

Critical Thinking Competency

Assessment Update, Draft Spring 2015

Prepared by:

Faculty Senate Academic Outcomes Assessment Committee
Planning, Assessment & Analysis

How we assess the Critical Thinking competency?

Indirect Evidence



How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Thinking critically and analytically

Very much
 Quite a bit
 Some
 Very little

Millersville's Senior Exit Survey, 201314 to 201415

How much did your courses in your major program of study contribute to your ability to ...

write clearly and effectively

think critically and analytically

Direct Evidence

CRITICAL THINKING VALUE RUBRIC

	Expert	1	2	3	4	5
Application of content	Uses problem-solving and critical thinking skills to apply content to new situations.	Applies content to familiar situations.	Applies content to familiar situations.	Applies content to familiar situations.	Applies content to familiar situations.	Applies content to familiar situations.
Analysis	Identifies and analyzes the underlying structure of an argument or text.	Identifies and analyzes the underlying structure of an argument or text.	Identifies and analyzes the underlying structure of an argument or text.	Identifies and analyzes the underlying structure of an argument or text.	Identifies and analyzes the underlying structure of an argument or text.	Identifies and analyzes the underlying structure of an argument or text.
Argumentation	Constructs and defends a logical argument.	Constructs and defends a logical argument.	Constructs and defends a logical argument.	Constructs and defends a logical argument.	Constructs and defends a logical argument.	Constructs and defends a logical argument.
Communication	Communicates effectively in writing and speaking.	Communicates effectively in writing and speaking.	Communicates effectively in writing and speaking.	Communicates effectively in writing and speaking.	Communicates effectively in writing and speaking.	Communicates effectively in writing and speaking.
Collaboration	Works effectively with others to solve problems.	Works effectively with others to solve problems.	Works effectively with others to solve problems.	Works effectively with others to solve problems.	Works effectively with others to solve problems.	Works effectively with others to solve problems.

