

Miami University  
Assessment

## **Assessing Critical Thinking**

**The Liberal Education Council and CELT present  
Miami's Assessment Fellows**

**Thursday, March 24, 2005**

**3:00-5:00 p.m.**

**Shriver Center Room 336**

A reception, sponsored by the Center for Writing Excellence, will follow immediately after the workshop.

**ASSESSMENT FELLOWS**  
**9-13-04**

<b><u>NAME</u></b>		<b><u>DEPT</u></b>	<b><u>E-MAIL</u></b>	<b><u>PHONE</u></b>
Anderson	Paul	CWE	anderspv@	529-6006
Grunwell	John	CHM	grunwejr@	529-2824
Kahn	Alice	SPA	kahna@	529-2508
Kelly	Jim	PHL	kellyjs@	785-3037
Lewiecki-Wilson	Cindy	ENG	lewiecc@	529-1393
Perry	Bruce	EDT	perrybe@	529-2820
Pribble	Don	EDT	pribblda@	529-7029
Stonewater	Jerry	MTH/STA; Liberal Ed	stonewjk@	529-7135
Taylor	Beverley	PHY-H	taylorba@	785-3239
Wagenaar	Ted	SOC/GTY	wagenatc	529-2643

## **New Projects – Fall 2005**

Two new assessment projects are planned for next year and we are looking for faculty who are interested in participating. Before the end of the semester, you will receive a notification of the projects and application information. In the meantime, if you have questions, contact Jerry Stonewater ([stonewjk@muohio.edu](mailto:stonewjk@muohio.edu) or call 9-7135). Those selected for either project will be notified prior to the end of spring semester.

**Assessing Critical Thinking II** – The Assessment Fellows will again be sponsoring the ACT-II project, an extension of a project underway this semester. Participants in the project will work in teams of three or four with an Assessment Fellow to modify and adapt critical thinking assessment tools for their own Miami Plan courses, revise a major course assignment to identify expected student learning outcomes for critical thinking, use the tool to assess students' work on the assignment, and use the assessment results to modify the assignment. Participants will also be expected to attend a kick-off workshop in late August 2005.

Participants in the ACT-II project must be teaching a Miami Plan course during Fall 2005 (foundation, thematic sequence or capstone). Participating faculty will receive a \$300 professional spending account for successful completion of the project.

**Assessment Fellows II** – During the last two years, the Assessment Fellows have been actively working on projects related to assessing students' critical thinking skills. During 2004/2005 the ten Fellows worked on defining critical thinking outcomes for Capstone students, trained themselves to use and revise the Washington State University Critical Thinking rubric, and consulted with Bill Condon of WSU to learn more about using the rubric. This year the Fellows completed an assessment of Capstone students' critical thinking skills, shared the results with the campus in an *Assessment Brief*, worked on an assessment of students in one of the newly created Freshmen Seminars, and have been working with 31 other faculty on developing course assignments and assessment tools for their courses.

The Fellows II project is looking for faculty who are interested in extending this work to first year students who are enrolled in Miami Plan foundation courses and in First Year Seminars. Participants in the project will be expected to meet regularly as a group to develop a deeper understanding of critical thinking, learn how to use tools for assessing critical thinking of first year students, and offer workshops for others on their findings and methods.

Participation as a Fellow carries with it a \$1,000 professional spending account. Participants need not be currently teaching a Miami Plan course.

