

## Assessment Report for GSU Core Curriculum Area B

Discipline: PHILOSOPHY	Contact person(s): Atlanta campus: Sandra Dwyer Perimeter College: Michael Bradley	Telephone/Email: 4044136103 /sdwyer@gsu.edu 678-212-7509/mtbjr@gsu.edu
Course(s):Phil 1010	Cycle/year: 2016-2017	Submission date: 09/21/2017

### Core Curriculum Area Learning Outcome

#### Area B Learning Outcome (Phil 1010)

Students demonstrate effective critical thinking skills through interpreting, presenting or evaluating ideas.

### Assessment Measures and Targets

**The target number for both objectives is 1.0, based on a four point scale, following the four points on the AACU rubric for Critical Thinking:**

Scoring Scale (1/2 point designations permitted)

0: Does not meet benchmark expectations of a college student

1: Meets benchmark expectations for a college student

2: Meets milestone expectations for a college student (aware of key concepts without analysis)

3: Meets milestone expectations for a college student (understanding of concepts includes analysis)

4: Meets capstone expectations for a college student

### Assessment Administration (Data Collection and Sampling Plan)

The two objectives, SLO 1: Identifying Premises & Conclusions, and SLO 2: Argument Evaluation, are both addressed in the same way: Every fall, three sample argument analyses will be randomly chosen from every section of Phil 1010. Each Instructor will assign to each analysis scores on the student's ability to identify premises and conclusions of arguments, and on student's ability to evaluate the arguments.

**Source of Evidence:** Argument analysis, scored by the AACU Critical Thinking rubric (which maps onto the four point scoring scale noted above)

**Target:** The target is a 1.0 mean average among the sampled analyses.

### Assessment Findings

There are three populations to assess: random samples from (a) on-campus sections of the course at the College of Arts and Sciences philosophy department (CAS), (b) on-campus sections in the philosophy program at Perimeter College campuses (PC), and (c) on-line sections in the philosophy program at PC. The results were (see table below for summary):

(a) 120 argument analyses assessed at CAS on-campus sections ranged from 0.0 (zero) to 4.0, with a mean average of 2.2 on Objective 1, and from .5 to 4.0 with a mean average of 2.0 on Objective 2;

(b) 18 argument analyses assessed at PC on-campus sections ranged from 0.0 to 3.0 with a mean average of 1.9 on Objective 1, and from 0.0 to 4.0 with a mean average of 1.9 on Objective 2; and

(c) 15 argument analyses assessed at PC on-line sections ranged from 0.0 to 4.0 with a mean average of 2.1 on Objective 1 and from 0.0 to 4.0 with a mean average of 1.6 on Objective 2.

**CAS Area B Assessment Results**

all sections on campus

AREA B	OBJ 1	OBJ 2
	CT	Content
# Students	120	120
Highest	4	4
Lowest	0	0.5
Mode	1	1
<b>Mean</b>	<b>2.2</b>	<b>2</b>
# 1.0 or higher	114	116
% at 1.0 or higher	95	97

**PC Area B Assessment Results**

	Obj 1	Obj 2
	CT	Content
<b>OnCampus</b>	18	18
Highest	3	4
Lowest	0	0
Mode	2	3
Mean	1.9	1.9
#1.0 or higher	16	14
% at 1.0 or higher	89	78
<b>Online</b>	15	15
Highest	4	4
Lowest	0	0
Mode	3	2
<b>Mean</b>	<b>2.1</b>	<b>1.6</b>
#s 1.0 or higher	11	10
% at 1.0 or higher	73	67

**OVERALL Total PC + CAS**

**Weighted Means**

	Obj 1	Obj 2
	CT	Content
<b>Students</b>	<b>153</b>	<b>153</b>
<b>Mean</b>	<b>2.15</b>	<b>1.95</b>

**PC Subtotals**

**On campus + Online**

**Weighted Totals**

	OBJ 1	OBJ 2
	CT	Content
Students	33	33
<b>Mean</b>	<b>1.99</b>	<b>1.76</b>

### **Analysis/Interpretation of Assessment Findings**

The analysis addresses several different items, including (a) a comparison of CAS findings with the previous assessment cycle, (b) a comparison of PC findings with the previous assessment cycle, and (c) some remarks on the findings when CAS and PC are combined.

(a) The CAS findings have improved over the previous two cycles. Targets were met last year; however, they were exceeded by a greater amount this cycle (mean averages of 1.5 and 1.6 for the two objectives last cycle compared to 2.2 and 2.9 on the two objectives this cycle). We believe that at least part of the cause is the fact that we have recently “flipped” the course. Although we do not have complete data yet, it appears to be the case that students are doing much better on tests on the flipped model. There does not appear to be much change in the number of As; however, there are more Bs and fewer DWFs in the flipped sections over the traditional lecture taught sections of the previous years.

(b) Phil 1010 was offered for the first time at the PC campus during Fall 2016. There is no previous assessment data to draw upon for comparison.

(c) The combined results are good. Overall 92% of the argument analyses assessed meet or exceed the target on both objectives across all three populations. Interesting to note is that the most visible difference among the three populations is that the mode of CAS is significantly lower (1.0 on each objective) than the PC sections (2.0 for objective one, and 3.0 on objective two for on campus sections, and 3.0 and 2.0 in online sections). The ranges were almost identical with representatives along the full range from 0.0 zero to 4.0, half points being allowed. So it would seem that the main difference is that there are fewer outliers in the CAS sections, and that the most outliers are in the online sections.

### **Impact of Past Changes Based on Assessment Findings**

This is the first cycle that CAS and PC philosophy programs are submitting a consolidated report, thus we have no prior reports with which to compare yet.

### **Sharing and Discussion of Assessment Findings**

The assessment committees at each of CAS and PC philosophy units collected and tabulated the findings and wrote a draft report. The full faculty at each CAS and PC unit discussed the findings at several faculty meetings, and made suggestions for emending the report.

### **Intended Changes Based on Current Assessment Findings (Action Plan)**

This is the first time we have collected data from CAS and PC and consolidated the results. We plan to use this year’s data as a foundation on which to develop action plans in succeeding years. In addition, the CAS philosophy department is piloting an online format of the core course during Summer 2017. Depending on the results of the pilot, CAS may offer online sections of the course in subsequent terms. This may have a significant impact on the findings going forward.