

General Education Assessment – Critical Thinking Agenda

Friday, November 11, 2022

1:00pm-2:30pm

Rahall 103

1. Review of recent General Education Data
2. Critical Thinking Goal
3. Boxed Lunch
4. Group discussions
5. Recommendations/improvement for future

Concord University Goals and Learning Outcomes

Critical Thinking

Spring
2021

939

Students Assessed

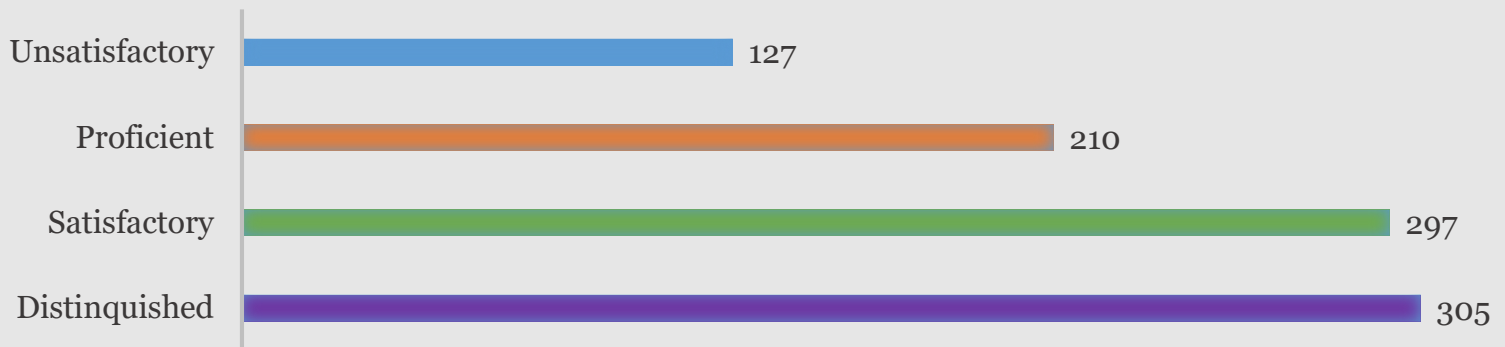
67

Courses

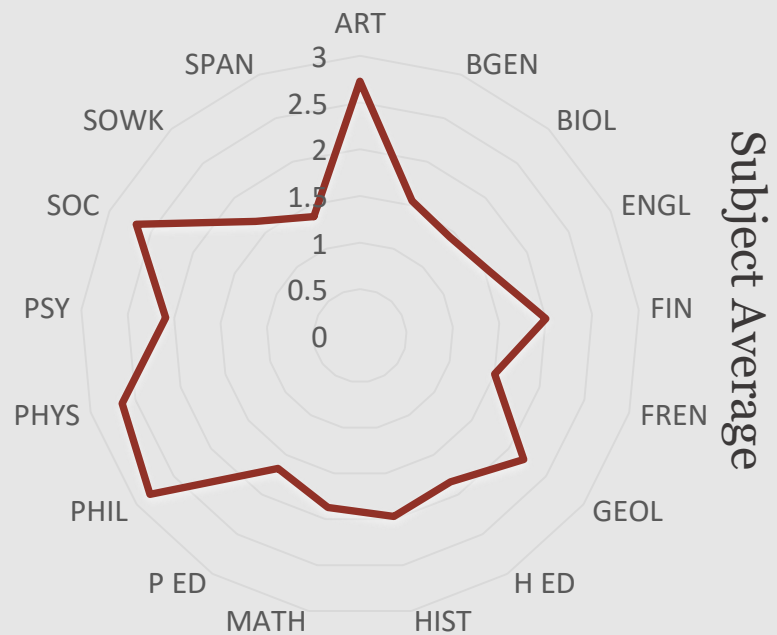
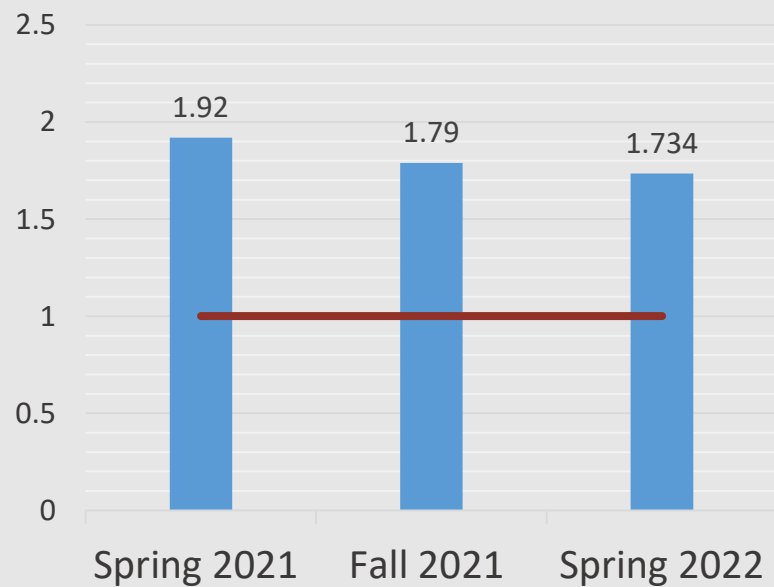
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Faculty

