

## Learning Goal: Critical Thinking

**Date:** Fall 2013

**What was assessed:** 113 work products from HST 106, PAR 101, MAT 142, ENG 303, MGT 455 and SWK 497

**How it was assessed:** Eight faculty scorers assessed the work products based on the VALUE Critical Thinking rubric

### Results: Lower Division

Lower-Division Courses (N=90)		
<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	81.1%	18.9%
CT2a Evidence: Selecting and Using	66.7%	12.2%
CT2b Evidence: Critically Examining for Viewpoint	45.6%	17.8%
CT3a Influence of Assumptions	18.9%	1.4%
CT3b Influence of Context	37.8%	6.8%
CT4 Student's Position	44.4%	5.6%
CT5 Conclusions and Related Outcomes	54.8%	12.9%

#### Summary:

- Only for CT1, CT2a, and CT5 did a majority of the lower-division work achieve the benchmark level
- In lower-division courses (HST 106 and PAR 101 from Historical and Philosophical Perspectives and MAT 142 from Quantitative and Logical Reasoning), the majority of work products met the lower-division benchmark on CT1 Explanation of Issues, CT2a Evidence: Selecting and Using, and CT5 Conclusions and Related Outcomes
- The percent of students scoring at least a two is increasing in lower-division courses

### Results: Upper Division

Upper-Division Courses (N=23)		
<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	82.6%	52.2%
CT2a Evidence: Selecting and Using	91.3%	52.2%
CT2b Evidence: Critically Examining for Viewpoint	42.9%	7.1%
CT3a Influence of Assumptions	30.4%	4.3%
CT3b Influence of Context	87.0%	39.1%
CT4 Student's Position	52.9%	17.6%
CT5 Conclusions and Related Outcomes	91.3%	34.8%

#### Summary:

- For CT2b, CT3b, and CT5, work that was completed outside of class scored higher than work completed in class
- A majority of upper-division work products achieved at least a score of three on only two dimensions: CT1 and CT2a
- A majority of upper-division work products achieved at least a score of three on only two dimensions: CT1 and CT2a (a score of three for 300-level courses demonstrates adequate progress towards the graduating senior benchmark)

**Overall Lower and Upper Division Summary:** Comparing the lower- and upper-division scores, there was a significant difference in the scores on CT1, CT2a, CT3b, and CT5 with work from upper-division courses scoring higher. These findings that students are stronger on CT1 and CT2a and weaker on the other dimensions align with similar findings from earlier from earlier Critical Thinking studies.

For additional discussion of these findings, see the 2014 Annual Report available Fall 2015 at <http://www.uncw.edu/assessment/general/findings.html>.