Assessing the Core Competencies
Critical Thinking Assessment Project Overview

Project Objectives

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the major which contain a critical thinking learning outcome will work collaboratively on the assessment of student learning outcomes for critical thinking. Faculty will:

- As a group, develop an institution-wide critical thinking rubric

Sharing information

- Compare/contrast with other thoughtful people
- Explanation and how to for setting up resources in BB
-

				that category? 1
Explanation of issues 1. Clearly, concisely, logically, and succinctly explains issues/problem(s) for full understanding of topic. and briefly describes thesis and steps to prove it.	Issue/problem(s) to be evaluated critically is stated clearly, logically, and described adequately, providing all relevant background information necessary for full understanding. Logically ties points together by posing relevant and creative statements or questions about them.	Issue/problem to be evaluated critically is stated, described, and adequately clarified so that understanding is not seriously impeded by omission of all relevant background information. Questions or statements are clearly formulated and relevant.	Issue/problem to be evaluated critically is stated, but description lacks clarity and is poorly defined. Background information is irrelevant or omitted. Relevance and clarity of statements or questions is uneven.	
credible sources from required course materials 1. Selects appropriate high quality academic data and/or information to	Information is taken		Some Information is taken from quality academic source(s) with some limited interpretation/evaluation(,). but not enough to Does not develop a coherent analysis or synthesis of topic. Viewpoints of experts are taken as mostly fact, with little questioning.	Little/no Information is taken from quality academic source(s) ~~without any but~~ lacks interpretation/evaluation of topic. Viewpoints of experts are taken as fact, without question.

weaknesses of

Explanation of Issues--you end with a thesis statement. That basically identifies the central piece of the paper. The Evidence then supports or disputes this central thesis I agree! Yes				

Conclusions and/or related outcomes (implications and consequences).

COMMENT: In this row, are we evaluating student's ability to tie everything together?

If yes, I would imagine that a student would be evaluating the quality of the evidence, weaknesses in a position and in general making a final conclusion based on both evidence AND

if desired.

I think here that we are not talking about the conclusion of a paper, but about the ultimate claim (or series of claims) the student makes. Presummably, the student isn't making claims based on assumptions (I'm sure that's not what you meant), but exposing assumptions?

Perhaps what we mean here is the "reasoning" component, i.e ., how well the author links the evidence to the claim/hypothesis.
I agree.

Yes-- plus, how the author understands the broader perspective or big picture of a conclusion or recommendation. Does "systems

Viewer Comments (6)

Made by David Baggins on 8/30/2013 at 10:40 AM, PDT.

I think critical thinking requires some nod to the world of research. So I would have as one criteria, demonstr >Kon of awareness of how research could be done using published professional liter >ure to validate the argument. What questions would student research if this paper was expandBotinto a fuller publication?

Show Replies (1) Reply

Made by Kai Greene on 9/18/2013 at 9:35 AM, PDT.

Our field of speech-language pathology has recently placed a large emphasis on evidence-based practice (EBP). This serves as a remindBr to apply critical thinking skills in terms of evaluating effectiveness and efficacy to

Great comments here, thanks!

Mine are highlighted in purple....

I realize we have not reached consensus about where creative thinking fits into this rubric, but it is not only

CSU East Bay Critical Thinking Rubric: Framing Language

Definition

Critical Thinking Assessment Project
Rubric Fall 2013

Description: Critical thinking is a habit of

Instructions to Align Assignment to Learning Outcomes

Title: CT Assessment Faculty Assignment Alignment Due Tuesday, December 10th

Dear CT Assessment Faculty,

Many thanks for your work, input, and feedback so far! With the learning outcomes just made available on Blackboard this afternoon, we are ready for this last critical step for the fall quarter on the project which is to align your course(s) assignment to the critical thinking Outcome, your (LLO) department program learning outcome(s) (PLO) and upper division GE outcomes (as appropriate) on Blackboard. The due date is Tuesday, December 10th. If you would like one-on-one support, I am on-site today (as late as needed) and can come to your office. You can also call me at 925.872.6828 or email me between now and the due date to arrange phone support. Later this afternoon, I will be posting a video on the shared Blackboard site so that you can see the process.

Bernie is off-site through Friday; however, he has scheduled Tuesday, December 10th from 1:00pm to 3:00 pm for you to drop-in for one-on-one help. I am in the process of verifying additional time he can provide drop-in support on Monday.

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Exhibit 6

Creating a M
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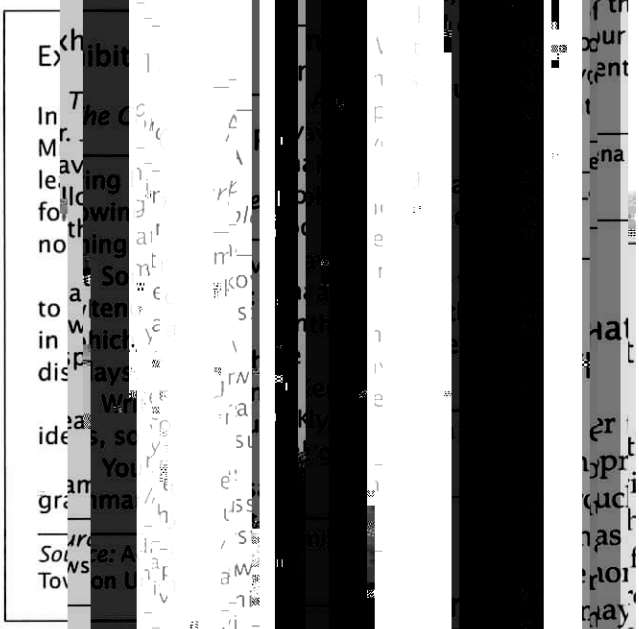
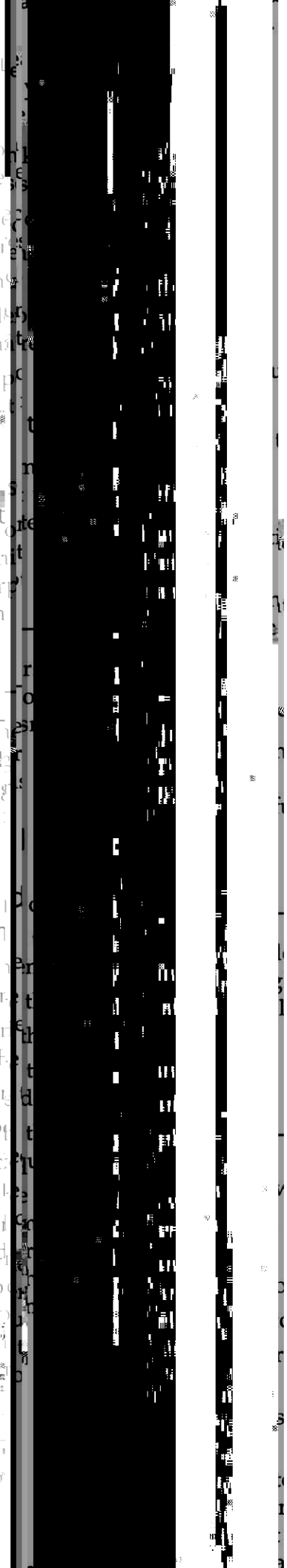