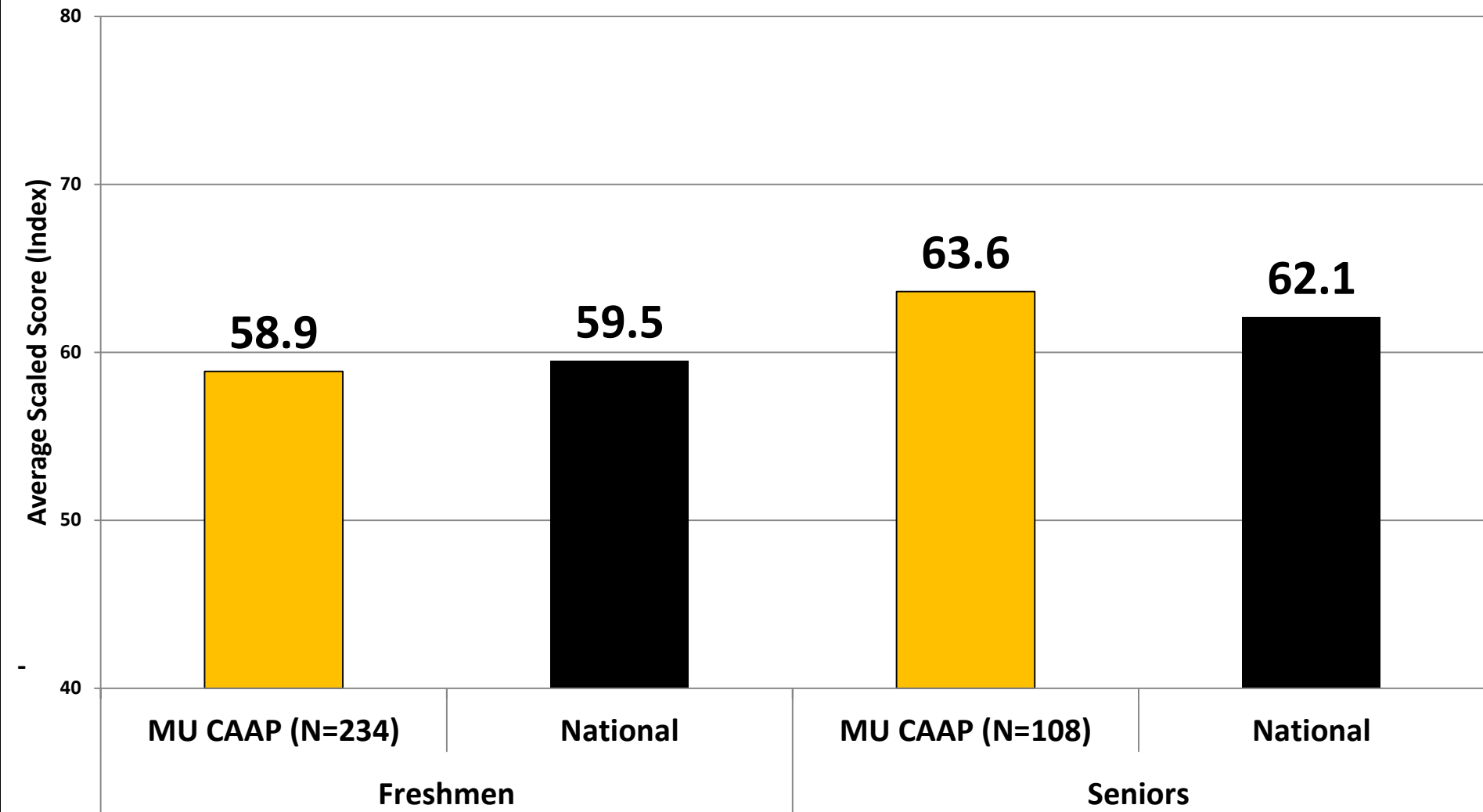


Millersville's Critical Thinking Rubric

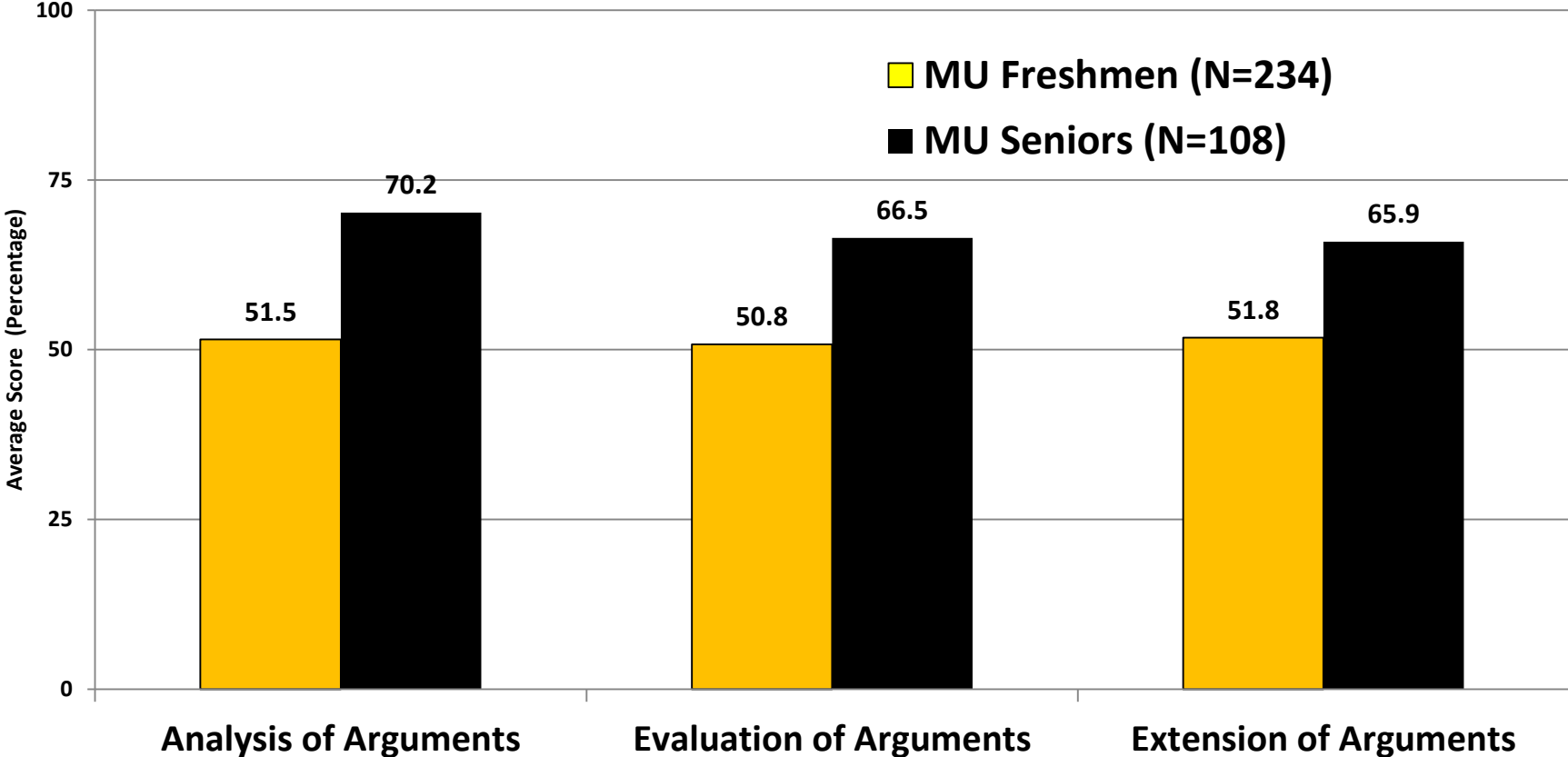
Competency	1	2	3	4	5
Application of Content	Uses content to solve familiar problems.	Applies content to familiar situations.	Applies content to familiar situations.	Applies content to familiar situations.	Applies content to familiar situations.
Analysis	Identifies and analyzes the underlying structure of an argument or text.	Identifies and analyzes the underlying structure of an argument or text.	Identifies and analyzes the underlying structure of an argument or text.	Identifies and analyzes the underlying structure of an argument or text.	Identifies and analyzes the underlying structure of an argument or text.
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CAAP Critical Thinking Overall Scores

MU CAAP Students vs. National (Fall 2014)



