LOC Meeting Minutes  
Fall 2009  
Tuesday, Nov. 10th 12-1  
Place: RLC 119

- **Campus-wide Assessment on QSR:** Funding Jae Suk as an additional team member to represent Technology

- **Updates from State Assessment Retreat**
  - Gates Grant: Course Redesign Project

- **Response to Critical Thinking Campus-wide Assessment Study:** What do we want to do in response to this study? We need to respond during this academic year. (Note: Please see next page for their recommendations to which we should respond.)

- **Campus-wide Assessment Written Communication:** Follow up on Michelle Marshman’s presentation at the last meeting.
  - Should we work with the CAT Committee to develop a proposal for identifying writing-intensive courses with a “W”? (This requirement is in addition to English composition requirements; it does not replace the English requirement.)
Camus Wide Assessment Project
Critical Thinking
2008/2009

Team Analysis and Recommendations
Overall, the team was surprised at the results of the survey. On critical thinking competency 2.2: **Use appropriate reasoning to evaluate problems, make decisions, and formulate solutions**, only 13% of students surveyed were at the **mastering** level and 19% were ranked as **arriving**. Most of the students scored lower, with 68% ranked as **emerging or developing**.

Students fared slightly better in competency 2.3: **Give reasons for conclusions, assumptions, beliefs, and hypotheses**. 14% of students surveyed ranked as **mastering** and 23% ranked as **arriving**. Sixty-three percent of students scored in the **emerging or developing** levels.

Before distributing the survey, the team had discussed and agreed that students completing a two year degree should be at least at the arriving level. Many instructors claim that they teach and assess critical thinking in their classrooms. This claim is supported by the information found in the CAR’s and course syllabi. The questions is, where is the disconnect? Is it that the assignments really are not teaching critical thinking, or that the students are not asked to demonstrate their ability to use critical thinking? Our results showed us that we still have work to do in teaching and assessing critical thinking skills in the classroom, and we have several suggestions of possible ways to accomplish this.

Based on the results of our work, some questions that we might ask are:

- Do instructors have a clear understanding of what critical thinking is?
- Do instructors have the tools and the knowledge to integrate critical thinking activities into existing assignments?
- Are we providing assignments that require students to think critically?
- Are we allowing enough time in the classroom for students to engage in critical thinking activities?

**Actions to consider:**

**Faculty workshops**
- What is critical thinking?
- Creating assignments that teach critical thinking
- How to add critical thinking elements to existing assignments
- Assessing critical thinking in your curriculum

**Student Awareness**
- Students need to be aware of the relevance of critical thinking in their everyday life and how developing critical thinking is important in securing a job in today’s economy. Awareness can come about via the student’s course syllabus, class discussions on the issue, and through the availability of printed and online resources.