Exhibit 6

Countering Pla

Time to Th nk,



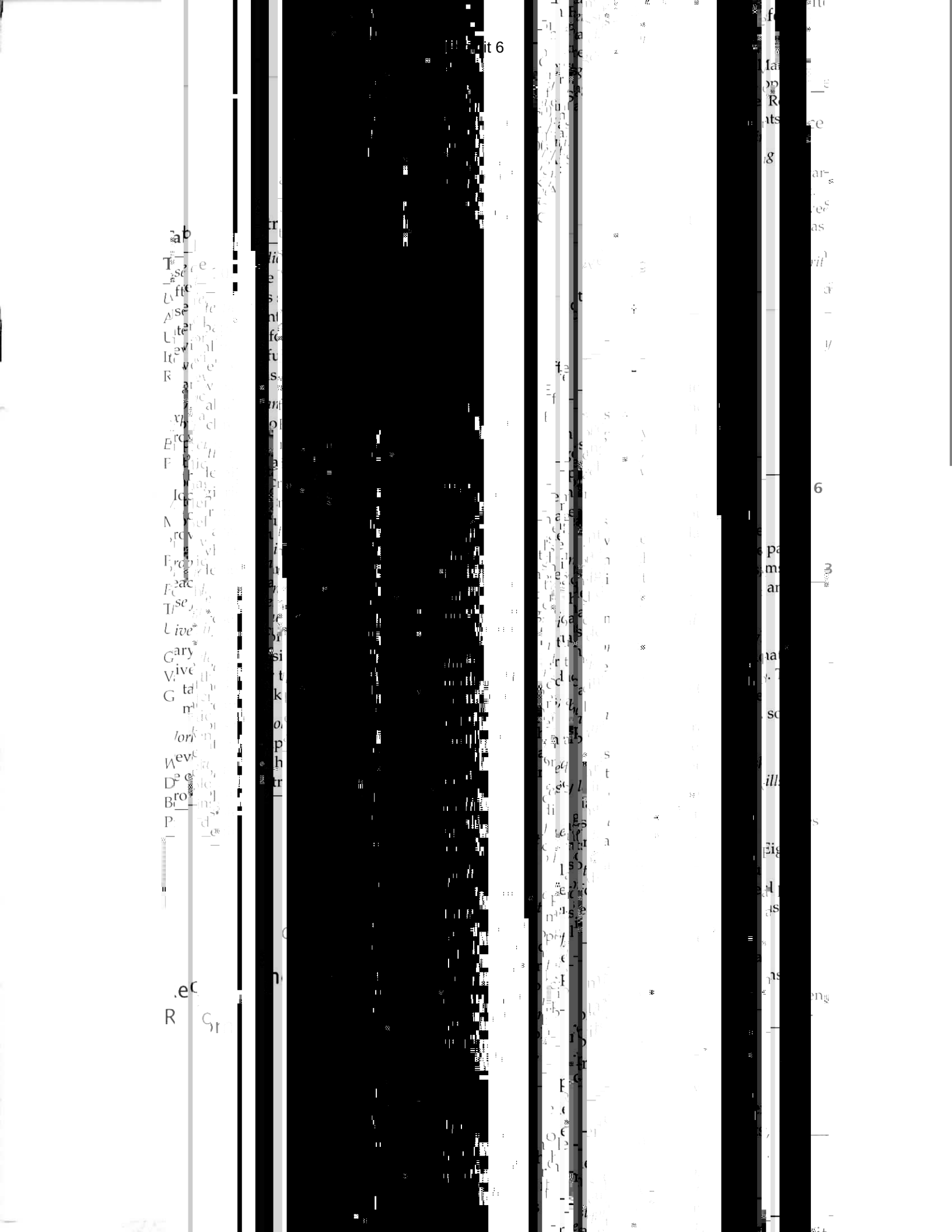


Exhibit 7

Critical Thinking Assessment Project

Faculty Update Meeting
November 8, 2013

CT Faculty Update Meeting Outcomes

- Understand how the University Blackboard Outcomes projects relate to and support each other
- Review progress on CT Assessment Project objectives and project deliverables for fall 2013, winter, and spring 2014
- Review of Bb Outcomes and identify how to align your course assignment to the CT ILO
- Share your key course assignment(s) and articulate how the C Assessment support team can help you in winter quarter

- Using the common critical thinking rubric, participate in sessions to norm and asses assignments
- W Œ š]] ‰ š] v } µ Œ • U ‰ Œ } P Œ u r o À o U v u ‰ µ • r Á] department meetings, symposium) to review results, draw conclusions, and develop recommendations for curriculum redesign and/or instructional improvements in program
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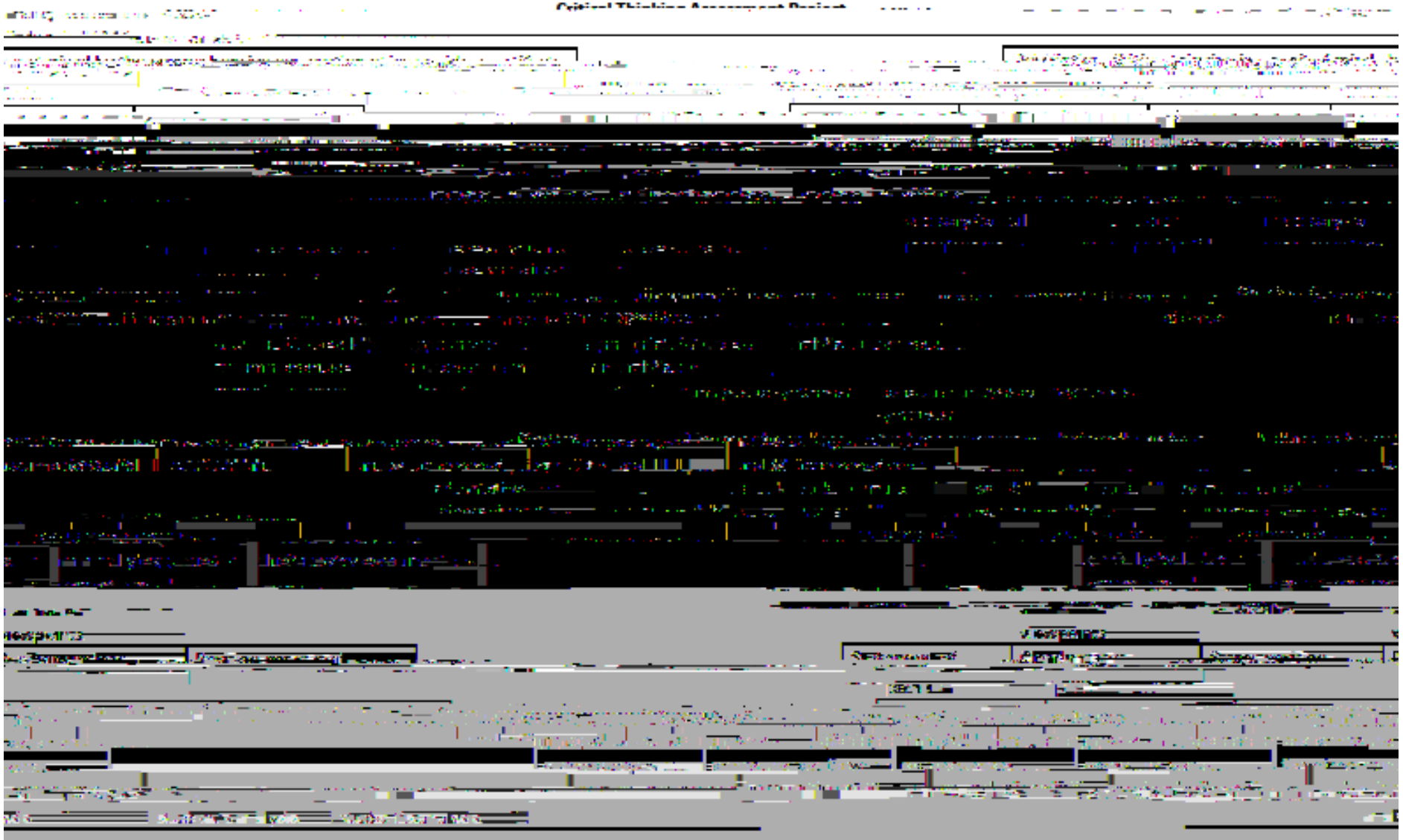
Exhibit 7



- To evaluate student work demonstrating a particular student learning

Review of Project Timeline and Deliverables

During Fall 2013:

- Participate in training on the Blackboard assessment platform;
- Assign identified assignment to course (upper-division GE or major capstone/senio course);
- Collect assignments and apply critical thinking rubric using the Blackboard electronic platform;
- Align course assignment to Critical Thinking ILO

Deliverable: Assignment and rubric developed, and if class taught in Fall quarter, rubric applied to assignment in Blackboard Outcomes.

Review of Project Timeline and Deliverables

During Winter 2014:

- Review results from Fall Quarter;
- Collect additional data from Winter quarter courses;
- Participate in program-level and campus-wide discussion of Fall quarter results, draw conclusions, and develop recommendations for closing the loop for your program;
- Provide feedback on how process and rubric can be improved for the following year when another Institutional Learning Outcome will be assessed.

Deliverable: Results from Fall quarter analyzed and documented, and recommendations identified for making course and/or program improvements.

(Institutional level review to be done by ILO/GE subcommittees)

‡

Exhibit 7

Critical Thinking Assessment Project

Faculty Update Meeting
November 8, 2013

GE Subcommittee
Critical Thinking Assessment Project

Student #	Item Name	Comments

Exhibit 9

Critical Thinking Assessment Project
Faculty Update Meeting

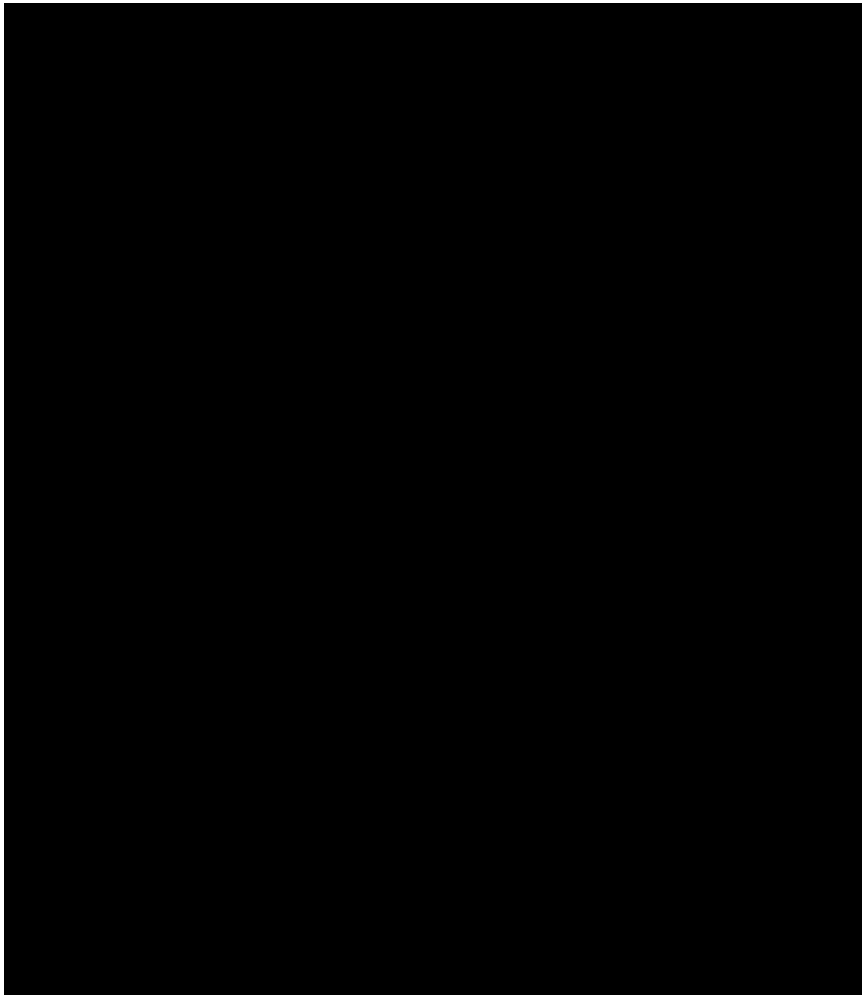
February 28, 2014

Objectives

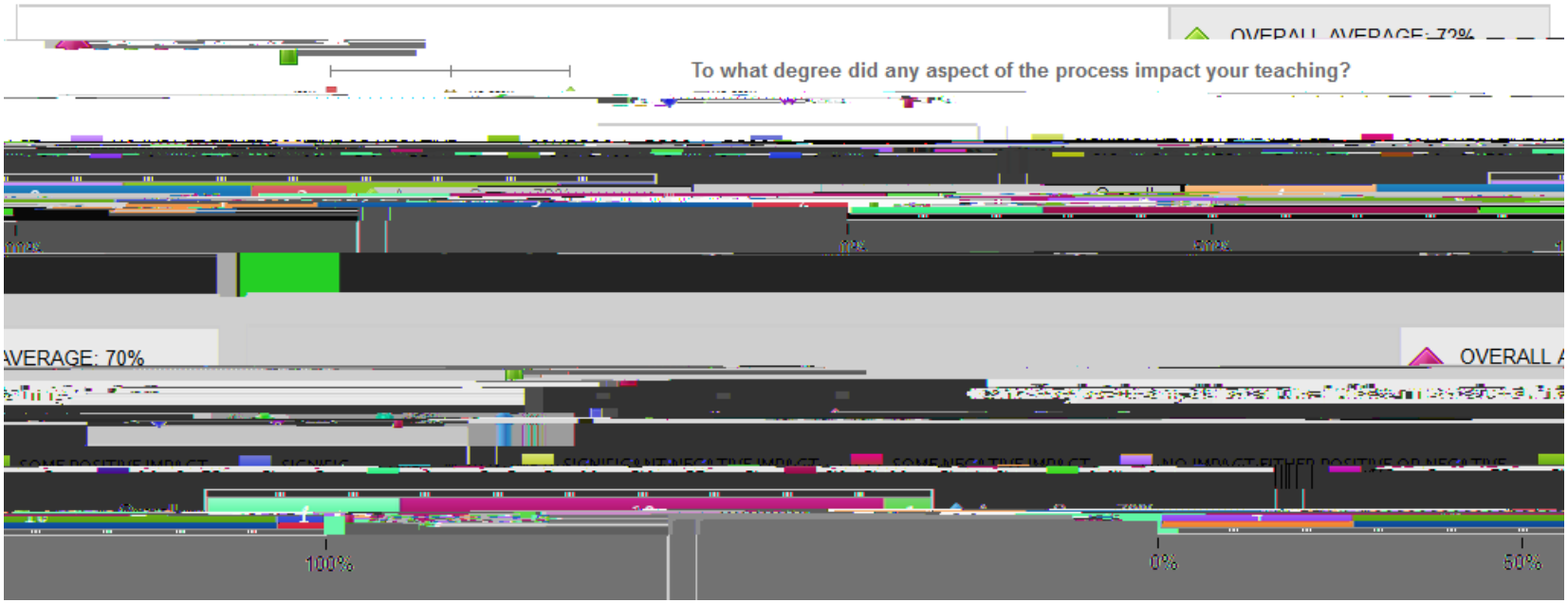
- Evaluate faculty feedback from the Critical Thinking Assessment Project Faculty survey
- Review the fall 2013 upper division GE assignment assessment results and discuss implications
- Discuss ILO subcommittee plans for review of non-GE assessment
- Discuss how results can be used for closing the loop
- Review spring 2014 deliverables

Exhibit 9

Comments: Difficulty of BB Process



Impact on Teaching & Learning



What Else?

I think that this is a realt difficulty skill to do across the curricul
would be easier, maybe numeracy would be, too.
to develop an
It has been a wonderful learning experience. The CT rubric has helped us

CT Rubric Evaluat

Exhibit 9

Frequency Distribution

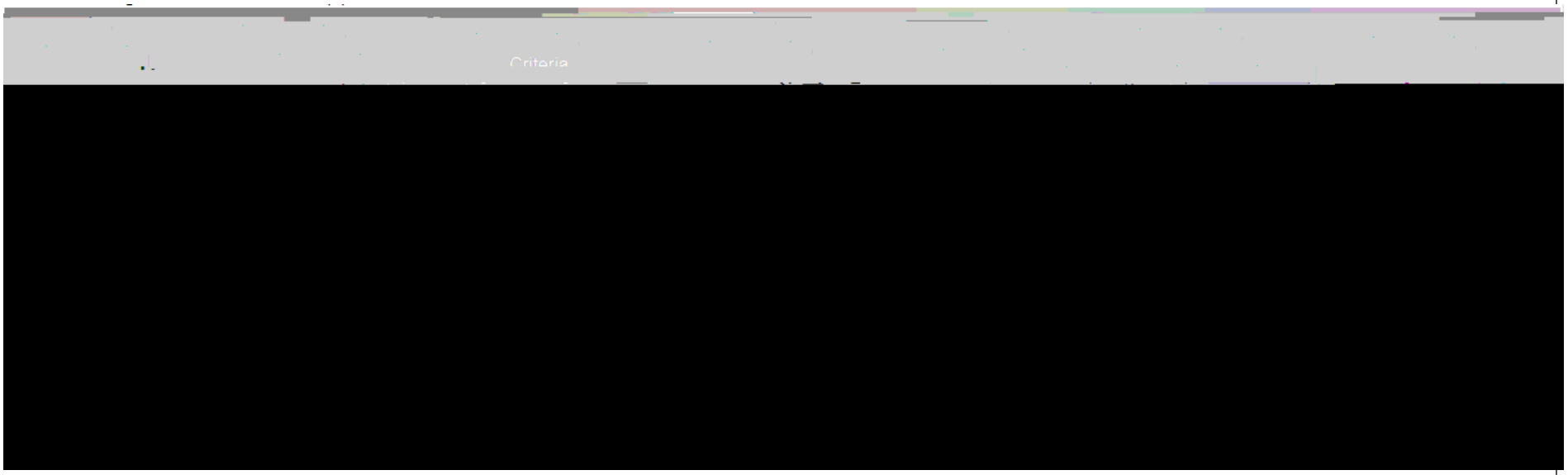


Exhibit 9

Student Comments: Fall 2013 CT Course

3 , I H O W W K D W P \ F U L W L F D O W
challenged and made my mind open to other possibilities and views that I had not considered
D Q G G L G Q R W N Q R Z D E R X W ´

I felt I gained a lot in my writing, critical thinking,
D Q G S U H V H Q W D W L R Q V N L O O V

Provided with permission by a CTAP faculty member

Objectives

- Evaluate faculty feedback from the Critical Thinking Assessment Project Faculty survey
- Review the fall 2013 upper division GE assignment assessment results and discuss implications
-

3% CT Rubric Evaluations for Non-GE Assignments

CTAP Spring Deliverables

- Participate in CSU Northern California Symposium on Assessment of Core Competencies Friday, April 18th from 10:00 - noon and report on your experiences and outcomes
- Prepare assessment results for your

2014 CSUEB Faculty Learning Communities

Title: Diversity and Social Justice Institutional Learning Outcome (ILO) Assessment

Facilitator:

To apply, please provide:

- a brief description of the program or course learning outcome that you would be assessing and the program to which the course applies (identify if it applies to GE, major, or both)

-

Title: Written Communication Institutional Learning Outcome (ILO) Assessment

Facilitator:

Written Communication is one of CSUEB's institutional learning outcomes for students, focusing on the applied ability to communicate ideas, perspectives, and values clearly and persuasively to use skills fundamental for active participation in a democratic society and for achievement in professional life after graduation. Members of this FLC will collaborate in developing a rubric to assess student work for the presence of these competencies and apply the rubric in one of their courses to assess

To apply, please provide:

- a brief description of the program or course learning outcome that you would be assessing and the program to which the course applies (identify if it applies to GE, major, or both)

COMMUNICATION

Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

Developing strong oral, written, and creative communication skills is an important learning outcome for our graduates because these skills are fundamental to active participation in a democratic society and to achievement in professional life after graduation. Communication implies an exchange between two or more people, so communication is about expressing one's own ideas, perspectives, and values as well as understanding the ideas, perspectives, and values of others.