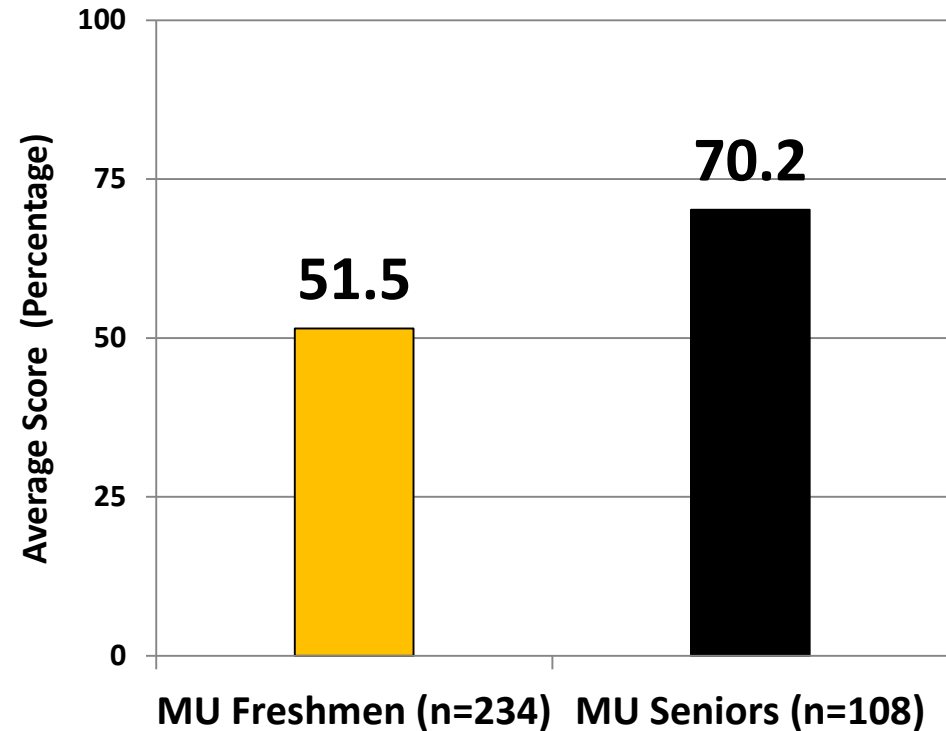
CAAP Critical Thinking Average Subscores MU Seniors and Freshmen (Fall 2014)



CAAP Critical Thinking SubScore: Analysis of Elements of Arguments

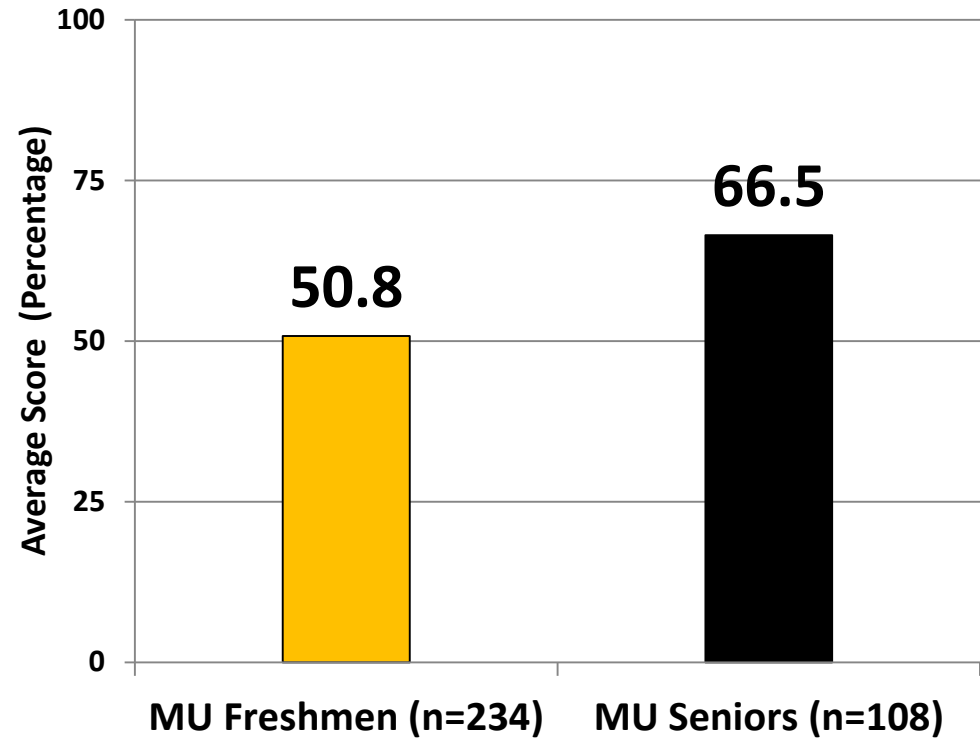
The ability to identify essential elements of an argument, including hypotheses, premises, and conclusions, and also their ability to identify logical fallacies, exaggerated claims, unstated assumptions, analogies, and multiple points of view.

Students' ability to recognize patterns and sequences of arguments is also tested, including their ability to see relationships of premises, sub-arguments, and sub-conclusions to the overall argument.



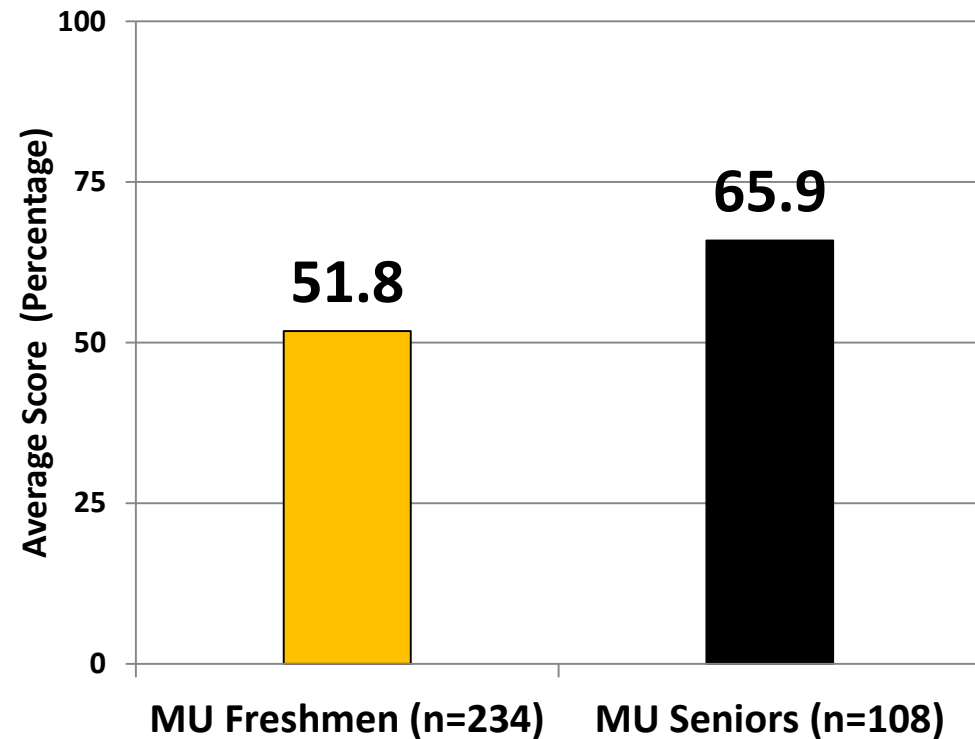
CAAP Critical Thinking SubScore: Evaluation of Arguments

