6.

III. Attached Files

[Assessment Instrument](#)

[Assessment Data](#)

Faculty/Preparer:

Charles Johnson **Date:** 08/30/2021

Department Chair: Elisabeth Thoburn **Date:** 08/31/2021
Dean: Scott Britten **Date:** 09/13/2021
Assessment Committee Chair: Shawn Deron **Date:** 11/22/2021

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Philosophy	200	PHL 200 05/16/2018- Existentialism
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: Identify major existentialist thinkers and/or concepts.

- Assessment Plan
 - Assessment Tool: Departmentally-designed instrument where students will be asked to identify major concepts and/or thinkers.
 - Assessment Date: Winter 2018
 - Course section(s)/other population: all
 - Number students to be assessed: Approximately 30
 - How the assessment will be scored: A departmentally-designed rubric using a scale of 0-3
 - Standard of success to be used for this assessment: An average of 2.1 for each learning outcome
 - Who will score and analyze the data: Data will be blind-scored by full-time faculty in the Humanities Department.

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
20	19

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 sample is based on the number of students present on the day the assessment instrument was administered.

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.

Only one section is offered. It is an on-campus evening section.

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

A faculty-designed instrument was given to the students asking them to match central concepts and/or figures to the appropriate definition or description. Students were graded on a scale of 0-3.

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 original standard of success was for the class average to be a 2.1. On the advice of the assessment committee, the standard has been changed to 70% of students scoring a 2 or higher. Interestingly, the original standard was not achieved - the overall average was 2.0. The new standard was achieved - 73.6% of students scored 2 or higher.

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

The new standard of success was achieved. The majority of students could identify nearly all the central concepts.

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.

Typically the overall average for this outcome exceeds the essay portion which is more difficult. More emphasis needs to be placed on making sure all students have a grasp of central concepts. Though the standard was achieved, the need for this emphasis on central concepts will be shared with faculty teaching the course.

Outcome 2: Apply major concepts in the discussion of existentialist themes.

- Assessment Plan
 - Assessment Tool: Departmentally-designed instrument where students will be asked to apply major concepts in the discussion of existentialist themes.
 - Assessment Date: Winter 2018
 - Course section(s)/other population: all
 - Number students to be assessed: Approximately 30
 - How the assessment will be scored: A departmentally-designed rubric using a scale of 0-3
 - Standard of success to be used for this assessment: An average of 2.1 for each learning outcome
 - Who will score and analyze the data: Data will be blind-scored by full-time faculty in the Humanities Department.

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
20	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.

The sample was based on those students present on the day the instrument was administered.

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.

Only one section was offered. It was an on-campus evening section.

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

Students were given a central existential concept and asked to apply it to a work in the existentialist tradition. Students were evaluated on a scale of 0-3.

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 original standard of success was for the overall average to be 2.1. On advice of the assessment committee, the standard was changed to 70% of students scoring 2 or higher. Both standards were achieved. The overall average was 2.35 and 88.2% of students scored 2 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 a great job defining absurdity and applying it to *The Myth of Sisyphus*. Both standards of success were achieved for this outcome.

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 written work for this prompt was some of the best I have seen in an assessment setting. I will definitely share this with the faculty involved.

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?

Overall, the course is doing a fine job meeting course outcomes. I was very pleased with the results of the essay portion which is typically the most difficult for students.

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

Information will be shared with the faculty teaching this course via email this summer.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Focus on central concepts	Teaching faculty will receive assessment reports and identify ways to give additional emphasis to central concepts.	Lower assessment results on outcome #1 - Identify major existentialist thinkers and/or concepts.	2018

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

5.

III. Attached Files

[Assessment instrument](#)
[PHL 200 Assessment Results](#)

Faculty/Preparer: Charles Johnson **Date:** 05/16/2018
Department Chair: Allison Fournier **Date:** 05/18/2018
Dean: Kristin Good **Date:** 05/18/2018
Assessment Committee Chair: Shawn Deron **Date:** 08/27/2018

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Philosophy	200	PHL 200 06/03/2015- Existentialism
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 identify major existentialist thinkers and/or concepts.