Strong communication skills include:

- identifying the audience and purpose for a particular communication situation;
- representing knowledge orally, visually, and in writing;
- expressing ideas, perspectives and values clearly and coherently;
- supporting ideas, perspectives, and values with reasons and evidence;
- understanding other perspectives on a particular topic;
- locating, evaluating and using information appropriately;
- listening actively, empathetically, and respectfully;
- being open to new ideas and to changing perspectives when presented with new evidence;
- using various forms of communication and communication technologies.

Critical Thinking Upper Division GE AssessmeE California State University, East Bay

GE Subcommittee

Winter/Spring 2014

California State University, East Bay

Exhibit 11

Rubric Overall Performance

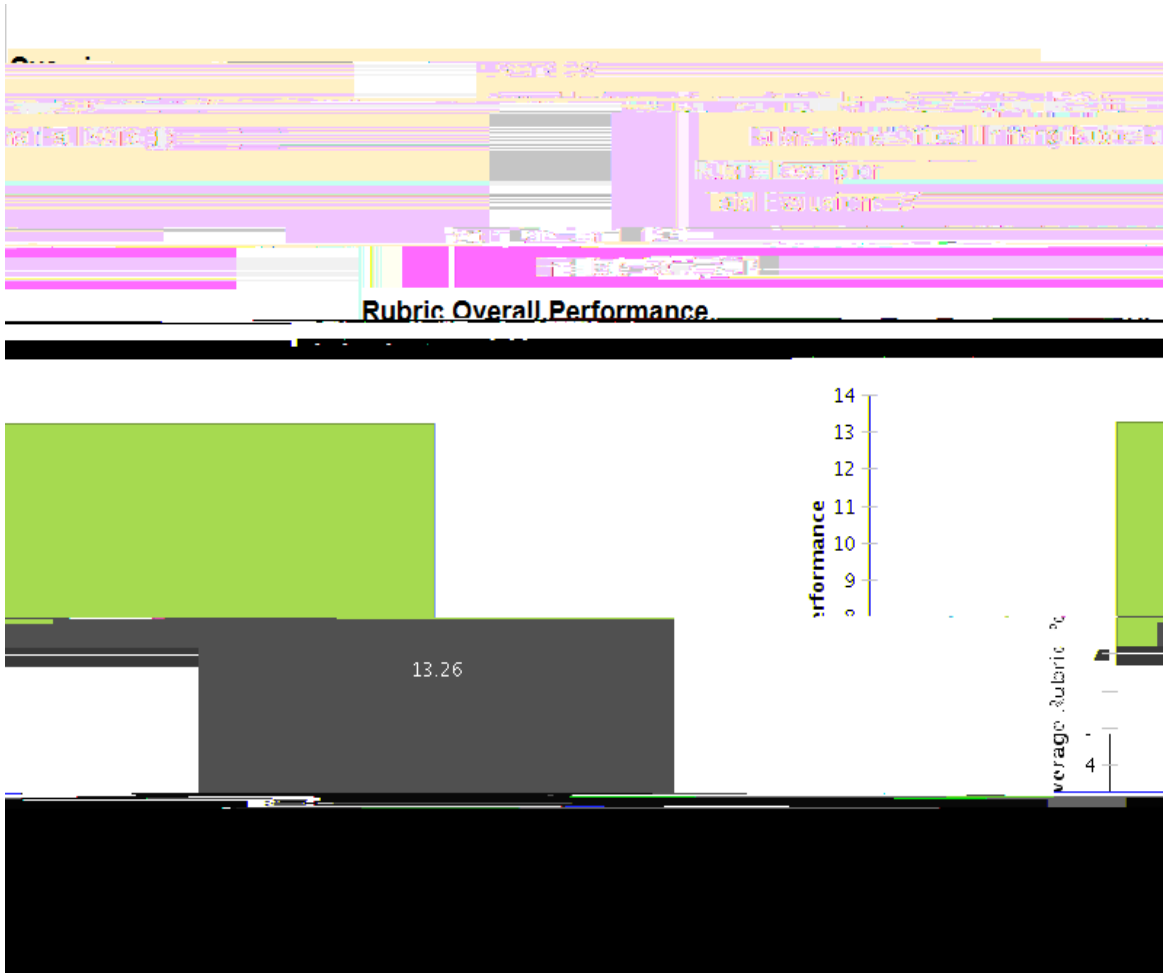


Exhibit 11

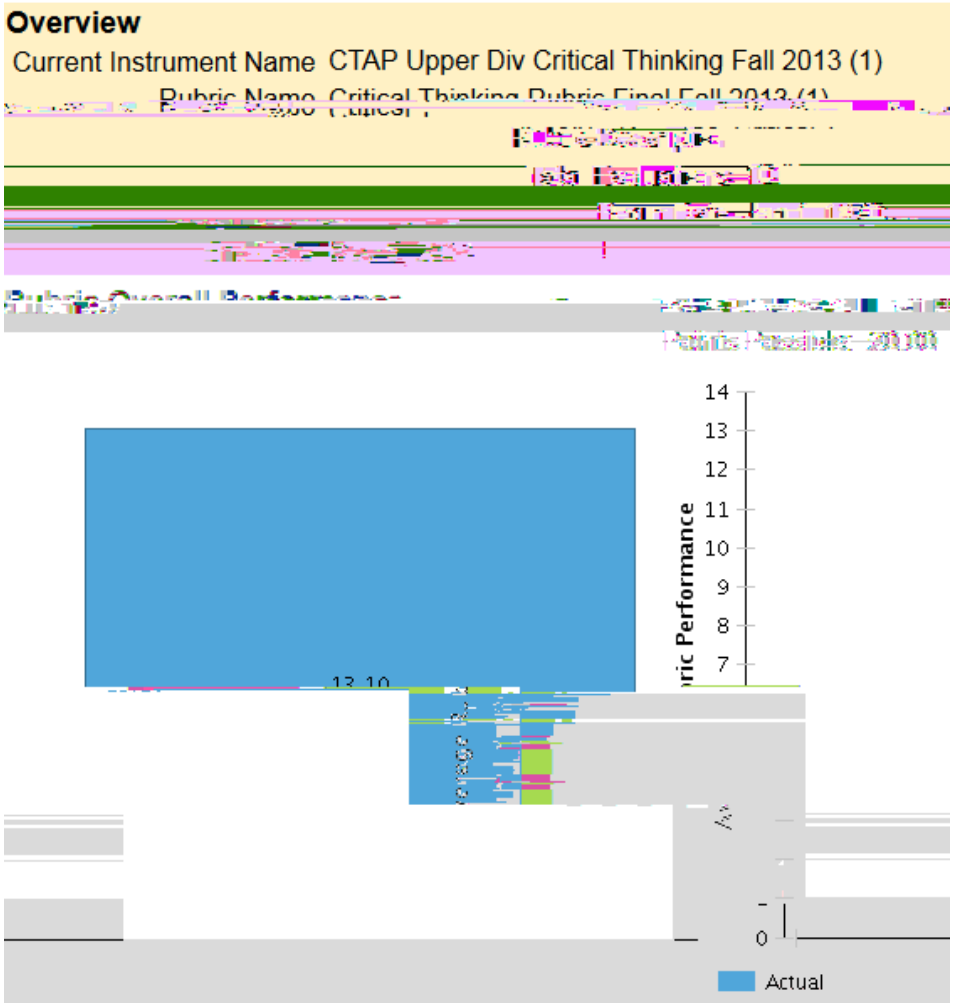
Rubric Analysis

Rubric Analysis

Frequency Distribution

Exhibit 12

Rubric Overall Performance



Rubric Analysis

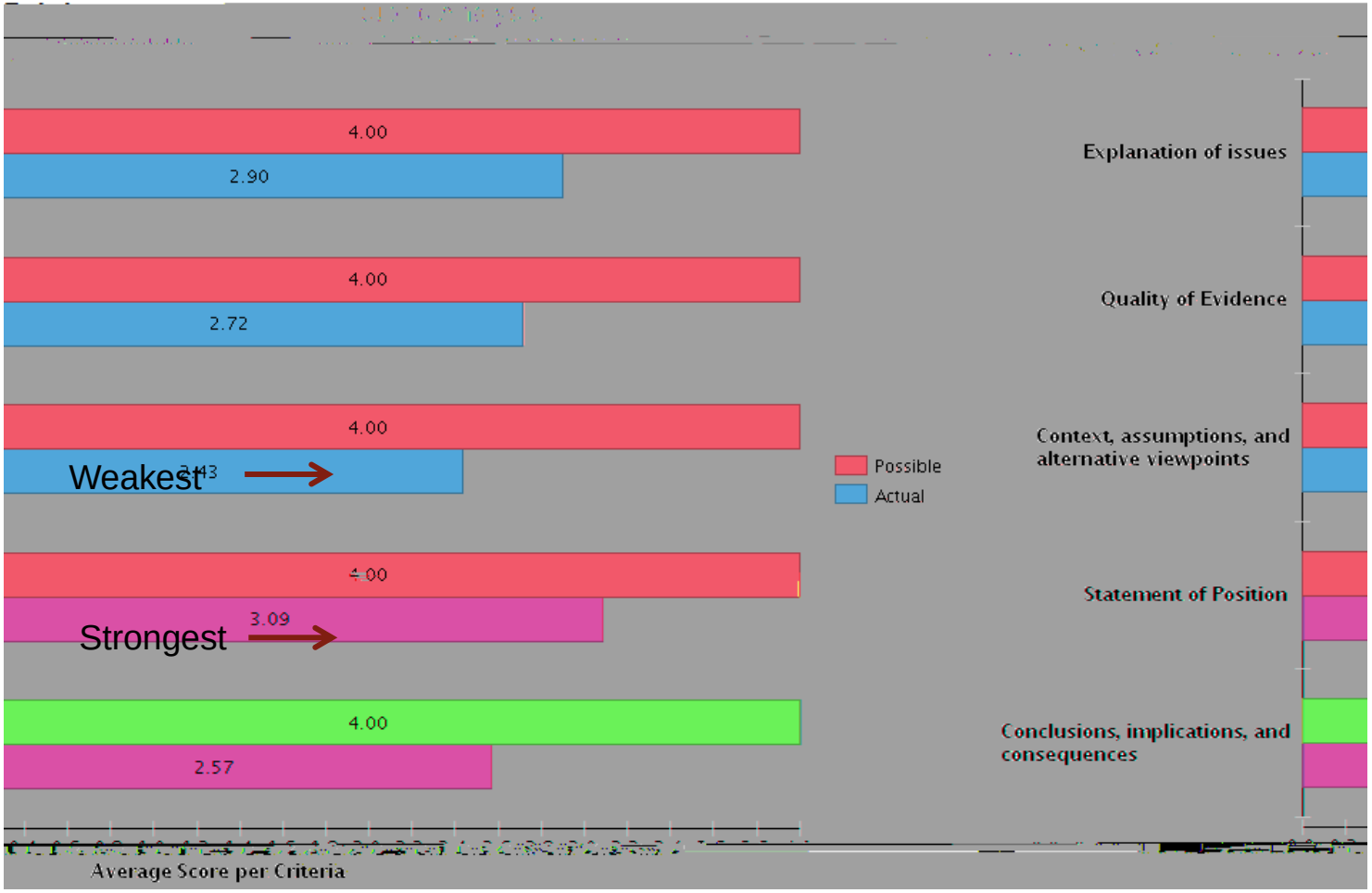


Exhibit 12

Frequency Distribution

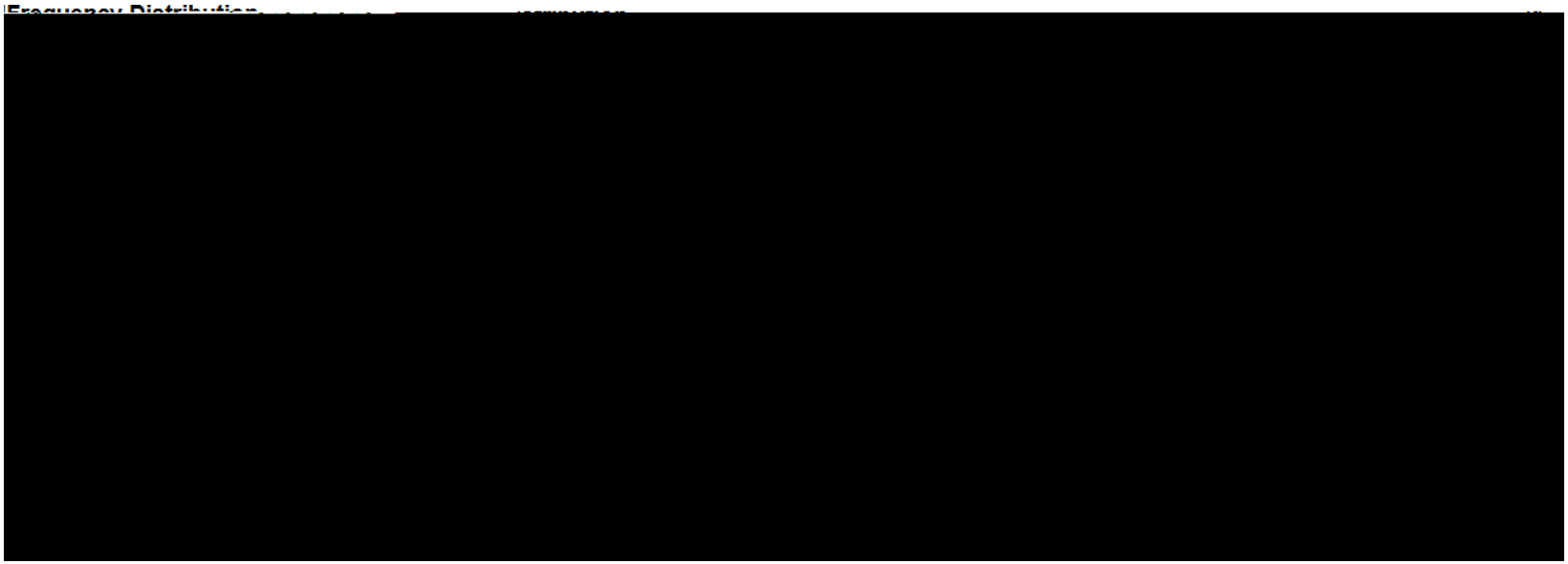
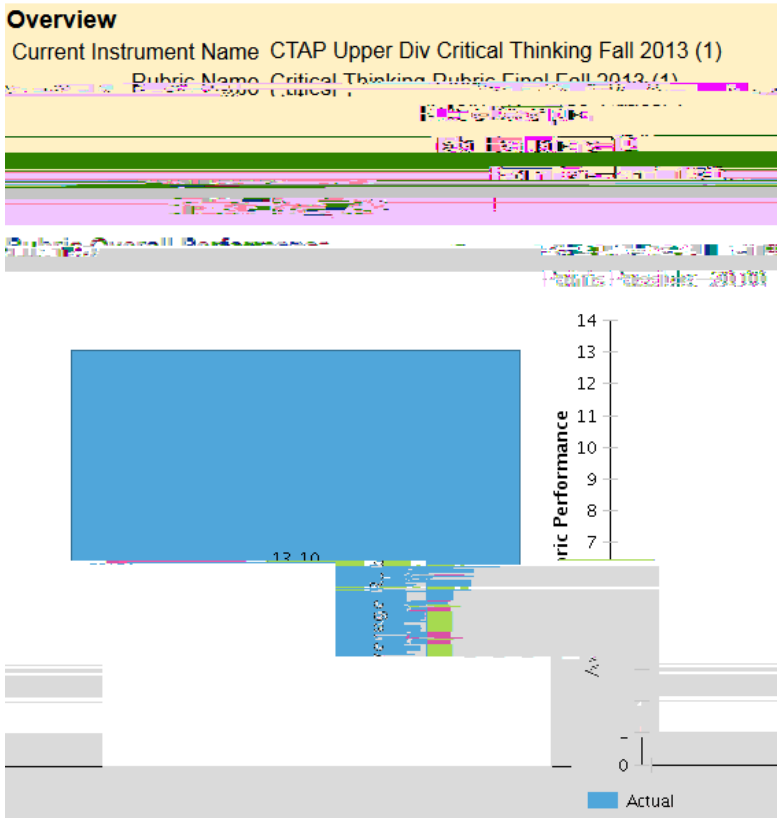


