

GE SLO S4: Think Critically About Concepts in Multiple Disciplines - Intermediate

Intermediate Level

Research and Technology GE202x

Semester: FALL 2013

REPORT DATE: 1/8/2014

The implementation of the AACU Critical Thinking rubric was piloted in Research and Technology GE202x in the Fall 2013 semester as an auxiliary assessment of the final 15-page research paper. This paper is developed across the semester and includes elements of experimental design, execution, and discussion of research findings. Previously, the only assessment was the General Education Writing Presentation Rubric. Due to this assessment's pilot status, a target for aggregated student performance could not be pre-determined, but as initial calibration was performed, it was assumed that the course would fall around the intermediate level with an average score of between 2 and 3 (milestones).

Number of students: Distribution of Scores

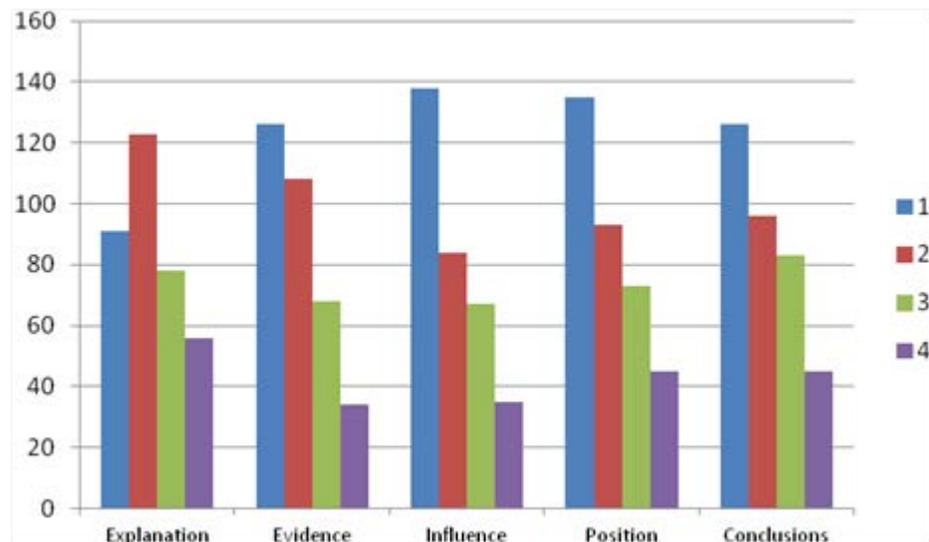
357

Number of sections:

18

Mean scores overall:

Explanation	2.2
Evidence	1.9
Influence	1.8
Positions	2.0
Conclusions	2.1

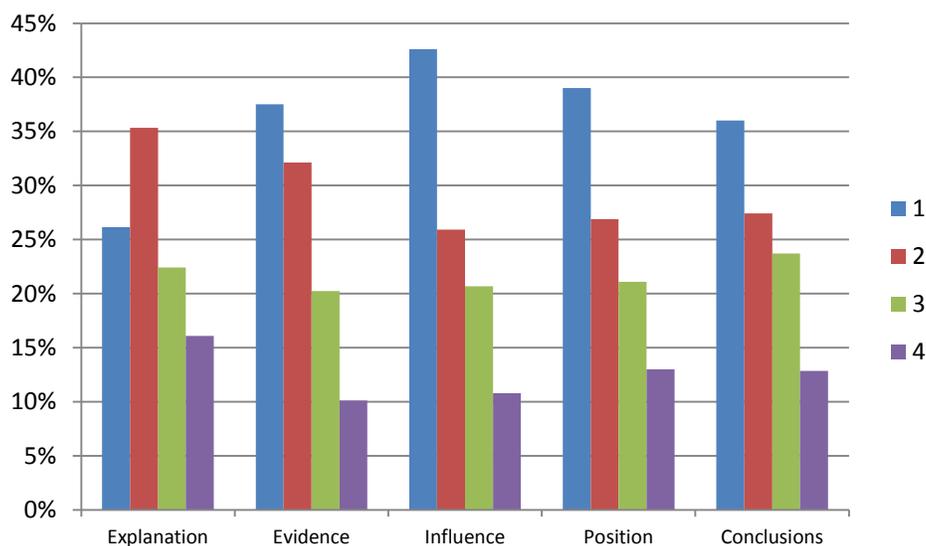


Frequency of Scores

	Explanation	Evidence	Influence	Position	Conclusions
1	91	126	138	135	126
2	123	108	84	93	96
3	78	68	67	73	83
4	56	34	35	45	45
total	348	336	324	346	350

Percentages of score

	Explanation	Evidence	Influence	Position	Conclusions
1	26%	38%	43%	39%	36%
2	35%	32%	26%	27%	27%
3	22%	20%	21%	21%	24%
4	16%	10%	11%	13%	13%
Level 3-4	39%	30%	31%	34%	37%



Discussion/Action/Closing the Loop:

By looking at the results it is seen that Evidence and Influence are the weakest points with averages of 1.9 and 1.8 respectively. Although Evidence and Influence are discussed in the course these results might be an indication that a practical exercise might be a way for students to recognize and better understand how to apply these concepts for their own project. Lessons that illustrate model articles focusing on this topic will be developed with the collaboration with other Research and Technology colleagues. These models will be implemented in the Spring 2014 semester.