These results indicate a decline in performance from the previous year. In discussions with faculty, it was discovered that a faculty member teaching PHIL 2303 for the first time did not include a unit on linked probabilities for his 128 students. This may explain the decline in student performance.

Online Results:

Among the 34 online students who took the pre-test, 2 (5.9%) answered question 23 correctly. Among the 23 students who took the post-test, 4 (17.4%) answered question 23 correctly. These results indicate an increase of 195% in the number of students who answered question 23 correctly. This result did meet the criterion for success. However, the small number of students who correctly answered the question raises questions about the student learning outcome for this group of students in this area.

The post-test result that 17.4% 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.

In discussions with faculty, it was discovered that the faculty member teaching PHIL 2303 online did not include a unit on linked probabilities for his students.

RELATED ITEM LEVEL 3

Linked Probabilities Action
Action Description:
The program will undertake a series of program-wide meetings to ensure that all faculty are teaching all required elements of Core Curriculum courses. The focus of these meetings will be to ensure that all faculty are aware of the expectations for each course.

RELATED ITEM LEVEL 2

Response Scores On TACTS
Indicator Description:
All students who take PHIL 2303 will be tested on their critical thinking skills. All faculty who teach PHIL 2303 will administer the Texas Assessment of Critical Thinking Skill (TACTS), an externally validated test of critical thinking skills, in a pre-test/post-test format. The TACTS is a broad-based assessment of critical thinking skills that goes beyond the current scope of PHIL 2303. This will allow the faculty to determine areas that may be added to our current curriculum in the future. In addition, it allows for substantial flexibility in what is taught, thereby ensuring academic freedom for instructors to design individual sections around their own expertise and interests. A copy of the current TACTS is attached. A copy of the credited responses is attached. The Philosophy Program Coordinator will be responsible for ensuring that all faculty who teach PHIL 2303 effectively administer the pre- and post-tests in every section of their course. Dr. Sanford will be responsible for gathering pre- and post-test data from the faculty members who teach PHL 2303.
Criterion Description:
A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. The philosophy program expects to see a statistically significant improvement from the pre-test to the post-test.
Findings Description:
Face-to-Face Results

A parametric dependent samples *t*-test revealed a statistically significant difference between the pre- to post-scores for students enrolled in face-to-face sections of PHIL 2303: Critical Thinking for the 2016-2017 academic year, $t(325) = -4.08$, $p < .001$. This difference represented a small effect size (Cohen's *d*) of 0.26 (Cohen, 1988). The average student score increased from 29.76% to 32.95%, for an increase of approximately 3%. Readers are directed to Table 1 in the attached PDF for a breakdown of these results.

On-line Results

For online students, a parametric dependent samples *t*-test did not reveal a statistically significant difference between the pre- to post-scores, $t(21) = -1.36$, $p = .19$. Readers are directed to Table 2 in the attached PDF for a breakdown of these results.

Combined Results

Finally, for both populations combined, a parametric dependent samples *t*-test revealed a statistically significant difference between the pre- to post-scores for the 2016-2017 academic year, $t(347) = -4.26$, $p < .001$. This difference represented a small effect size (Cohen's *d*) of 0.26 (Cohen, 1988). The average student score increased from 30.17% to 33.34%, for an increase of approximately 3%. Readers are directed to Table 3 in the attached PDF for a breakdown of these results.

Attached Files
Texas Assessment of Critical Thinking Skills 2016-2017 Report

RELATED ITEM LEVEL 3

TACTS Scores Action
Action Description: