

Are We, At UH West O'ahu, Meeting Our Critical Thinking Benchmark?

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What's the ROI?

Accreditation - Helps UHWO respond to WASC recommendations.

Time - Minimal impact to your current grading system.

Alignment - Faculty can use data collected in this assessment to support alignment/improvement to ILO 3 (Critical Thinking).

The Why?

1. To respond to WASC recommendation. Standard 2, CFR 2.9 - "The Institution demonstrates that graduates consistently achieve stated learning outcomes and standards of performance. Faculty evaluate student work in terms of stated learning outcomes."
2. Improve Assessment Efforts on Campus.
3. Only ILO1 (effective communication) and ILO3 (Critical Thinking) were being consistently addressed in all courses. We chose Critical Thinking because it is an important skill for students to have when applying for advanced degrees or entering the workforce.

The How?

1. Collect Program Learning Outcomes (PLOs) for each division.
2. Compare PLOs to ILOs focusing on the "language" used.
3. Update progress with Assessment Committee.
4. Collect and compare grading rubrics from capstone courses.
5. Develop a list of similar themes to create the critical thinking rubric.
6. Update progress with Assessment Committee.
7. Meet with ALF to discuss progress.
8. Using the VALUE rubrics (or others) as a guide, develop the dimensions, scale, and descriptions of the "additional dimensions" for each learning outcome.
9. Present "project" to the assessment committee for feedback and revisions - DRAFT. Revise based on feedback.
10. Update progress with Assessment Committee.

Institutional Learning Outcomes (ILOs)

ILO1 Effective Communication...

ILO2 Cultural Awareness...

ILO3 CRITICAL THINKING:
Demonstrate critical thinking skills by applying information to make well-reasoned arguments or solve a problem.

Critical thinking includes using research, knowledge, math, data, ideas, concepts, theories, or other information to reason or solve a problem logically.

ILO4 Disciplinary Knowledge

ILO5 Community Engagement

Critical Thinking Rubric

	Master (3 points)	Developing (2 points)	Beginning (1 point)	Missing (0 points)
Critical Thinking	<p>Milestone: Analyzes and evaluates information from credible sources to form an opinion, conclusion or solve a problem.</p> <p>Element #1: makes well-reasoned arguments supported by thorough analysis and synthesis of information.</p> <p>Element #2: Draw compelling conclusions based on thoughtful evaluation of evidence.</p> <p>Element #3: Sources and citations are complete and supporting evidence appropriately acknowledged.</p>	<p>Milestone: Analyzes and/or evaluates information from limited/unreliable sources to form an opinion, conclusion or solve a problem.</p> <p>Element #1: present arguments with limited analysis or synthesis.</p> <p>Element #2: conclusions are supported by some analysis of evidence. Evidence may be insufficient or irrelevant.</p> <p>Element #3: Sources and/or citations are incomplete and supporting evidence inconsistently acknowledged.</p>	<p>Milestone: Analyzes and/or evaluates information from sources supporting one's own viewpoint to form an opinion or conclusion or solve a problem.</p> <p>Element #1: presents arguments with no analysis or synthesis</p> <p>Element #2: conclusions are not supported by evidence.</p> <p>Element #3: Sources and/or citations are used inappropriately and/or no supporting evidence acknowledged.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

What are we learning?

- *It is a very long process. The rubric went through four drafts so far - 4 months of meeting with the assessment committee.
- *Need to get faculty acceptance/buy-in, including the language of the rubric.
- *(Yao Hill) Important that the elements of the rubric are parallel.
- *(Linda Suskie) A good practice is to recognize that letting programs tweak a university-wide rubric may make it more relevant and useful to them. While WASC expects ILOs to be assessed, it does not require that only one assessment tool be used university-wide to assess them.

The Next Steps?

1. Present to Division Chairs (Academic Leadership Council) for feedback, revisions, and buy-in. *Use WSCUC accreditation as a point for buy-in. Revise based on feedback.
2. Present rubric to faculty at Faculty Senate meeting for feedback and revisions. Revise based on feedback.
3. With support from the Assessment committee, implement collection of artifacts (capstone projects) and conduct assessments. Conduct training of the critical thinking rubric as needed, including scoring calculations.
4. Determine benchmark for overall scoring. 75% - meets expectations.
5. Aggregate/disaggregate data and write reports based on findings.
6. Present results to the Assessment committee, to ALC, and FS.
7. Request divisions conducting assessments of ILO #3 - Critical Thinking - use the developed Critical Thinking rubric.