

CHC Institutional Learning Outcomes Fall 2010 ILO Assessment Plan
Assessing Critical Thinking and Society and Culture

1. Critical Thinking

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

4. Society and Culture

Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.

Fall 2010 Institutional Learning Outcomes 1 and 4 Assessment Plan

The following capstone courses were selected to assess both critical thinking and the society and culture Institutional Learning Outcomes in Fall 2010: ACCT-209, ANAT-151, BUSAD-210, CHEM-151, CD-182, CIS-143X2, ECON-201, EDU-290, EMS-157, ENGL-102, ENGL-270, FIRET-114, FIRET-115, FIRET-116, HIST-170, HIST-171, MATH-115, MATH-251, MATH-252, MATH-266, MICRO-150, MUSIC-141X4, PHIL-103, PBSF-121, PBSF-127X2, RESP-234, SPEECH-125, and THART-226. These classes were chosen because most of the students in these courses will have to have been at CHC for awhile and will be more likely to have been influenced by the college. In addition, the following courses are also included because they were identified in the critical thinking general education learning outcome: ENGL-102, LIB-100, PHIL-103, and SPEECH-125. Equally important, the following courses were identified in the diversity and multiculturalism general education learning outcome: ANTHRO-107, 110, ASL-101, 102, ENGL-160, 163, 280, 281, FRENCH-101, 102, HIST-107, 170, 171, INTDIS-101, 102, 140, PSYCH-116, PSYCH-150, RELIG-101, 110, SOC-105, SOC-141, SOC-150, SPAN-101, 102, 103, 104, and SPEECH-174.

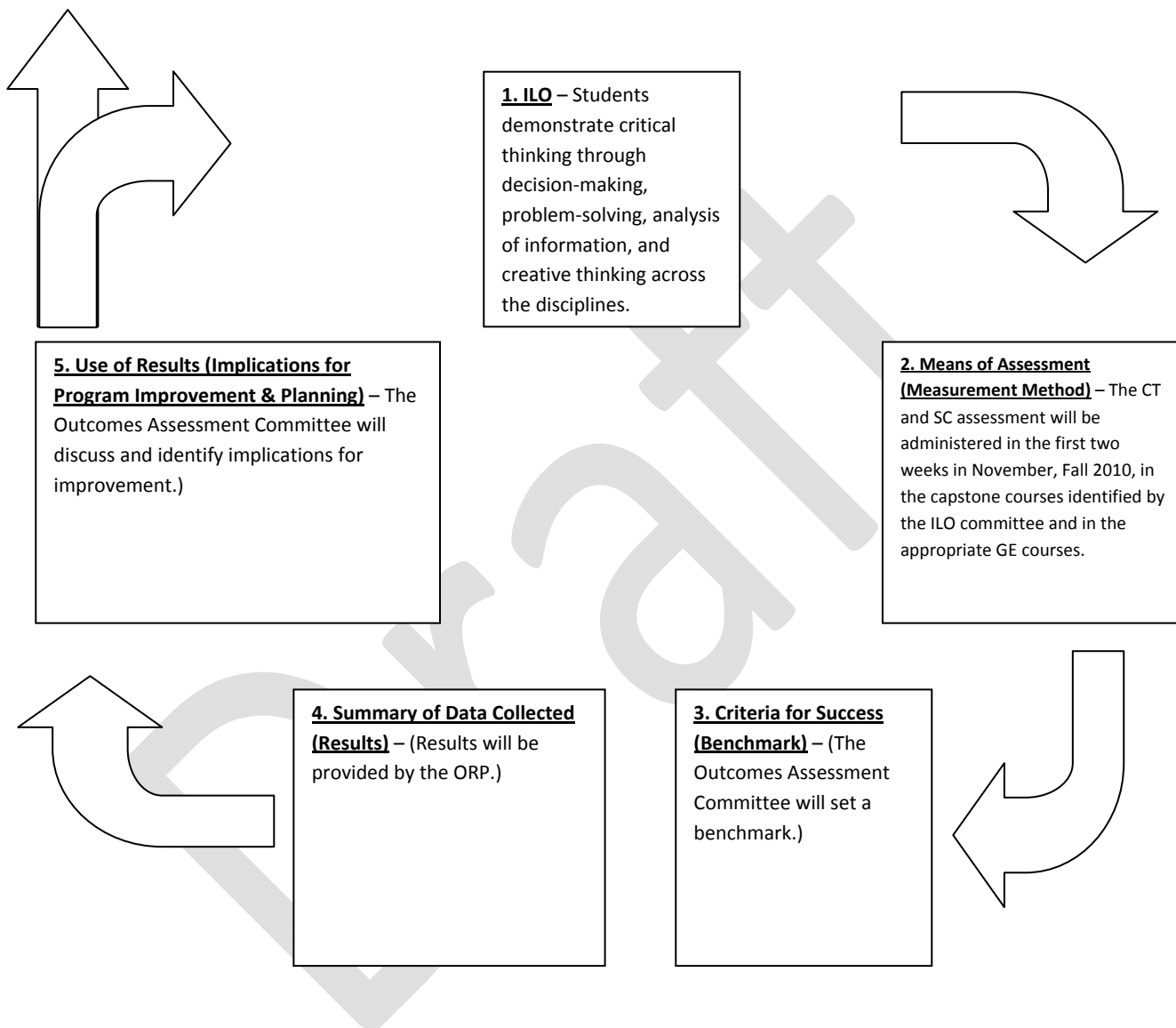
Critical thinking will be assessed using a portion of the Motivated Strategies for Learning Questionnaire (MSLQ), and the society and culture learning outcome will be assessed using the Global-Mindedness scale from a Dissertation (see References below).