- Assessment Plan
 - Assessment Tool: Departmentally designed instrument where students will be asked to identify major concepts and/or thinkers.
 - Assessment Date: Winter 2012
 - Course section(s)/other population: all
 - Number students to be assessed: Approximately 30
 - How the assessment will be scored: A departmentally designed rubric using a scale of 0-3.
 - Standard of success to be used for this assessment: An average of 2.1 for each learning outcome.
 - Who will score and analyze the data: Data will be blind-scored by full-time faculty in the Humanities Department.

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
23	21

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 students assessed were those present on the day the instrument was administered.

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.

Only one section of PHL 200 was offered winter 2015. This course does not have DL or MM sections offered at this time.

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

The instrument lists several concepts and/or figures from the existentialist tradition, and asks the students to match these with their appropriate definition and/or description.

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: No

15 students were present the day this portion of the assessment was administered. The average for this outcome was 2.06. This was slightly below the standard of success for the outcome which is 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 defining the concepts of Absurdity, Anguish, and Will to Power.

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 standard of success was narrowly missed for this outcome. As such, an effort will be made to spend more time in class making sure that students grasp central concepts.

Outcome 2: The student will apply major concepts in the discussion of existentialist themes.

- Assessment Plan
 - Assessment Tool: Departmentally designed instrument where students will be asked to apply major concepts in the discussion of existentialist themes.
 - Assessment Date: Winter 2012
 - Course section(s)/other population: all
 - Number students to be assessed: Approximately 30
 - How the assessment will be scored: A departmentally designed rubric using a scale of 0-3.
 - Standard of success to be used for this assessment: An average of 2.1 for each learning outcome.
 - Who will score and analyze the data: Data will be blind-scored by full-time faculty in the Humanities Department.

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
23	21

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 students assessed were those present on the day the instrument was administered.

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.

Only one section of PHL 200 was offered winter 2015. This course does not have DL or MM sections offered at this time.

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

The instrument presents the students with an essay style question. Based on this prompt, they are asked to respond. In the responses, central concepts will be defined and applied.

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

21 students were present the day this portion of the assessment was administered. The average for this outcome was 2.42. This was above the standard of success for the outcome which is 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 an excellent job of relating the concept of Absurdity to Camus' work "The Myth of Sisyphus."

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.

More work could be done explaining how we become aware of absurdity and how we might respond to the recognition of this condition. The standard of success was achieved. Nonetheless, an effort will be made to stress these ideas in the discussion of Camus' work.

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?

I believe the assessment provided valuable insight into how the course is doing. Typically, students perform better on the concept identification as opposed to essay or application side of the assessment. In this case, the reverse happened. On the plus side, the students are performing very well on the more difficult application task and this is to be applauded. Nonetheless, more work will need to be done on making sure the students have a firm grasp of basic concepts.

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

The assessment results will be immediately shared with faculty teaching the course.

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

[Sample Assessment Instrument](#)
[Assessment Data](#)

Faculty/Preparer: Charles Johnson **Date:** 06/03/2015
Department Chair: Allison Fournier **Date:** 06/04/2015
Dean: Kristin Good **Date:** 06/08/2015
Assessment Committee Chair: Michelle Garey **Date:** 08/24/2015

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: PHL 200
 Course Title: Existentialism
 Division/Department Codes: Humanities, Behavioral, and Social Science

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2012
 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 and the total number of students enrolled in the course.
 21 students were assessed out of 26 students enrolled.

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)* The number of students assessed was determined by those present on the day the assessment took place.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 This is the first assessment using the revised outcomes and assessment instrument.

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.)*
 1. **The student will identify major existentialist thinkers and/or concepts.**
 2. **The student will apply major concepts in the discussion of existentialist themes**

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.)*
 Students were scored on a 0-3 scale for each learning outcome. The standard of success is an overall average of 2.1 for each outcome.