The ability to evaluate arguments on the basis of consistency, validity, and strength of support. Students' ability to evaluate information on the basis of its consistency, relevance, and accuracy, and to make judgments about its sufficiency is also tested. In addition, students are assessed in their ability to evaluate replies to arguments on the basis of their intent, appropriateness, and strength.



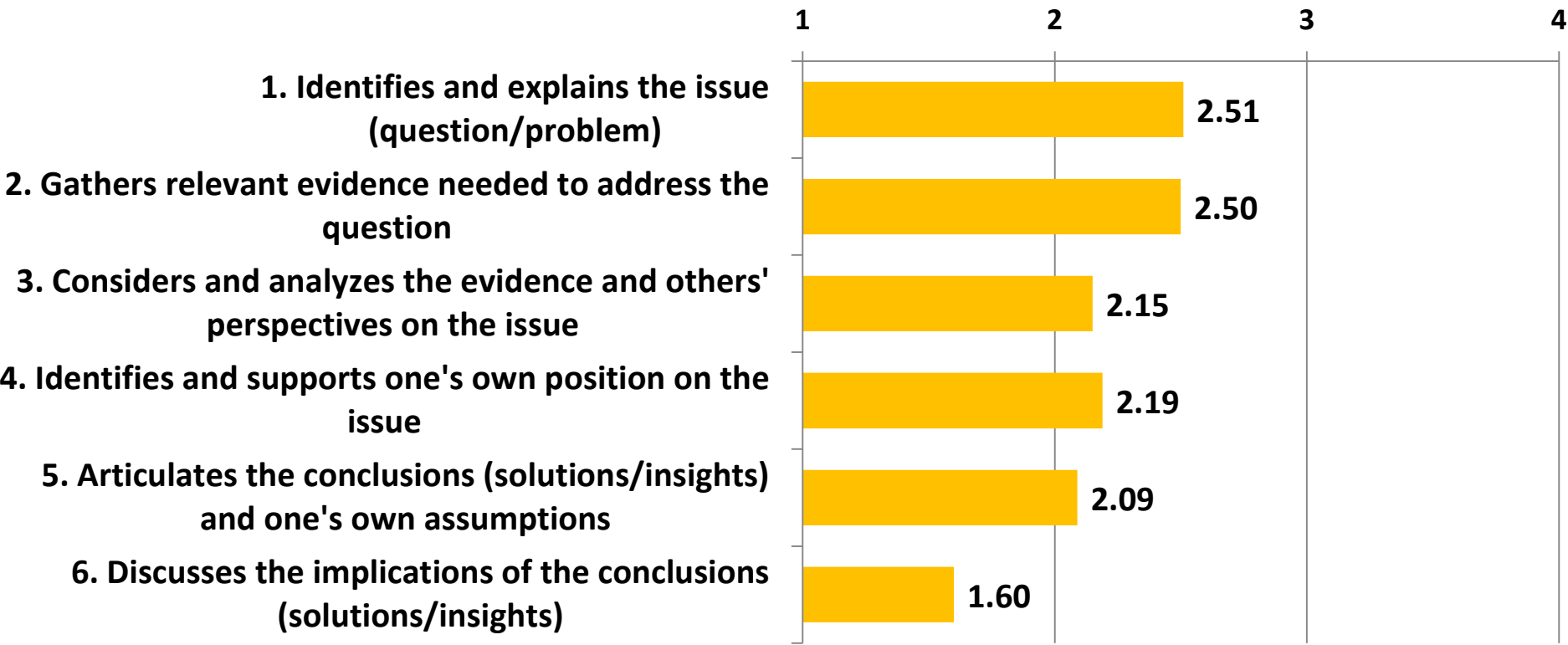
CAAP Critical Thinking SubScore: Extension of Arguments

Assesses skills in using given premises to reach related conclusions and in recognizing the scope of application of arguments. Students' ability to develop or recognize arguments that are based on analogies is also assessed. Some items in this category also assess students' understanding of how modifications to an argument can strengthen or weaken the argument or resolve conflicts within the argument.



