

Academic Program Name:	General Education: Competency C
Academic Program Assessment Coordinator:	General Education Committee
Submission Date of This Report:	August 29, 2008

PROGRAM GOAL: Provide a means of acquiring life skills that allows students to complete successfully any undergraduate program of study and to be intellectually prepared for the challenges of modern life.

COMPETENCY C: Acquire critical thinking skills

The skills associated with college-level competency in critical thinking are:

- synthesizing material from different sections of a passage
- recognizing valid inferences derived from material in the passage
- identifying accurate summaries of a passage or of significant sections of the passage
- understanding and interpreting figurative language
- discerning the main idea, purpose, or focus of a passage or a significant portion of the passage.

Assessment Instrument and Frequency of Assessment	Expected Outcome	Summary of Data Collected	Review of Results and Actions Taken
Lander Competency Assessment (Competency C Sub-Test): Administration Schedule – each Spring Semester beginning Spring 2008	<ul style="list-style-type: none"> • Met: The average scores of both Junior and Senior students are at least 50%. • Partially Met: The average score of either the Junior or the Senior students is below 50%. • Not Met: The average score of both Junior and Senior students are below 50%. 	Scores were as follows: <ul style="list-style-type: none"> • Junior (n=186): 52.1% • Senior (n=147): 53.2% 	Expected Outcome Met. The General Education Committee has concluded that this sub-test does not provide data that is valid for decision making regarding critical thinking skills. The General Education Committee will establish a cross-disciplinary faculty group to develop a common rubric to assess critical thinking skills across the curriculum and/or to

			develop and recommend another instrument to measure this skill.
<p>Measure of Academic Proficiency and Progress (MAPP): Administered every Fall to Freshmen and every Fall and Spring to Seniors in major program capstone courses</p>	<p>Seniors classified as “Proficient” and “Marginally Proficient” as follows:</p> <ul style="list-style-type: none"> • Level 1: <u>Met</u>: at least 90%; <u>Partially Met</u>: 75% - 89%; <u>Not Met</u>: less than 75% • Level 2: <u>Met</u>: at least 50%; <u>Partially Met</u>: 40% - 49%; <u>Not Met</u>: less than 40% • Level 3: <u>Met</u>: at least 30%; <u>Partially Met</u>: 20% - 29%; <u>Not Met</u>: less than 20% 	<p>Percentage of Seniors classified as “Proficient” or “Marginally Proficient”:</p> <ul style="list-style-type: none"> • Level 1 = 79% • Level 2 = 38% • Level 3 = 11% 	<p>Overall Expected Outcome Not Met.</p> <ul style="list-style-type: none"> • Level 1: Expected Outcome Partially Met • Level 2: Expected Outcome Not Met • Level 3: Expected Outcome Not Met. <p>The General Education Committee has engaged in discussions regarding this competency and has concluded that there is not a shared understanding of critical thinking. As a result, a faculty discussion of critical thinking occurred prior to the beginning of classes for fall 2008 as a first step toward a more shared understanding of critical thinking.</p>
<p>National Survey of Student Engagement (NSSE): Administered every three years (Spring 2007 and Spring 2010)</p>	<ul style="list-style-type: none"> • <u>Met</u> = Benchmark comparison for Lander seniors is above all of the following - Selected Peers, Carnegie Peers and NSSE participants for the year; • <u>Partially Met</u> = 	<p>Data are provided on the NSSE summary data page.</p>	<p>Overall Expected Outcome Met.</p> <ul style="list-style-type: none"> • <u>Question 1:</u> Expected Outcome Met • <u>Question 2:</u> Expected Outcome Met • <u>Question 3:</u> Expected Outcome Met

