

Learning Goal: Critical Thinking

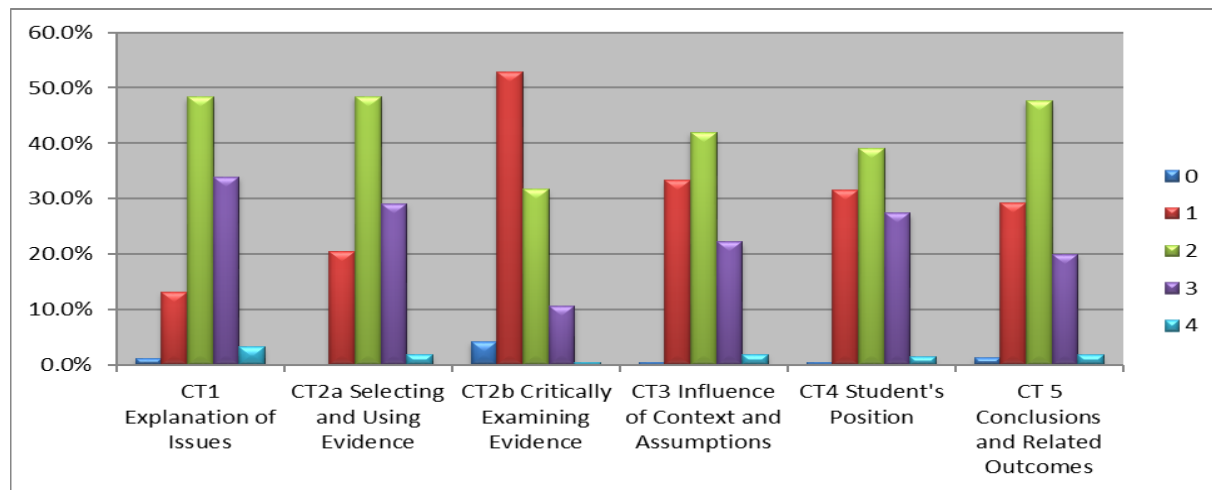
Date: Fall 2016 & Spring 2017

What was assessed: 258 work products from seven assignments in CRW 201, ENG 101, ENG 103, ENG 290, ENG 110, ENG 201, PSY 105, SOC 105, and SWK 235.

How it was assessed: by eight faculty members using the AAC&U Critical Thinking VALUE rubric

Results

<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
CT 1 Explanation of Issues	85.5%	37.2%
CT 2a Selecting and Using Evidence	79.4%	31.0%
CT 2b Critically Examining Evidence	42.8%	11.1%
CT 3 Influence of Context and Assumptions	66.1%	24.1%
CT 4 Student's Position	68.0%	28.9%
CT 5 Conclusions and Related Outcomes	69.4%	21.8%



Summary:

- Scorers determined only one dimension to be applicable for all assignments, CT2a Selecting and Using Evidence.
- CT1 Explanation of Issues had the greatest percentage of level three and four scores (37.2%), indicating that the student work stated, described, and clarified the issue or problem to be critically considered in the artifact without leaving major aspects unexplored.
- CT2b Critically Examining Evidence for Viewpoint had the lowest percentage of scores at the three- and four score level (11.1%) in addition to having the fewest number of applicable scores, and had more than half of the applicable scores at a level zero or one, indicating that the viewpoints of evidence cited in the artifacts were either not explored at all (level zero) or taken as fact without question (level one).
- Student work tended to have higher scores for CT 1 Explanation of Issues and CT 2a Selecting and Using Evidence and lower scores for CT 2b Critically Examining Evidence for Viewpoint.

Analysis Across Course Levels:

There was a statistically significant difference in the scores from males vs females on CT2a Selecting and Using Evidence, CT3 Influence of Context and Assumptions, and CT5 Conclusions and Related Outcomes, with females scoring higher in all three dimensions. There was no statistically significant difference on scores across the four class levels. Total hours completed was not significantly correlated with scores on any rubric dimension. Comparing scores between University Studies components, there was a statistically significant difference in scores from Understanding Human Institutions and Behaviors (UHIB), Composition (COMP), and Aesthetic, Interpretive, and Literary Perspectives (AILP) on one dimension, CT5 Conclusions and Related Outcomes. For this dimension, work from AILP scored highest, followed by work from COMP, with work from UHIB scoring lowest.

For additional discussion of these findings, see the 2017 Annual Report at <http://www.uncw.edu/assessment/general/findings.html>.