Millersville's Critical Thinking Rubric Pilot Assessment (2013-14)

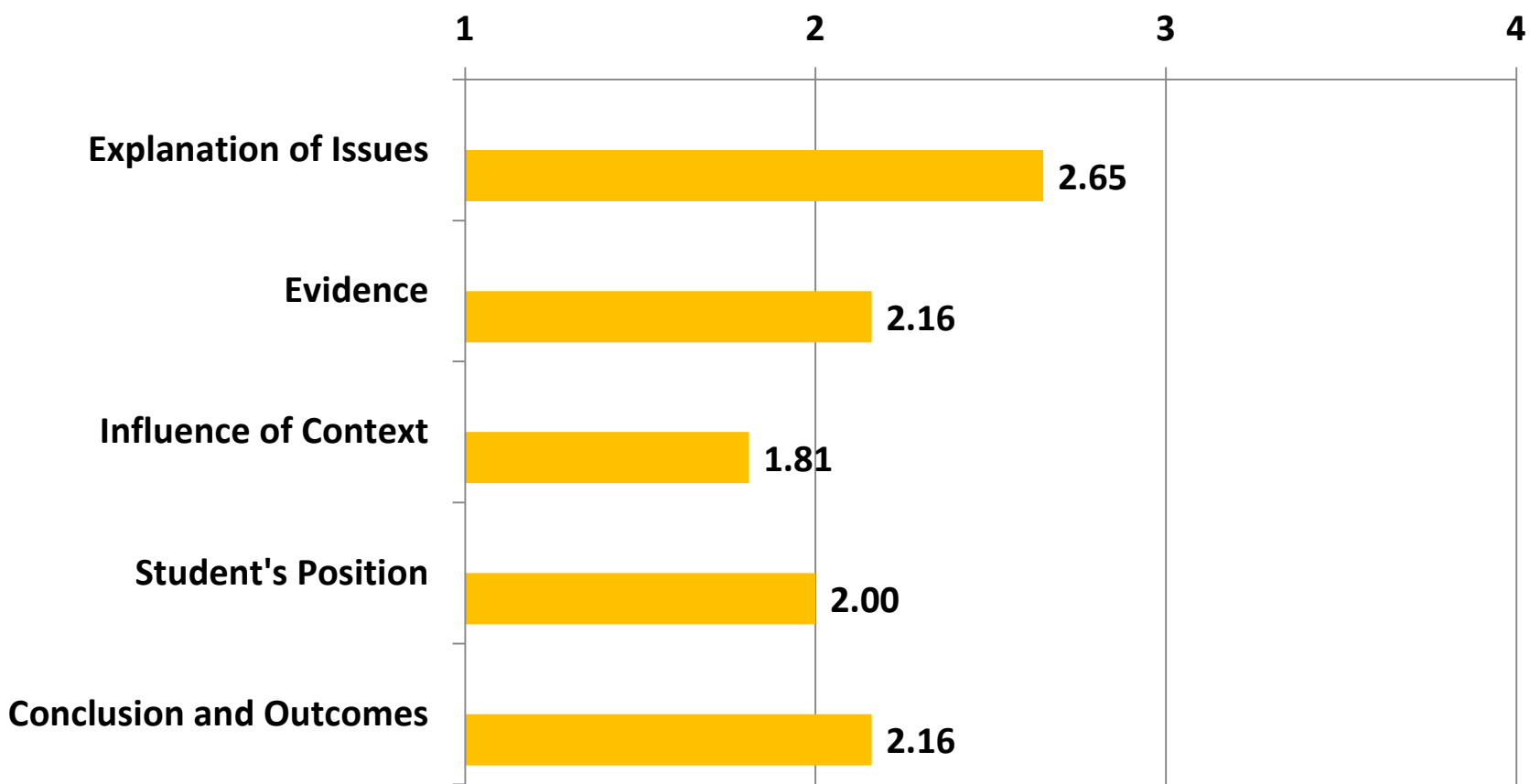
Overall score: 2.25



AACU Critical Thinking Rubric Assessment (2012)

Overall score: 2.16

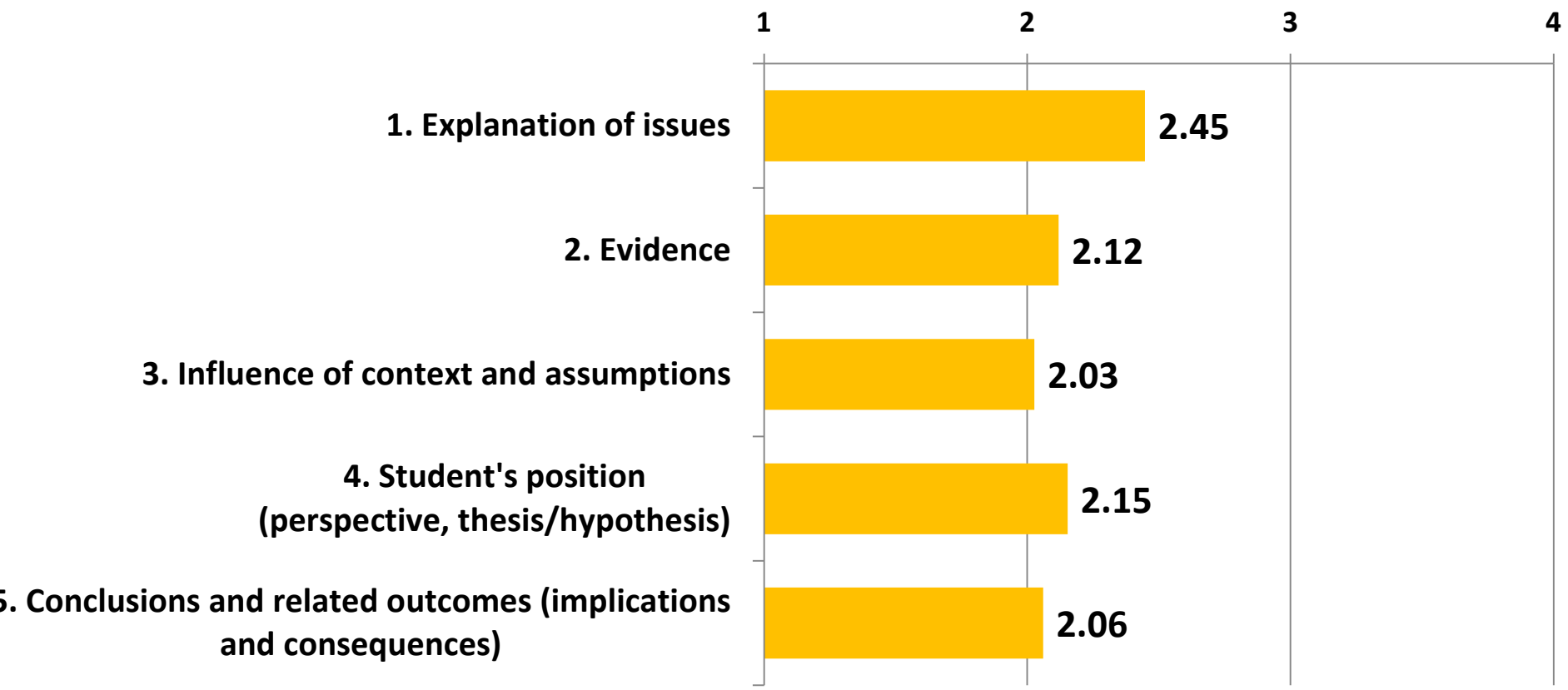
Where 1=Benchmark, 2&3=Milestones, 4=Capstone



