

## Learning Goal: Critical Thinking

**Date:** Fall 2010

**What was assessed:** 114 student work products from HST 102, HST 103, and HST 201 (in-class essay exam responses and out-of-class term papers; online and traditional classes)

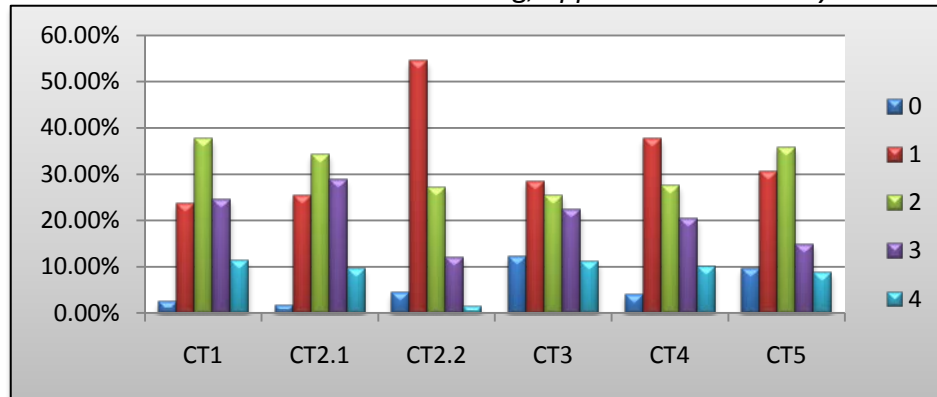
**How it was assessed:** AAC&U VALUE Critical Thinking rubric, by ten faculty scorers

### Results:

#### Critical Thinking Score Results

	Score						
	0	Benchmark	Milestones		Capstone	NA	Blank
CT1 Explanation of Issues	3 (2.6%)	27 (23.7%)	43 (37.7%)	28 (24.6%)	13 (11.4%)	0 (0.0%)	1 (0.9%)
CT2.1 Evidence: Selecting and Using	2 (1.8%)	29 (25.4%)	39 (34.2%)	33 (28.9%)	11 (9.6%)	0 (0.0%)	1 (0.9%)
CT2.2 Evidence: Critically Examining	3 (2.6%)	36 (31.6%)	18 (15.8%)	8 (7.0%)	1 (0.9%)	48 (42.1%)	0 (0.0%)
CT3 Influence of Context and Assumptions	12 (10.5%)	28 (24.6%)	25 (21.9%)	22 (19.3%)	11 (9.6%)	16 (14.0%)	0 (0.0%)
CT4 Student's Position	4 (3.5%)	37 (32.5%)	27 (23.7%)	20 (17.5%)	10 (8.8%)	16 (14.0%)	0 (0.0%)
CT5 Conclusions and Related Outcomes	11 (9.6%)	35 (30.7%)	41 (40.0%)	17 (14.9%)	10 (8.8%)	0 (0.0%)	1 (0.9%)

#### Distribution of Scores for Critical Thinking, *Applicable Scores Only*



### Strengths:

CT1 Explanation of Issues and CT2.1 Selecting and Using Evidence

### Weakness:

CT5 Conclusions and Related Outcomes

### Other findings:

- CT2.2 was determined not applicable for two assignments; CT3 and CT4 were not applicable for one assignment
- Number of total hours completed was positively correlated with five of the six dimensions (CT1, CT2.1, CT3, CT4, and CT5)
- Scores were higher on out-of-class term papers for all dimensions except 2.2, which was not scored for in-class exam responses.

### Discussion:

The median score on for all dimensions except CT2.2 was 2; the median score for CT2.2 was 1. This was the second year using the CT rubric; results for all dimensions except CT2 (which was not compared due to changing to be two dimensions in this version of the rubric) were higher in this study.

### Recommendations:

Hold targeted content workshops to share some of the specific ways faculty are introducing the UNCW Learning Goals into their courses. Learning Outcomes being introduced for Explorations Beyond the Classroom and Thematic Transdisciplinary Clusters will include a synthesis of information and aspects related to critical thinking.