

## Improve the Granularity of Data from PHIL 2303 Assessment

### Goal Description:

The Philosophy Program will review the TACTS instrument used for PHIL 2303 assessment and identify specific elements that align with expected student learning outcomes in an effort to improve the granularity of assessment data.

RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

### Identification of Specific Items on the TACTS for PHIL 2303 Assessment

#### Performance Objective Description:

The Program will identify specific elements with the TACTS for direct item analysis that can disaggregate data on student performance in an effort to identify specific areas for improvement with the PHIL 2303 courses. The Program expects to complete its review of the TACTS in time to begin assessing particular items during Fall 2017.

#### RELATED ITEM LEVEL 2

### TACTS Item Analysis Review

#### KPI Description:

The Philosophy Program will complete its review of the TACTS prior to the start of Fall 2017 courses. The Program will identify specific questions on the TACTS for item analyses that will aid the identification of specific areas for improvement. The Program will consider its efforts a success if it has completed the review and is able to report a list of elements that will be directly assessed during AY 2017-2018.

#### Results Description:

The Program completed its review of the TACTS questions and identified 20 items that will be used for assessment going forward. The Program received permission from the TACTS' authors to create a new instrument that incorporates these 20 items. The final instrument was prepared and distributed to all PHIL 2303 faculty for administration in their Fall 2017 sections of PHIL 2303. This will allow the program to reduce the noisiness of the data it collects because the assessment instrument will no longer include questions that are unrelated to the identified student learning outcomes of the PHIL 2303 course.

#### RELATED ITEM LEVEL 3

### Implementing Metacognition Instrument

#### Action Description:

The Philosophy Program will administer the new combined critical thinking and metacognition instrument in all sections of PHIL 2303 during Fall 2017 and Spring 2018. This will replace the TACTS as the main assessment instrument for PHIL 2303.

## Improving Critical Thinking And Analytic Reasoning

### Goal Description:

Students completing the critical thinking and logic courses in our curriculum will develop a broad-based skills in critical thinking and formal logic.

RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

### Demonstrate Critical Thinking Skills

#### Learning Objective Description:

Critical thinking skills are an essential component of philosophical work. Students will be able to analyze arguments and draw conclusions from available information.

#### RELATED ITEM LEVEL 2

### Improved Calculation of Linked Probabilities

#### Indicator Description:

Students will demonstrate an improvement in their ability to calculate linked probabilities from the start of the course to the end of the course, and students will demonstrate a skill level on this task that surpasses that of students in a senior-level College of Business course.

#### Criterion Description:

The percentage of students who correctly answer question 23 on the TACTS instrument will increase by at least 150% from the pre-test to the post-test. Further, the percentage of students who correctly answer question 23 on the post-test will exceed 50%. This target was chosen because the creators of the TACTS report that less than 40% of students in a senior-level College of Business course answered question 23 correctly. The Program will consider its efforts to improve student performance in this area a success if students show substantial improvement and the end-of-course assessment shows that students in this general education course are performing better than senior-level students have historically performed.

#### Findings Description:

#### Face-to-Face Results:

Among the 469 face-to-face students who took the pre-test, 73 (15.5%) answered question 23 correctly. Among the 434 students who took the post-test, 167 (38.4%) answered question 23 correctly. These results indicate an increase of 147% in the number of students who answered question 23 correctly. This result did not meet the criterion for success.

The post-test result that 38.4% of students answered question 23 correctly indicates that students completing this general education course did not do better on this task than historical senior-level business students. This result did not meet the criterion for success.