AACU Critical Thinking Rubric Assessment (2010)

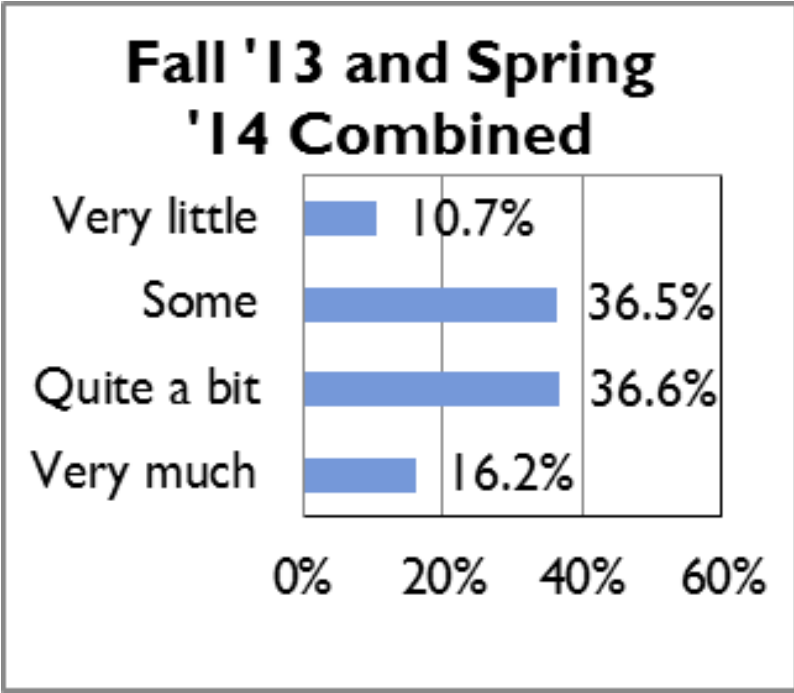
Overall score: 2.16

Where 1=Benchmark, 2&3=Milestones, 4=Capstone

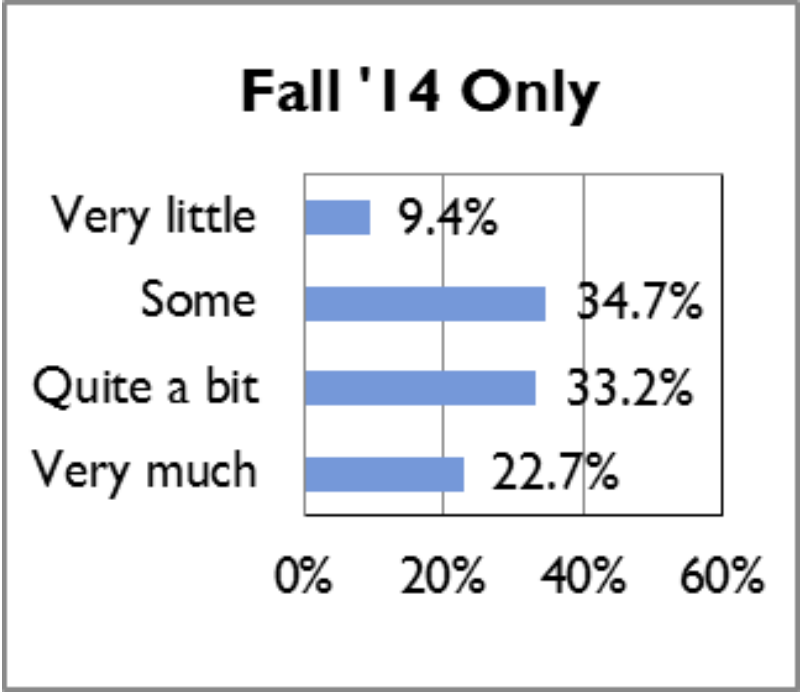


How much did your experience in W courses contribute to your ability to think critically and analytically?