References

- Garcia, T. & Pintrich, P.R. (1995). *Assessing Students' Motivation and Learning Strategies: The Motivated Strategies for Learning Questionnaire*. Paper presented at the Annual meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED383770)
- Garcia-Duncan, T., & McKeachie, W.J. (2005). The making of the motivated strategies for learning questionnaire. *Educational Psychologist, 40*, 117-128. Retrieved June 6, 2006 from the PsycINFO database.
- Hett, E. J. (1993). The development of an instrument to measure global-mindedness. (Doctoral Dissertation, University of San Diego, 1993). Dissertation Abstracts International (DAI) 54, 10A, 3724.
- Pintrich, P.R., Smith, D.A.F., Garcia, T., & McKeachie, W. (1993). Reliability and predictive validity of the motivated strategies for learning questionnaire (MSLQ). *Educational and Psychological Measurement, 53*, 801-813.

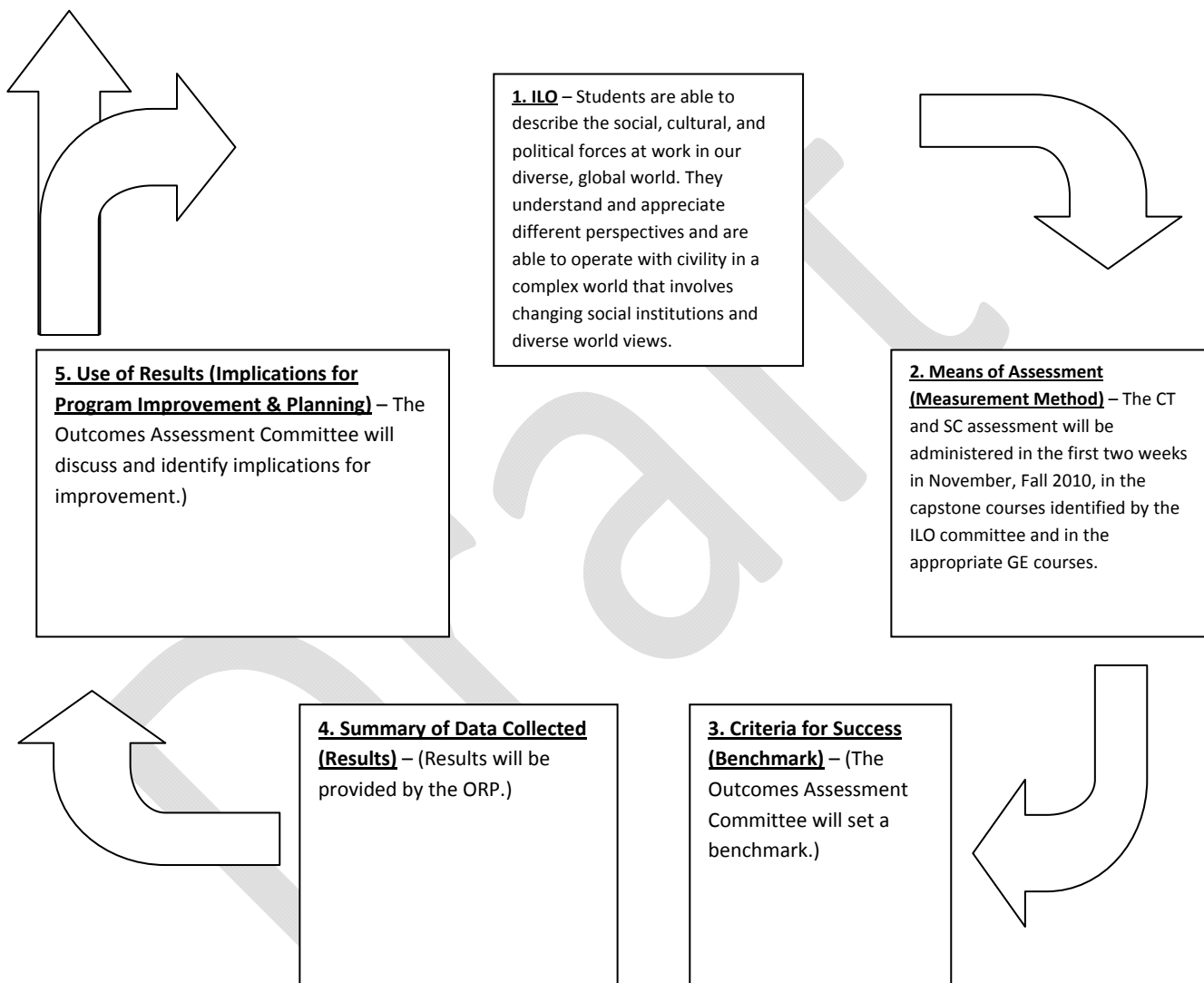
1. Critical Thinking

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



4. Society and Culture

Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.



Crafton Hills College (CHC) - ILO Assessment

Dear Student,

CHC needs your help. As part of Crafton's learning outcomes initiative, the college is currently collecting data to evaluate some of its Institutional Learning Outcomes. Please answer the following questions as best you can. Your answers will remain confidential. When you have finished the survey, please return it to your instructor. If you have any questions about this survey, please contact CHC's Instructional Assessment Specialist, Dr. Gary Williams at 909-389-3567.

Student's Last Name

Student ID Number

--	--	--	--	--	--	--	--

Course

Section

--	--

The following questions ask about your attitudes. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale to answer the questions. If you think the statement is very true of you, choose 7; if a statement is not at all true of you, choose 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

	<i>Not at all true of me - 1</i>	2	3	4	5	6	<i>Very true of me - 7</i>
I often find myself questioning things I hear or read to decide if I find them convincing. (CT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong kinship with the worldwide human family. (SC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I treat new material as a starting point and try to develop my own ideas about it. (CT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is not really important to me to consider myself as a member of the global community. (SC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to play around with ideas of my own related to what I am learning. (CT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the long run, Americans will probably benefit from the fact that the world is becoming more interconnected. (SC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whenever I read or hear an assertion or conclusion, I think about possible alternatives. (CT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think of myself, not only as a citizen of my country, but also as a citizen of the world. (SC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often think about the kind of world we are creating for future generations. (SC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a theory, interpretation, or conclusion is presented to me, I try to decide if there is good supporting evidence. (CT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you, please return the survey to your instructor!