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.***
 For Outcome #1 the overall average was 2.15. For Outcome #2 the overall average was 2.52. As such, the standard of success was achieved for both outcomes.

COURSE ASSESSMENT REPORT

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 did very well in the application part of the assessment. As this outcome involves an essay response by the students, it is typically more challenging. The work of the students in applying and analyzing the concept of absurdity was impressive.

Weaknesses: Students did not do as well in the identification part of the assessment as is typically seen in other courses. It may be that more work needs to be done making sure students have a firm grasp of basic concepts.

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.)* Students did not demonstrate the level of proficiency with basic concepts as is typical for this type of assessment. This information will be shared with faculty teaching the course. It will be recommended that more time be spent with basic or core concepts in lecture and class discussion.

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. 1st Day Handouts

Change/rationale:

- e. Course assignments

Change/rationale:

- f. Course materials (check all that apply)

Textbook

Handouts

Other:

- g. Instructional methods

Change/rationale: More time spent in lecture and class discussion on core concepts.

- 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 was helpful in identifying strengths and weaknesses.

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 X Selected _____

If "All", provide the report date for the next full review: Winter 2015

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

Submitted by:

Print: Charles R. Johnson
Faculty/Preparer

Signature 


Date: 5/31/12

Print: Dena Blair
Department Chair

Signature 

Date: 5/31/12

Print: Bill Abernethy
Dean/Administrator

Signature 

Date: MAY 31 2012

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: PHL 200
 Course Title: Existentialism
 Division/Department Codes: HUM

2. Semester assessment was conducted (check one):

- Fall 2008__
 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.
 10/20 (approximately)

6. Describe how students were selected for the assessment.
Students who attended class on the day the Assessment Assignment was distributed were those who completed the assessment.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
I am not aware of the results of the previous assessment, and am therefore also not aware if any changes were implemented based upon these results.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 (1) *The student will identify the major ideas of representative existentialist thinkers*
 (2) *The student will raise awareness by identifying his/her personal position on central existentialist questions.*
 * *Please note that the Outcomes were slightly modified on the actual Assessment Tool; they read: (1) "Identify and define major ideas of representative existentialist thinkers," and (2) "Identify and articulate personal position on two central existential questions."*

COURSE ASSESSMENT REPORT

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.*
See attached report
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.*
See attached report
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
Strengths: See attached report

Weaknesses: See attached report

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 no significant weaknesses were found (see report), there is no action required at this time in this connection. However, as the Outcomes that are stated on the Master Syllabus for this course are ill-formed, the Master Syllabus, and, possibly, the Assessment Tool associated with the course, will be revised.
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:
The outcomes as stated on the Master Syllabus are ill-formed. In one case (outcome #2), it is probably not possible to measure whether the outcome has actually been achieved.
 - b. Objectives/Evaluation on the Master Syllabus
Change/rationale:
The objectives may need to be reformulated so that they can be more easily measurable.
 - c. Course pre-requisites on the Master Syllabus
Change/rationale:
 - d. 1st Day Handouts
Change/rationale:
 - e. Course assignments
Change/rationale:
 - f. Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:
 - g. Instructional methods
Change/rationale:

COURSE ASSESSMENT REPORT

h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?
Master Syllabus for this course is due to be revised this semester (Winter 2009)

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.
I think that the course could have been adequately assessed without employing a special Assessment Tool, by simply considering the grades that students earned on their exams and other assignments, especially given that there is only one section of this course to assess. Thus, I found the Assessment Process unnecessary.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
Since I'm assuming that the Assessment Process will not be eliminated, I suppose the process will continue on in much the same way it has, save for the changes described in response to question III.1 above, which are also detailed in the attached report.

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: Fall 2011
If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Print: Corinne Painter Signature: [Signature] Date: 02.12.2009
Faculty/Preparer
Print: Paullette Grotrian Signature: [Signature] Date: 2.18.09
Department Chair
Print: [Signature] Signature: _____ Date: FEB 23 2009
Dean/Administrator