Exhibit 12

Rubric Overall Performance Comparison

Upper Division Non-GE



Upper Division GE

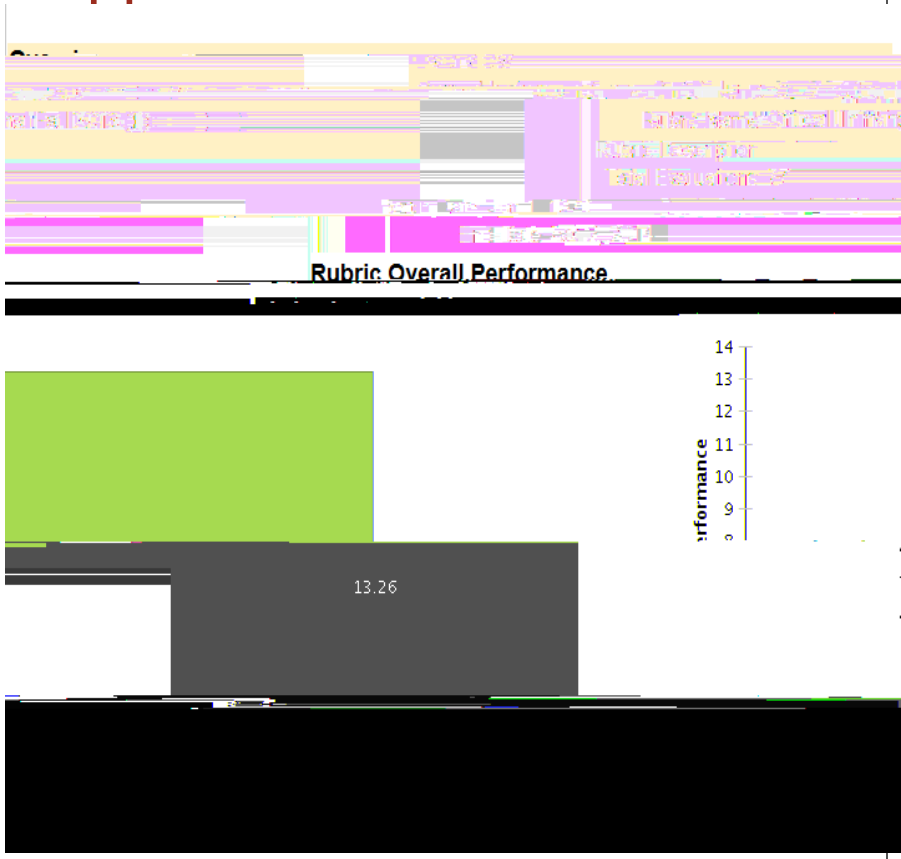
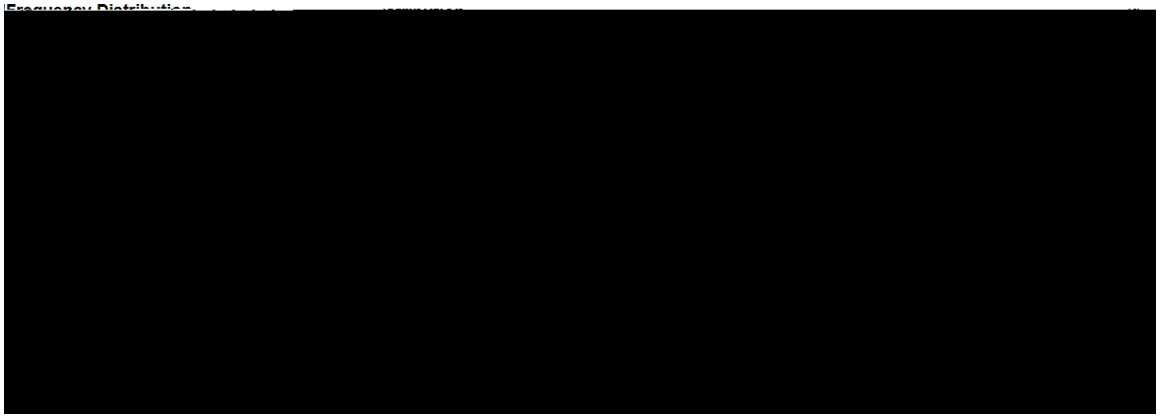
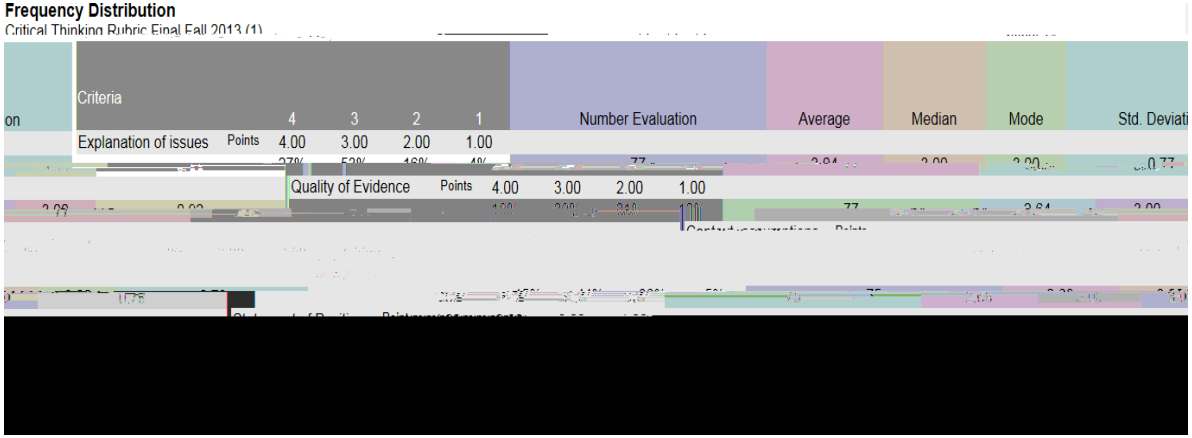


Exhibit 12

Frequency Distribution Comparison





Critical Thinking Assessment Project Summer 2013 Spring 2014

Summary

Sally Murphy Saenior Direc-4(t)13(or)71(

CSU East Bay
Institutional Learning Outcomes

The California State University East Bay Institutional Learning Outcomes (ILOs) express a shared, campus-wide articulation of expectations for all degree recipients. Graduates of CSUEB will be able to:

- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;
- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;
-

2013-14 Critical Thinking Competency

- 2013: Pilot of new rubric to assess first-year critical thinking outcomes
- 2013-14: One year pilot with 19 faculty teaching µ ‰ ‰ Œ r G]Ì Àand/or µ ‰ ‰ Œ r] À] •] } v the major with a critical thinking learning outcome

Exhibit 14

Iterative Collaborative Process

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Exhibit 14

Findings

Importance of:

- Curriculum mapping
- Involving faculty in all steps of the process
- Familiarizing faculty with the rubric before creating the assignment
- Designing well-crafted assignments
- Sharing rubric with students impacts student learning and quality of assignments produced

About the Process:

- Electronic learning assessment process+ ongoing support+ collaboratio helped make assessment process engaging and relevant to faculty; faculty spread the word
- Enhanced teaching and learning
- Faculty collaboration experienced as faculty development; appreciated learning about critical thinking across disciplines
- Mixed results about applicability of one rubric across disciplines

Exhibit 14

Closing the Loop on Findings

Next Steps:

- Report findings to all faculty
- Faculty meet to discuss curriculum
- Faculty development /reference tools for assignment design
- Further revision of rubric for specific disciplines

Closing the Loop on Assessment of Critical Thinking
CSUEB ILO Assessment Team: Process & Findings

Sally Murphy

Senior Director, Undergraduate Studies & General Education

California State University, East Bay

Exhibit 16

Engaging Faculty in Developing and Applying a Campus-Wide Rubric for Assessing Critical Thinking

Tamra Donnelly, Academic Programs & Accreditation Specialist
Sarah Nielsen, Department of English
Julie Stein, Instructional Design Specialist

California State University, East Bay

Our Bridge to Assessment

Our Objective is to:

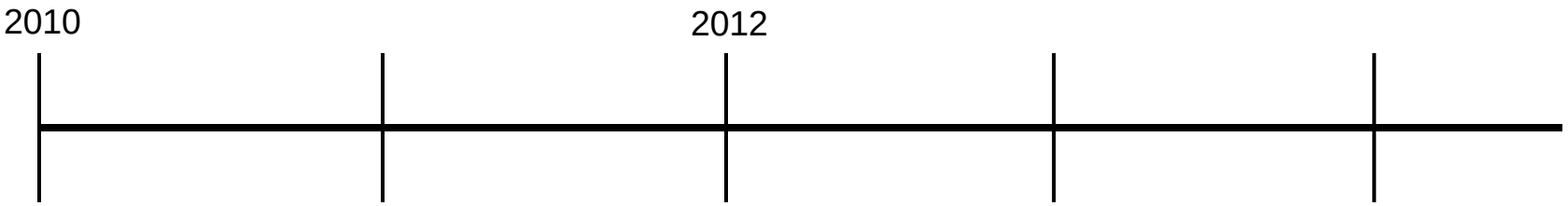
Provide you with some ideas to consider as you build your process for assessing Institutional Learning Outcomes and WSCUC core competencies using the strengths of your campus community

Topics

- Context
- Process
- Point / Counter-Point
- Your questions

CSU East Bay

CSU East Bay
Institutional Learning Outcomes Timeline



Development of
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CSU East Bay
Institutional Learning Outcomes

The California State University East Bay Institutional Learning Outcomes (ILOs) express a shared, campus-wide articulation of expectations for all degree recipients. Graduates of CSUEB will be able to:

- think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;
- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;
- work collaboratively and respectfully as members and leaders of diverse teams and communities;
- act responsibly and sustainably at local, national, and global levels;
- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Exhibit 16

