

General Education Outcomes

Critical Thinking



Goal: Students who graduate from KCC will be able to comprehensively analyze and evaluate issues, ideas, and evidence before accepting or formulating an opinion or conclusion.

Spring 2023

- Provided faculty with a list of their randomly sampled students
- Faculty assessed the randomly sampled students and recorded data
- Faculty submitted insights from their individual assessments and recommendations for improvement



Fall 2023

- Student Learning Committee (SLC) requested recommendations from faculty who completed assessments.
- SLC analyzed data and recommendations.
- SLC created recommendations to share with college in Spring 2024. Results will be shared with faculty at Inservice and with the college via the portal.



Findings

A total of 109 course sections across 22 different disciplines were assessed for this outcome.

504 responses were collected for this assessment.

- 53% performed at the highest level, full and complete
- 28% performed at the reasonable level
- 12% performed at the partial understanding level
- 7% performed at the minimal understanding level

Overall, 81% of the students performed at or above the reasonable level, which was the target.

Recommendations

- SLC will build a pool of assignments/artifacts to share with instructors that demonstrates ideas for how to assess Critical Thinking and other General Education Outcomes
- SLC will create a resource that introduces ways to assess that are not reading and writing based
- Faculty should allow for more practice of a skill early on in the course before the final assessment
- SLC will support workshops that allow the faculty to enhance teaching techniques regarding critical thinking
- Faculty and Student Success Center staff should increase their collaboration
- Faculty and staff should teach student discipline-specific study skills for application, not just memorization



Rubric Criteria

Student performance was assessed based on their ability to demonstrate:

- a **full and complete** understanding of the content and practices essential to this task. The response contains evidence of the student's competence in problem-solving, reasoning, evaluating, and/or analyzing related to the specific task. However, the response may contain minor flaws that do not detract from a demonstration of full understanding.
- a **reasonable** understanding of the content and practices essential to this task. The response contains sufficient evidence of the student's competence in problem-solving, reasoning, evaluating, and/or analyzing but not enough evidence to demonstrate a full understanding of the processes that apply to the specified task. The response may contain errors that can be attributed to misinterpretation of the prompt; errors attributed to insufficient knowledge; and errors attributed to careless execution.
- a **partial understanding** of the content and practices essential to this task. The student's response contains some of the attributes of an appropriate response but lacks convincing evidence that the student fully comprehends the essential ideas addressed by this task. Such deficits include evidence of insufficient knowledge, errors in fundamental procedures, and other omissions or irregularities that question the student's competence in problem-solving, reasoning, evaluating, and/or analyzing related to the specified task.
- a **minimal understanding** of the topic or has provided a wholly incorrect or uninterpretable response. The student's response may be associated with the task but contains few attributes of an appropriate response. There are significant omissions or irregularities that indicate a lack of comprehension regarding the content and practices essential to this task. No evidence is present that demonstrates the student's competence in problem-solving, reasoning, evaluating, and/or analyzing related to the specified task.

Submitted by the Student Learning Committee:

Lamanda Baade, Tracy Conner, Charlie Cooke, Lesley Cooper, Trisha Dandurand, Ruth Fabbro, Jessica Kawa, Rylee Mann, Kristine Salmons, and Maurice Sullivan



Kankakee Community College