

## Learning Goal: Critical Thinking

**Date:** Fall 2012 and Spring 2013 semesters

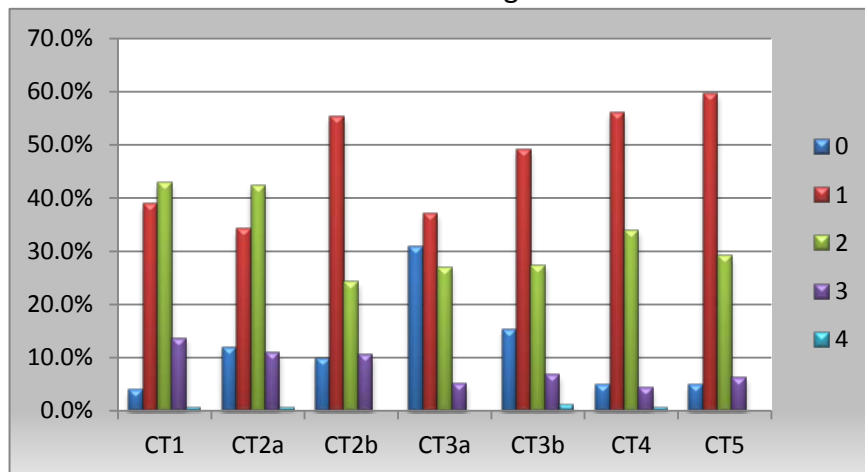
**What was assessed:** 175 work products from nine assignments from ANTL 207, COM 160, ECN 222, ENG 230, FST 110, PSY 105, and THR 121.

**How it was assessed:** Seven faculty scorers using the Critical Thinking Value Rubric (AAC&U)

### Results: Critical Thinking results

	Benchmark				
	0	1	Milestones		Capstone
			2	3	4
CT1 Explanation of Issues	7 (4%)	68 (38.9%)	75 (42.9%)	24 (13.7%)	1 (0.6%)
CT2a Evidence: Selecting and Using	21 (12.0%)	60 (34.3%)	74 (42.3%)	19 (10.9%)	1 (0.6%)
CT2b Evidence: Critically Examining for Viewpoint	16 (9.9%)	89 (55.3%)	39 (24.2%)	17 (10.6%)	0 (0%)
CT3a Influence of Assumptions	54 (30.9%)	65 (37.1%)	47 (26.9%)	9 (5.1%)	0 (0%)
CT3b Influence of Context	27 (15.4%)	86 (49.1%)	48 (27.4%)	12 (6.9%)	2 (1.1%)
CT4 Student's Position	8 (5.0%)	89 (56.0%)	54 (34.0%)	7 (4.4%)	1 (0.6%)
CT5 Conclusions	8 (5.0%)	96 (59.6%)	47 (29.2%)	10 (6.2%)	0 (0.0%)

### Distribution of scores for Critical Thinking



### Strengths:

- Scores were higher on CT 1 Explanation of Issues than on the other Critical Thinking rubric dimensions
- The scores on CT2a were the second-highest scores for Critical Thinking

### Weakness:

- Three in 10 work products scored a zero on CT3a Influence of Assumptions
- Three in 20 papers received scores of zero on CT3b Influence of Context

### Other findings:

- The assignments that were completed out-of-class scored significantly higher on CT2a, CT2b, CT3a, CT3b, and CT5 than those completed in-class
- Assignments completed for classes taught by non-tenure-track faculty scored statistically higher on all dimensions
- Assignments completed for online courses scored statistically higher on CT1, CT3a, CT3b, CT4, and CT5
- CT1, CT2b, and CT4 were negatively correlated with the total number of hours completed

### Discussion:

Many scorers felt that the assignments did not ask for analysis, had constrictive word limits, and did not ask for performance beyond the benchmark level (1). Other feedback indicates that scorers felt that prompts did not clarify expectations and explain how to answer questions using critical thinking.

### Recommendations:

- Students need more practice in how to critically examine the viewpoints in their resources, identify and analyze context and assumptions, clearly state their position in their writing, and tie their conclusions to the information presented in their writing
- Make the format of the rubric clearer and better organized by using bullets to highlight aspects required consistently.