	<p>Benchmark comparison for Lander seniors is above only one or two of the following - Selected Peers, Carnegie Peers and NSSE participants for the year;</p> <ul style="list-style-type: none"> • <u>Not Met</u> = Benchmark comparison for Lander seniors is above none of the following - Selected Peers, Carnegie Peers and NSSE participants for the year. 		<ul style="list-style-type: none"> • <u>Question 4</u>: Expected Outcome Met • <u>Question 5</u>: Expected Outcome Met • <u>Question 6</u>: Expected Outcome Met • <u>Question 7</u>: Expected Outcome Met • <u>Question 7</u>: Expected Outcome Met <p>Continue use of NSSE.</p> <p>Students report opportunities to analyze and synthesize information at a higher level than at peer institutions. This supports the idea that the curriculum may be addressing these skills.</p>
<p><u>Student Opinion Survey</u>: Administered every second and third Spring Semester (Spring 2008 and Spring 2009)</p>	<ul style="list-style-type: none"> • <u>Met</u> = Responses to all Items indicate that 70% or more of the students Strongly Agree or Agree • <u>Partially Met</u> = Responses to only two Items indicate that 70% or more of the students Strongly Agree or Agree • <u>Not Met</u> = Responses to no more than one Item indicates that 70% or more of the students Strongly Agree or Agree 	<ul style="list-style-type: none"> • <u>Item 8</u>: 83.4% • <u>Item 9</u>: 79.3% • <u>Item 10</u>: 81.9% 	<p>Expected Outcome Met</p> <p>Students perceive that this skill is necessary for a complete college education. However poor performance at level 3 skills of the MAPP instrument indicates a disconnect between what students believe they can do and what they actually can do regarding critical thinking.</p> <p>General Education Committee will work to achieve a shared</p>

			<p>understanding of critical thinking among the faculty teaching courses that address this Competency.</p> <p>Recommend continuation of this measure.</p>
<p>PRAXIS I, administered multiple times throughout the year; data aggregated annually for assessment purposes.</p>	<ul style="list-style-type: none"> • Met: The average percentage correct is greater than or equal to both the national and the state average percentage correct. • Partially Met: The average percentage correct is greater than or equal to either the national or the state average percentage correct. • Not Met: The average percentage correct is less than both the national and the state average percentage correct. 	<p>2006-2007 n=56</p> <p>Test category I: Literal Comprehension</p> <p>Institutional=69 State=69 National=76</p> <p>Test category II: Critical and Inferential Comprehension</p> <p>Institutional=65 State=64 National=73</p>	<p>Overall Expected Outcomes Partially Met</p> <p>Test category I: Partially Met</p> <p>Test category II: Partially Met</p> <p>Although the overall expected outcomes were partially met, there has been a general decrease in performance at Lander and state-wide. As previously noted the university will work to achieve a shared understanding of critical thinking among the faculty teaching courses that address this Competency.</p>
<p>IDEA (student evaluation of instruction and courses); administered each fall and spring semester</p>	<ul style="list-style-type: none"> • Met: Mean is 4.0 or above (substantial progress) • Partially Met: Mean 3-3.9 (moderate progress) • Not Met: Mean below 3 (Slight or no apparent progress) 	<p>Item 3 (Progress on learning to apply course material to improve thinking, problem solving, and decisions.)</p> <p>Mathematics 101 (n=180) 4.02</p> <p>Mathematics 121 (n=175) 3.58</p>	<p>Overall Expected Partially Met</p> <p>Student perceptions of progress made suggests that these courses provide students with opportunities to improve thinking, problem solving and decisions.</p>

		<p>Biology 101 and Chemistry 111 (combined) (n=231) 3.53</p> <p>Economics 101 (n=164) 4.01</p> <p>Sociology 101 (n=212) 4.06</p> <p>Psychology 101 (n=229) 3.98</p> <p>History 101, 102, 103 (combined) (n=173) 3.94</p> <p>History 111, 112, 113 (combined) (n=107) 3.91</p> <p>Item 11 (Progress on learning to analyze and critically evaluate ideas, arguments, and points of view.)</p> <p>Mathematics 101 (n=180) 3.66</p> <p>Mathematics 121 (n=175) 3.05</p> <p>Biology 101 and Chemistry 111 (combined) (n=231) 3.30</p> <p>History 101, 102, 103 (combined) (n=173) 3.93</p> <p>History 111, 112, 113 (combined) (n=107) 3.93</p> <p>For reporting purposes data</p>	<p>The General Education Committee recommends that instructors in Mathematics 121, Biology 101, and Chemistry 111 review the course content to ensure students have ample opportunities to engage in critical thinking.</p> <p>Students typically scored item 3 higher than item 11. Item 11 assesses critical thinking outside the context of a course.</p> <p>Students would benefit from having the faculty develop a shared understanding of critical thinking and conveying this understanding clearly.</p>
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		from some courses are combined; however course-level data was examined by the General Education Committee.	
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