Senior Exit Survey



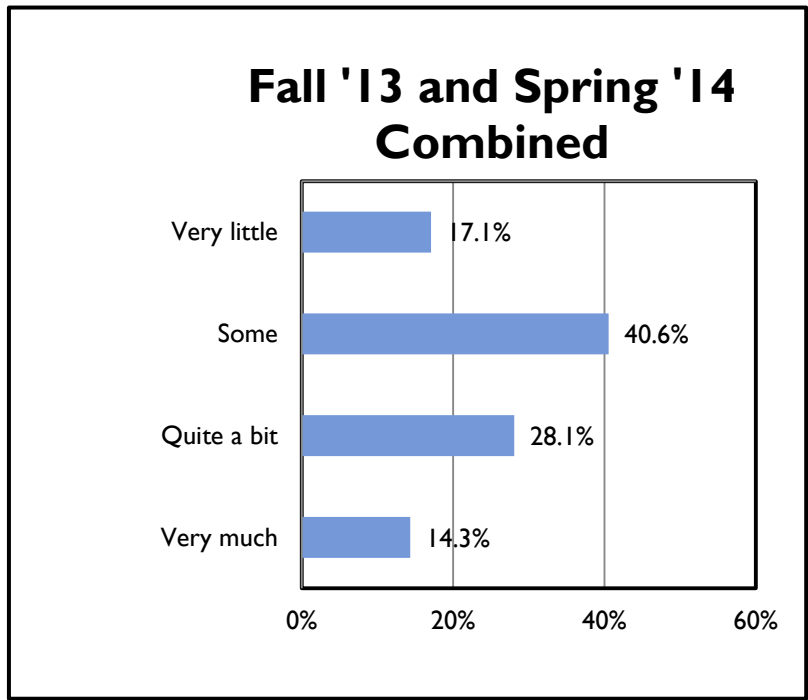
(n=721 graduating seniors)



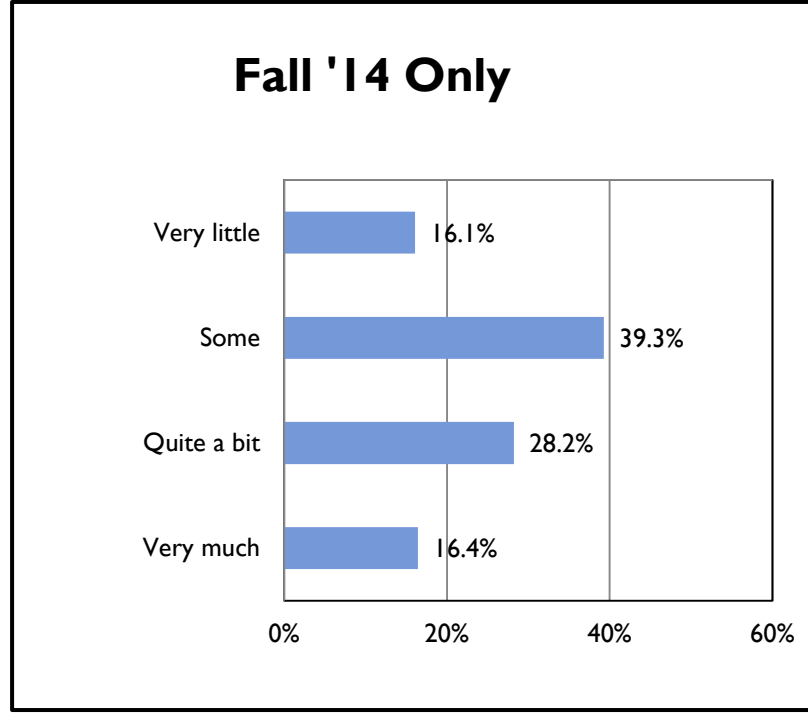
(n=277 graduating seniors)

How much did your W courses emphasize applying inferences or causalities to informal written works?

Senior Exit Survey



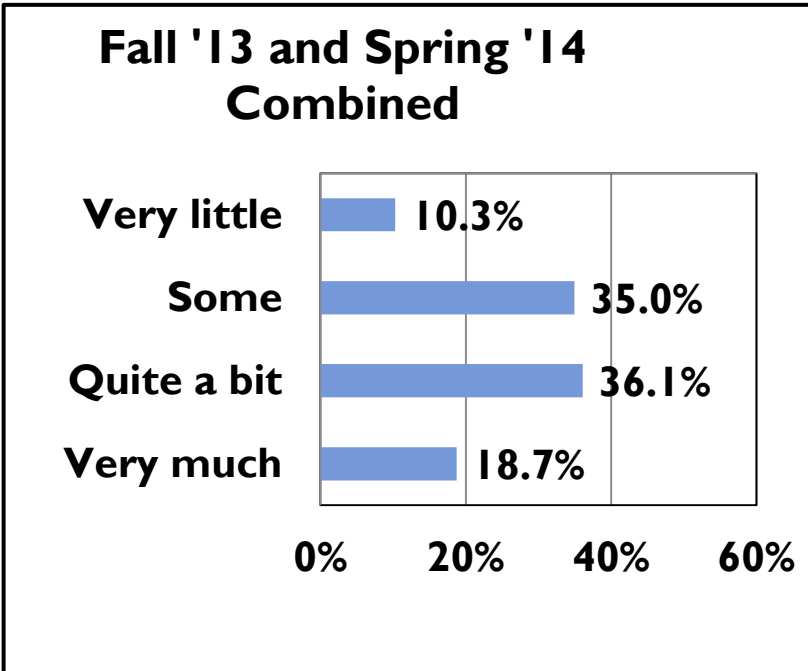
(n=721 graduating seniors)



