Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome 1: Critical Thinking **Term Assessed:** 2012 Spring

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1. Learning Outcomes Statement

Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.

2. Means of Assessment (Measurement Method)

The Crafton Hills College (CHC) Institutional Learning Outcomes (ILO) Committee developed a survey to assess how course student learning outcomes (SLO) map to Crafton's ILOs. The survey was administered at a Fall 2011 Flex Day workshop to pilot the mapping of course SLOs with CHC's ILOs. The results of the mapping exercise were captured in a brief entitled, Results from the Assessment of Course SLOs Map to Crafton's ILOs. The survey was completed by 10 programs, for 32 courses, and 81 learning outcomes. Critical thinking was emphasized the most in the assessment of learning outcomes for the participants of the workshop. Specifically, 64% of the responses identified critical thinking as a major assessment emphasis in the following courses: CDE-182, ENGL-152, 160, 170, 250, 260, MATH-952, and PSYCH-102.

The ILO Committee reviewed the results and decided to focus on Critical Thinking. As a result, assessment results recorded in e-Lumen for six math and English courses and thirteen course outcomes from Spring 2008 to Fall 2011 were combined. The rubrics for both math and English were very similar and were combined.

Rubric #	Math	English
0	Student **demonstrates no understanding** of mathematical concepts, or no work provided.	**No demonstrated achievement**
1	Student **demonstrates a minimal understanding** of mathematical concepts with significant conceptual and/or computational mistakes.	Student **showed little understanding** of the material in their writing; many key elements were absent; and no examples were given.
2	Student **demonstrates a partial understanding** of mathematical concepts with some conceptual and/or computational mistakes.	Student **showed adequate understanding** of the material, gave examples of their ideas, and no major elements were missing.
3	Student **demonstrates an understanding** of mathematical concepts with no conceptual errors and minor computational mistakes.	Student **showed excellent understanding** of the material and did not merely give information but also analyzed its cultural and literary significance

Accordingly, the results of the mapping exercise were presented at an April 2012 workshop that was attended by twelve full-time faculty, adjunct faculty, staff, and managers. The purpose of the workshop was to review the results, decide on criteria for success and develop a plan for using the results to inform future critical thinking instruction.

3. Criteria for Success (Benchmark)

One participant commented that 84% of the students demonstrating adequate or an excellent understanding of the material was high enough.

Forty-nine percent of the math students were rated as having an excellent understanding of the material. A discussion occurred about whether or not 49% was high enough.

Participants also discussed the possibility of a range of 70 – 75% as a criterion. It was agreed that at least 70% of the students needed to demonstrate adequate or partial understanding of the material.

4. Summary of Evidence

84% of the 992 students assessed scored a 2 or 3 on the rubrics assessing critical thinking in both English and math (see additional results by clicking here). Indicating that students had an adequate or excellent understanding of the outcomes assessed.

5. Use of Results (Implications for Program Improvement & Planning)

The suggestions for improving critical thinking at Crafton will be shared with the Institutional Effectiveness, Accreditation, and Outcomes Committee, as well as with the Professional Development Committee.

Ideas discussed for assessing critical thinking in the future include the following:

- Include additional courses/sections
- Look at when assessment took place: mid, early, or late semester
- Look at capstone courses
- Look at common rubric for multiple disciplines, to measure ILOs
- Level 3 could be the "exceptional" level
- Follow students over time
- Look at data that is not in eLumen
- Send email to Chairs regarding additional mapping. Also, attend Chair meeting.
- Show how improvements in students over time

Ideas discussed for improving critical thinking included the following:

- Share ideas/best practices
- Enlist speaker who can give ideas about how to incorporate critical thinking into a broad range of disciplines
- Raise the rigor by discussing levels in the next level course (e.g.: MATH-952 to 090)
- Find courses with high rate of success/effectiveness in teaching critical thinking and replicate
- Follow-up: Talk about implementation, what worked and what didn't, support persons