

Learning Goal: Critical Thinking

Date: Spring 2010

What was assessed: 183 student work products from MUS 115, PSY 105, and SOC 105 (in class essays and out-of-class term papers; online and traditional classes)

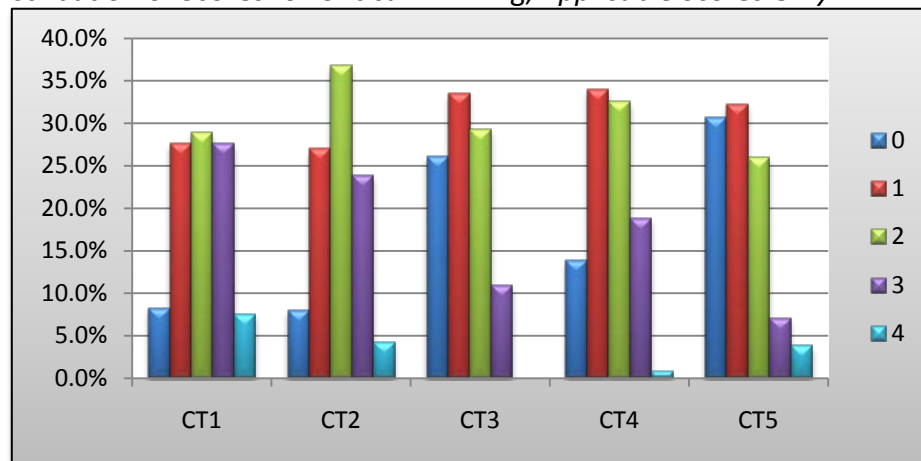
How it was assessed: AAC&U Critical Thinking Rubric, by seven faculty scorers

Results:

Critical Thinking Score Results

	Benchmark					
	0	1	Milestones		4	NA
			2	3		
CT1 Explanation of Issues	12 (6.6%)	40 (21.9%)	42 (23.0%)	40 (21.9%)	11 (6.0%)	38 (20.8%)
CT2 Evidence	13 (7.1%)	44 (24.0%)	60 (32.8%)	39 (21.3%)	7 (3.8%)	20 (10.9%)
CT3 Influence of Context and Assumptions	31 (16.9%)	40 (21.9%)	35 (19.1%)	13 (7.1%)	0 (0.0%)	64 (35.0%)
CT4 Student's Position	20 (10.9%)	49 (26.8%)	47 (25.7%)	27 (14.8%)	1 (0.5%)	39 (21.3%)
CT5 Conclusions and Related Outcomes	39 (21.3%)	41 (22.4%)	33 (18.0%)	9 (4.9%)	5 (2.7%)	56 (30.6%)

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



Strengths:

CT1 Explanation of Issues and CT2 Evidence

Weaknesses:

CT3 Influence of Context and Assumptions and CT5 Conclusions and Related Outcomes

Other findings:

- CT3 and CT5 were deemed not applicable for three assignments; CT1 and CT4 Student's Position were not applicable for two assignments
- Scores were higher on out-of-class term papers for all dimensions except CT1 Explanation of issues.
- There was no significant difference between scores for online and traditional class formats

Discussion:

The median score on CT1, CT2, and CT4 was 2. The median score for CT3 and CT5 was 1, indicating that less than half of student work products demonstrated performance at the first Milestone level (level 2).

Recommendations:

Levels of expected performance at the basic studies, or lower division, level should be developed for this rubric. The dimensions and rubric quality criteria need to be reviewed. Additional exposure to the content of and rationale for the UNCW Learning Goals should be provided to increase faculty ownership and awareness of these Goals.