Freshman Level Expanded Rubric

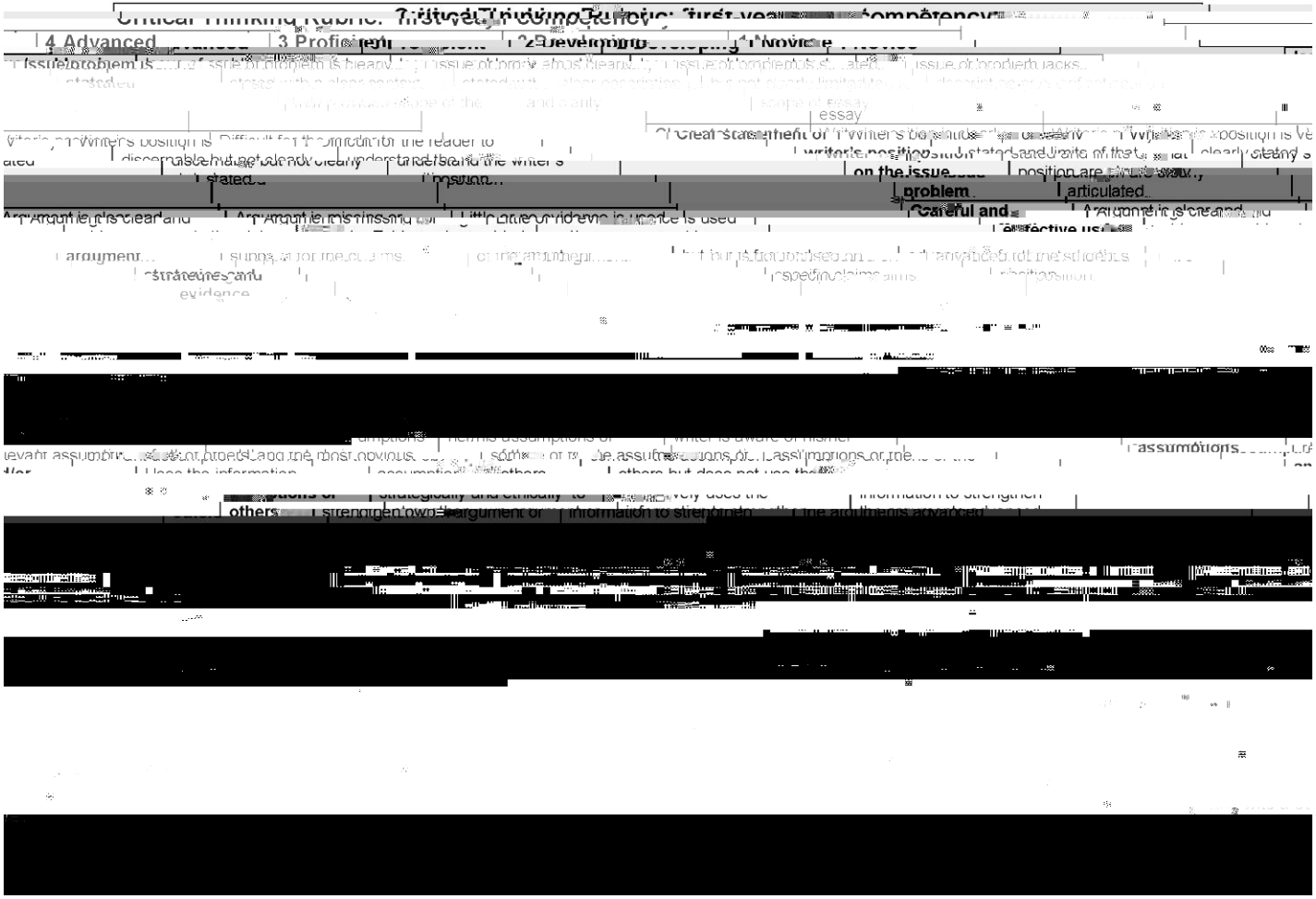
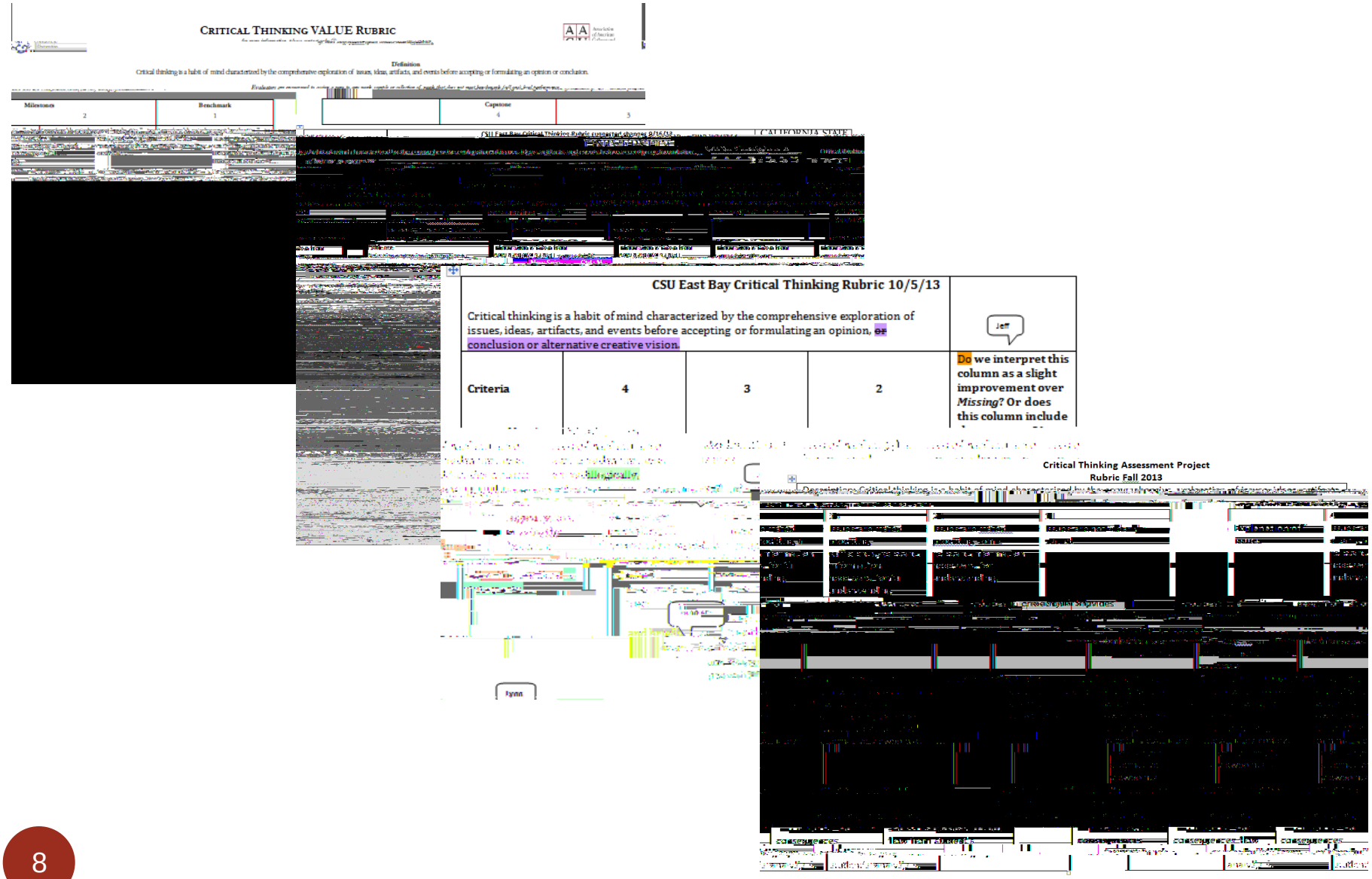


Exhibit 16

Collaborative Process



CRITICAL THINKING VALUE RUBRIC

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Milestones | Benchmark | Capstone

2 | 1 | 4 | 3

CSU East Bay Critical Thinking Rubric 10/5/13

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion, ~~or~~ conclusion or alternative creative vision.

Jeff

Criteria | 4 | 3 | 2

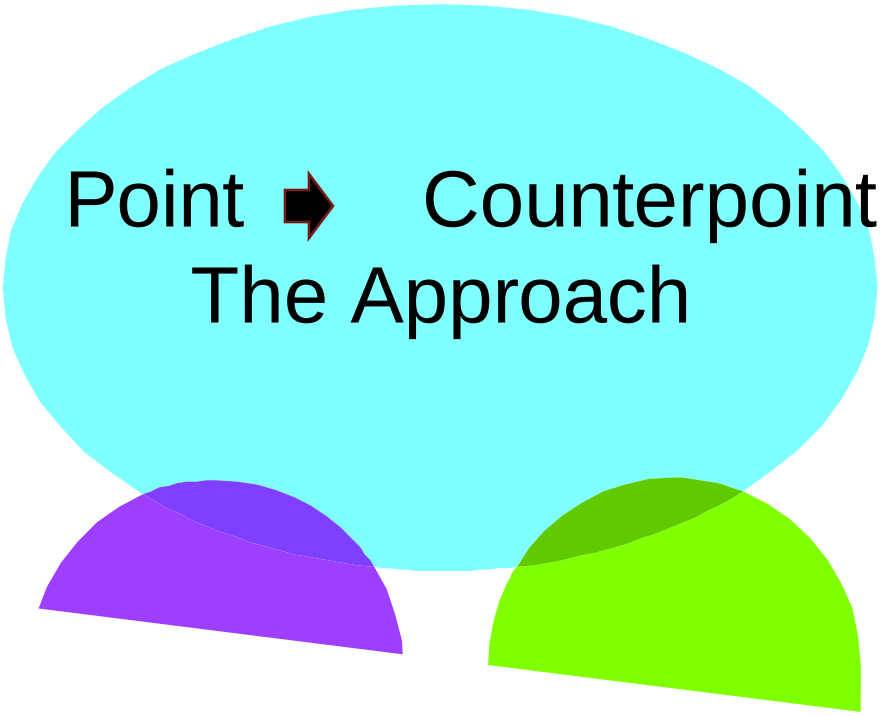
Do we interpret this column as a slight improvement over *Missing*? Or does this column include

