

Learning Outcomes Assessment - Critical Thinking

Assessment ID: 187

Assessment Type: General Learning Outcome

Year/Term: 2010 / 2

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Program: Philosophy, Politics and Economics

Prefix / Course Number: PHIL / 101

High Impact Practice (HIP):

- | | |
|--|---|
| <input type="checkbox"/> First Year Experience | <input type="checkbox"/> Learning Community |
| <input type="checkbox"/> Leadership Training | <input type="checkbox"/> Co-Curriculum |
| <input checked="" type="checkbox"/> University Writing Requirement | <input type="checkbox"/> Collaborative Assignments and Projects |
| <input type="checkbox"/> Undergraduate Research | <input type="checkbox"/> Diversity / Global Learning |
| <input type="checkbox"/> Service Learning / Community-Based Learning | <input type="checkbox"/> Internship / Practicum / Field Work |
| <input type="checkbox"/> Performance | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Capstone Project | |

Learning Outcome: Critical Thinking

Assessment Method/Tool: Rubric

Measurement Scale: 1 - 3

Sample Size: 19

	Developing (# of students)		Adequate (# of students)		Proficient (# of students)	
	#	%	#	%	#	%
1. Identifies and explains issues	5	26.3%	5	26.3%	9	47.4%
2. Recognizes contexts and assumptions	3	15.8%	6	31.6%	10	52.6%
3. Acknowledges multiple perspectives	0	0.0%	3	15.8%	16	84.2%
4. Evaluates evidence to reach conclusions	6	31.6%	7	36.8%	6	31.6%
Averages: (based on 19 student sample size)	3.5	18.4%	5.3	27.6%	10.3	53.9%

Benchmark: 85% Institutional benchmark goal for percent of students to meet "Adequate" or "Proficient" levels
 (This institutional benchmark does not take into account the level of the course and the preparedness of the students in the sample. Results will help the institution understand the learning needs of participating students.)

Percent Achieving Benchmark 81.6% Actual percent of students meeting "Adequate" or "Proficient" levels

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Question / Prompt / Assignment: (used for the assessment) Critically assess the quality of the evidence that Al Gore presents in defense of his claims that global warming is real, and that humans are responsible for some of the warming. Use the tools of inference to the best explanation as a way of explaining and assessing Gore's argument. Assume you reader has only casually watched the movie, and does not know about inference to the best explanation.

Commentary / Explanation: (provide context within the course/activity for the question/prompt/assignment) The course emphasizes a particular technique for evidence evaluation -- inference to the best explanation. The assignment was designed to allow students to demonstrate their mastery of this technique by assess the evidence put forward by Al Gore in the movie "An Inconvenient Truth."

Data Analysis: What do these results mean? (what do the results indicate regarding student proficiency in the outcome assessed) Students who attended class regularly had no problem scoring in the Proficient or Adequate categories. Almost all of the students at the Developing stage missed a good deal of class time.

Closing the Loop: This almost sounds facetious, but the results strongly suggest that I require attendance. More modestly, I need to do a better job of communicating the importance of regular attendance for success in the course. I do worry that these results may also suggest a problem with Eastern's admissions standards.

How will you use the results to improve student learning?

How do these results relate to University, Program, and General Education Learning Outcomes? There are no plans at this time to abandon the assignment, nor to drastically change the way the material is presented in lectures.

Student Samples (optional): (web links to posted, online files)

Developing Example (web address)

Adequate Example (web address)

NOTE: Student names cannot be used on the samples.

Proficient Example (web address)