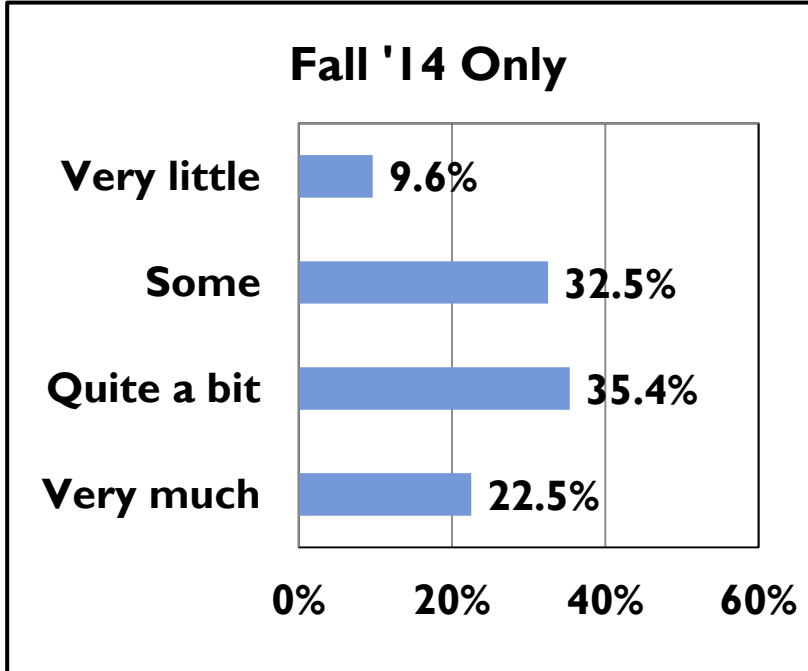
(n=277 graduating seniors)

How much did your W courses emphasize using critical reasoning strategies to develop content?

Senior Exit Survey



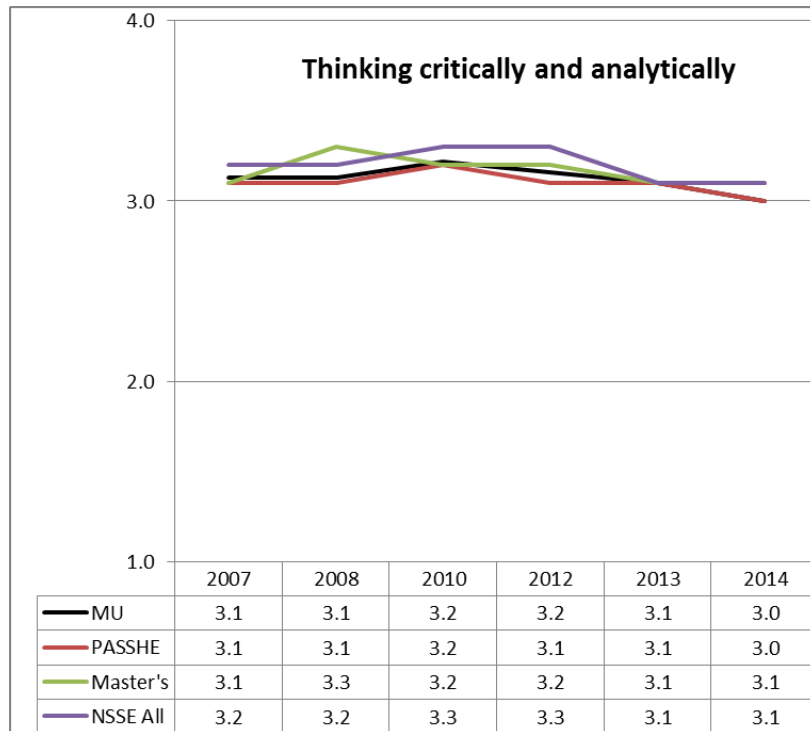
(n=721 graduating seniors)



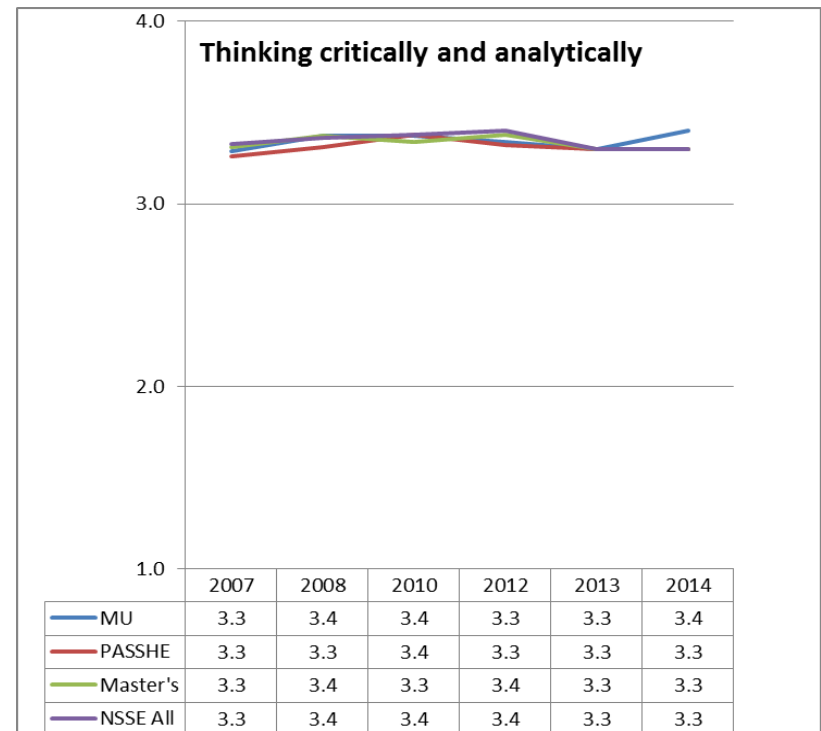
(n=277 graduating seniors)

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

NSSE



Freshmen



Seniors