Lynn

Critical Thinking Assessment Project

Rubric Fall 2013

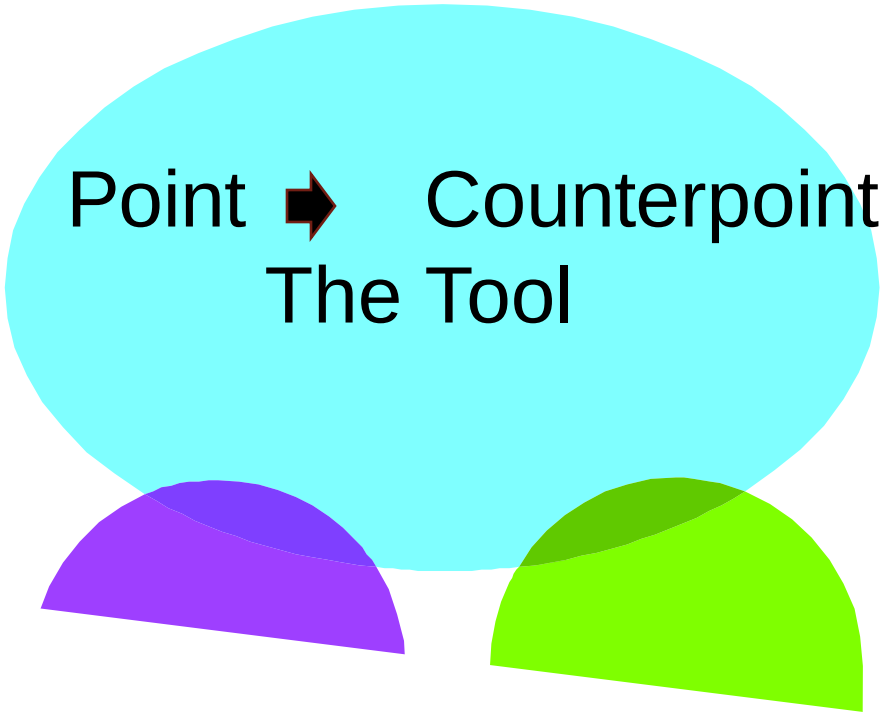
Exhibit 16



Inclusive, collaborative

Resistance to change

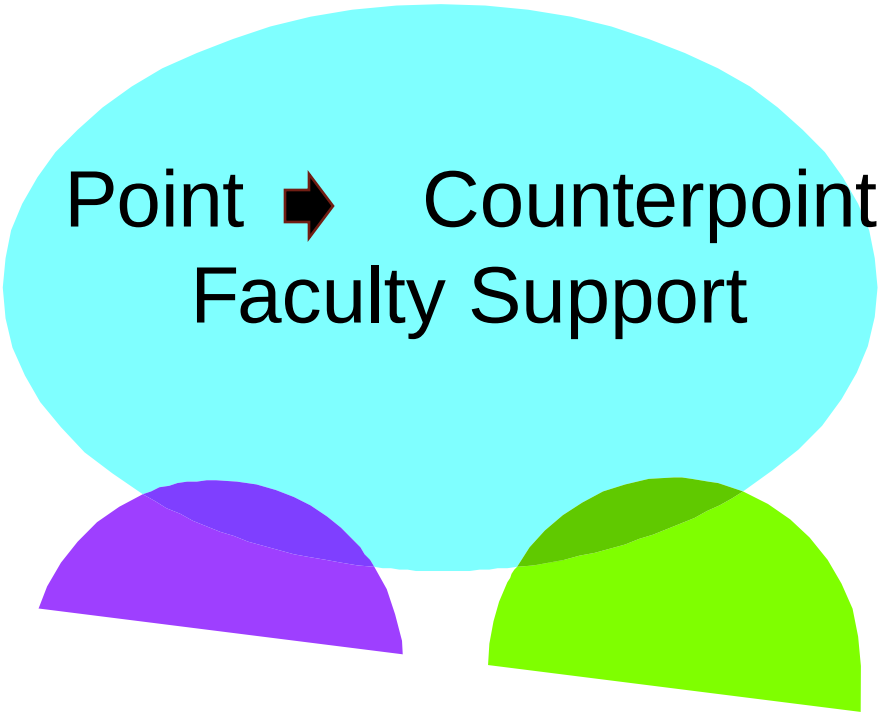
Exhibit 16



Good fit

Limitations

Exhibit 16



Demonstrates commitment

Cost of long term support?

Exhibit 16

Closing the Loop on Findings

Next Steps:

- Report findings to all faculty
- Faculty meet to discuss curriculum and pedagogy
- Faculty development /reference tools for assignment design
- Further revision of rubric for specific disciplines

Faculty Feedback

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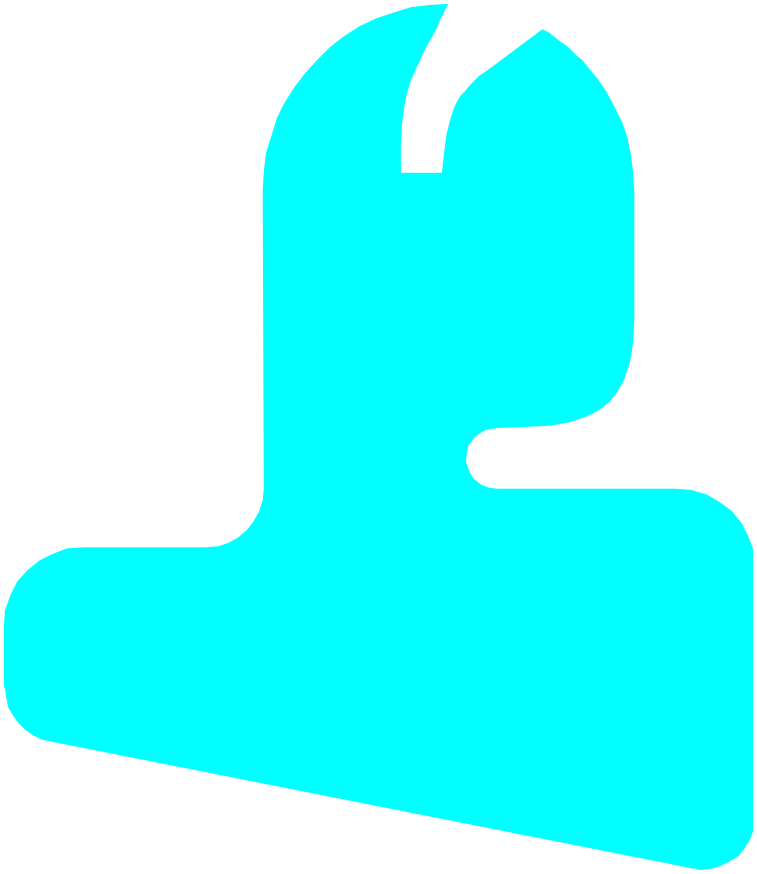
Ethe course of the critical thinking rubric project, the quality of work submitted by the students was much higher than in quarters past. I also feel that the rubric helped me to grade the papers more consistently and helped me to hold the students to a higher standard, which helps them to

Exhibit 16



Engaging Faculty in Developing and Applying a Campus-Wide Rubric for Assessing Critical Thinking

Tamra Donnelly, Academic Programs & Accreditation Specialist
Sarah Nielsen, Department of English
Julie Stein, Instructional Design Specialist

California State University, East Bay

PROCESS COMPARISON CHART: LOWER DIVISION AND UPPER DIVISION ASSESSEMENT OF CRITICAL THINKING		
TYPE OF SUPPORT	LOWER DIVISION PAPER BASED	UPPER DIVISION ELECTRONIC LEARNING ASSESSMI
Faculty support	Faculty support team formed to outline process and support systems. Team members included representatives from philosophy faculty, assessment, GE leadership, academic programs, instructional design, and technical support.	Faculty support team

SELF-EVALUATION			
STATUS	YES	NO	IDEAS
Our university has fully developed ILOs			

- Leadership support, faculty interest,

CALIFORNIA STATE UNIVERSITY EAST BAY
HUMAN SUBJECTS RESEARCH PROTOCOL

Use of this template (outline) is suggested when submitting a research protocol to the IRB. Your responses should be in terms which may be understood by a non-specialist.

Please complete all sections of this template. If any section is not applicable, list the heading and simply indicate ÐN/A ó ä

Instructions are bracketed and in italics. Please remove instructions prior to submission.

Problem & Background : After a careful review of a number of electronic learning assessment platforms, CSU East Bay selected and installed Blackboard Outcomes in the Blackboard course management system in the summer of 2013. This was in direct response to faculty requests to simplify the process of sampling student work and analyze the results in order to assess achievement of student learning outcomes across programs (undergraduate, graduate, and certificate programs as well as student services and in administrative units).

Blackboard Outcomes allows groups of faculty to sample student work for program assessment as well as create

closing the loop for improved student learning.

IX. Human Subjects Involvement

Students who are enrolled in courses instructed by faculty participating in the project during the research period.

A. Description

Other than notification by participating faculty (see Risk Reduction section), students will complete their course work in the customary way.

B. Subject Population

Students enrolled during the research period in courses that participating faculty have aligned to one or more learning outcomes.

C. Research Material

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Trained, authorized administrators will create assessment collections ensuring they are coded for student confidentiality.

No faculty names will be used referencing inter-rater reliability if/when work is published. Additionally, faculty will be refreshed on the importance of professionalism and confidentiality when completing this analysis.

I. Risk/Benefit

This electronic process follows methods consistent with what faculty are already doing. Faculty are aware of the Family Educational Rights and Privacy Act (FERPA) and already take measures to maintain student confidentiality using current assessment methods.

J. Consent Issues

1. Consent Process

N/A

2. Special Consent Provisions

N/A

3. *[If request is being made to WAIVE SOME OR ALL ELEMENTS OF INFORMED CONSENT FROM SUBJECTS OR PERMISSION FROM PARENTS, explain why:*

N/A

4. *[If request is being made to WAIVE DOCUMENTATION OF CONSENT, provide a justification for waiver based on one of the following two elements AND include a description of the information that will be provided to participants:*

N/A

5. *[If applicable, explain the ASSENT PROCESS*