**Workshop Goals:**

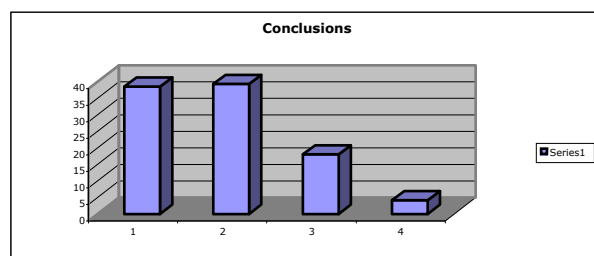
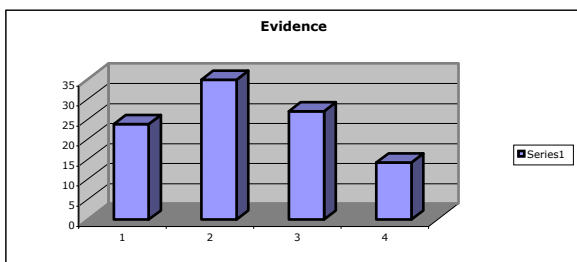
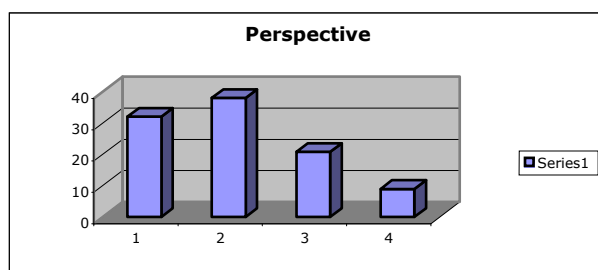
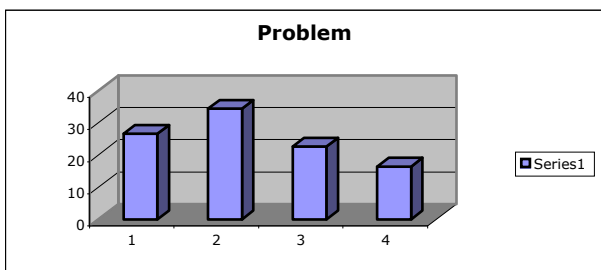
- 1. Identify “primary traits” for critical thinking you think are important for students.**
- 2. Use the WSU rubric to assess a student paper for critical thinking.**
- 3. See the connection between assessing student learning outcomes, course revision, and improved student learning.**
- 4. Begin to develop a critical thinking rubric for your course/assignment.**

**Schedule:**

- 3:00-3:10** Welcome, workshop goals and overview, introduction of the Assessment Fellows (Jerry Stonewater)
- 3:10-3:30** Activity 1 – What are the traits or characteristics you look for in students’ work that demonstrate critical thinking? (Jerry Stonewater)
- 3:30- 3:50** The Washington State University Critical Thinking rubric (Beverley Taylor)
- 3:50-4:20** Activity 2 – Assessment of a student paper (Beverley Taylor)
- 4:20-4:30** Full-Cycle Assessment – Using assessment results to improve student learning (Paul Anderson)
- 4:30-4:50** Activity 3 – Building a rubric for your course (Jim Kelly)
- 4:50-5:00** Wrap-up and Next Steps; complete evaluation form (Alice Kahn)

## Assessment Fellows Results of Capstone Critical Thinking Assessment September 2004

<b>Criteria</b>	<b>1=Under Developed</b>	<b>2=somewhat developed</b>	<b>3=mostly developed</b>	<b>4=substantially developed</b>	<b>Mean</b>
Problem	26.6	34.4	22.7	16.4	<b>2.29</b>
Perspective	32.1	38.1	20.9	9.0	<b>2.07</b>
Evidence	23.8	34.9	27.0	14.3	<b>2.32</b>
Conclusions	38.5	39.3	18.0	4.1	<b>1.88</b>



## **Primary Traits from Washington State Critical Thinking Rubric**

- 1) Identifies and summarizes the **problem/question** at issue (and/or the source's position).**
- 2) Identifies and presents the STUDENT'S OWN **perspective and position** as it is important to the analysis of the issue.**
- 3) Identifies and considers OTHER salient **perspectives and positions** that are important to the analysis of the issue.**
- 4) Identifies and assesses the key **assumptions**.**
- 5) Identifies and assesses the quality of **supporting data/evidence** and provides additional data/evidence related to the issue.**
- 6) Identifies and considers the influence of the **context** on the issue.**
- 7) Identifies and assesses **conclusions, implications and consequences**.**

## Assessment References

This is a short list of assessment references and webpages that might be of interest. All of the text references are available in the Office of Liberal Education.

### A. Books and articles

- Allen, M.J. (2004). **Assessing Academic Programs in Higher Education**. Anker Publishing, Boston.
- Erwin, T. Dary (1991). **Assessing Student Learning and Development**. Jossey-Bass, San Francisco.
- Huba, M.E. & Freed, J.E. (2000). **Learner-Centered Assessment on college Campuses: Shifting the Focus from Teaching to Learning**. Allyn and Bacon, Boston.
- Maki, P. L. (2004). **Assessing for learning: Building a Sustainable Commitment Across the Institution**. Stylus Publishing, Sterling, VA.
- Palomba, C.A. & Banta, T.W. (1999). **Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education**. Jossey-Bass, San Francisco.
- Student Learning Assessment: Options and Resources**, Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (excellent resource)
- Suskie, L. (2004). **Assessing Student Learning: A Common Sense Guide**. Anker Publishing, Boston.

### B. Web Resources

1. Susan Wolcott's cognitive development-based rubrics <http://wolcottlynch.com>
2. Washington State University Critical Thinking Project and rubrics <http://wsuctproject.wsu.edu/>