BREAKDOWN OF STUDENT PERFORMANCE



3 Semester Comparison



Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

MAKING MEANING OF ASSESSMENT DATA

Review the general education data and reflect on our goal of Critical Thinking. Use the following questions to guide your evaluation of the data. Come prepared to discuss.

1

What are we trying to reinforce/ assess?
What is critical thinking to you and your general education course?



2

What do we feel our students are lacking in the area of critical thinking? What are our students doing well? Not so well? – this discussion should be open and not just tied to the data. What are we seeing in the classroom?



3

What do you see from the data? Is there something that stands out to you? Why?



4

Attempt to put the information in perspective, e.g., compare your results to what you expected and to University results.



5

What does the data say about students' ability to use critical thinking skills?



6

What does knowing this information help you do? What is your plan of improvement?



7

What additional information/ data would be valuable when discussing student achievement in critical thinking?



General Education Assessment Rubric – Critical Thinking

The following rubric identifies the performance levels for Critical Thinking, on of CU’s educational learning goals. This rubric will allow faculty completing authentic assessment activities in their courses to report their students’ learning and/or performance related to the CU Education Goals. The rubric performance levels for each Learning Outcome are defined at the following levels:

- **3 points = Distinguished** – demonstrates excellent quality at a General Education course level
- **2 points = Proficient** – demonstrates good quality at a General Education course level
- **1 point = Satisfactory** – demonstrates consistently adequate quality at a General Education course level (Benchmark)
- **0 points = Unsatisfactory** – demonstrates inadequate quality at a General Education course level; or the assignment guidelines have not been followed; or there is evidence of plagiarism

Concord University Goal #2 – Critical Thinking			
Familiarity with principles underlying academic discourse in various fields as demonstrated by the following CAPABILITIES (OUTCOMES):			
Performance Levels			
Distinguished at a General Education course level 3	Proficient at a General Education course level 2	Satisfactory at a General Education course level 1	Unsatisfactory at a General Education course level 0
Demonstrates decision making or problem solving thoroughly through incisive evaluation and analysis of elements, interpreting information, or ideas on the basis of appropriate criteria while adapting to changing situations.	Demonstrates fully competent and partially incisive evaluation of elements, interpreting information, or ideas on the basis of appropriate criteria to make decisions.	Demonstrates evaluation of elements, interpreting information, or ideas on the basis of appropriate criteria to make decisions.	Demonstrates incompetence or no evaluation of elements, information, or ideas on the basis of appropriate criteria to make decisions.

Concord University Assessment

General Education Goal and Learning Outcome – Critical Thinking Review

Use the document 'Making Meaning of Assessment Data' to help guide faculty discussions. As you move through the questions, sharing your experiences, reflections, and evaluations, document the information below under Faculty Observations.

Faculty Observations
What are you currently doing to improve student learning in terms of Critical Thinking?
Based on your discussion, what do you plan to do in the future to improve student learning?