

# Seaver College General Education (GE) Assessment – Critical Thinking Academic Year 2011-2012

---

You will find the [Office of Institutional Effectiveness web site](#) and the [Program Review Guidebook](#) to be valuable resources when assessing the General Education program.

## I. Program Learning Outcome

Students analyze issues, ideas, behaviors, and events to develop opinions, solutions, or conclusions.

## II. Institutional Educational Outcomes (Objectives)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Purpose*

Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Faith & Heritage**

#### *Purpose*

Appreciate the complex relationship between faith, learning, and practice.

#### *Leadership*

Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

## III. Student Learning Outcome(s)

|               |                                                                                                                           |
|---------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>SLO #1</b> | Students describe and explain an issue or problem clearly and thoroughly, providing appropriate attention to context.     |
| <b>SLO #2</b> | Students employ terms and concepts in an informed manner, allowing them to acknowledge and examine their own assumptions. |
| <b>SLO #3</b> | Students make valid inferences when formulating arguments.                                                                |
| <b>SLO #4</b> | Students use adequate, appropriate, and properly cited evidence to support claims.                                        |
| <b>SLO #5</b> | Students consider multiple salient and opposing viewpoints in formulating a position.                                     |

## IV. Curriculum Map

Critical thinking is, purportedly, pervasive across the general education curriculum (GE) at Seaver College. Strictly speaking, then, critical thinking *should* be a salient feature of every course of the GE. Consequently, to provide a “curriculum map” of courses that address critical thinking would be to map the entire general education curriculum, which is not practicable. Accordingly, the assessment committee gathered samples of student writing from across the general education—particularly from upper-division courses—in order to assess whether the GE actually does what it purports to do with respect to developing students’ ability to think critically.

## V. Assessment Plan

|               | <b>Direct Evidence</b>                                     | <b>Indirect Evidence</b>   |
|---------------|------------------------------------------------------------|----------------------------|
| <b>SLO #1</b> | Assessment of writing sample drawn from various GE courses | Student and Alumni Surveys |
| <b>SLO #2</b> | Assessment of writing sample drawn from various GE courses | Student and Alumni Surveys |
| <b>SLO #3</b> | Assessment of writing sample drawn from various GE courses | Student and Alumni Surveys |
| <b>SLO #4</b> | Assessment of writing sample drawn from various GE courses | Student and Alumni Surveys |
| <b>SLO #5</b> | Assessment of writing sample drawn from various GE courses | Student and Alumni Surveys |

***Narrative Description of Assessment Plan:*** The assessment committee gathered and evaluated a collection of representative samples of student work produced in various general education (GE) courses. In consultation with the Director of Seaver College’s Junior Writing Portfolio (JWP), Dr. Theresa Flynn, the assessment committee acquired this aforementioned collection of samples by obtaining 70 papers from the electronic archives of JWP from the academic year 2010-2011. Specifically, the gathered samples were originally written for various upper-division GE courses in which students should have demonstrated appropriate critical thinking skills. With an eye toward the assessment rubric listed below (Sect. VI; cf. Appendix B), the committee (a) read each of the samples to determine whether and to what extent the sample in question provided evidence that the five SLOs had been achieved. Then, the committee (b) noted and recorded the level of achievement displayed in the sample with respect to each of the SLOs. Ultimately, (c) for each of the SLOs, the committee noted how many of the samples ranked 5 (highest), 4, 3, 2, and 1 (lowest) for each of the SLOs. These results together comprise the “direct evidence” of the GE’s performance relative to critical thinking.

Additionally, the committee compared the “direct evidence” described above to the “indirect evidence” of the GE’s performance relative to critical thinking. The relevant “indirect evidence” consists in the results of a survey administered by Seaver College to graduating seniors of the Class of 2012. The committee paid special attention to the results of the following question on the aforementioned survey: *“How has the General Education curriculum [of Seaver College] contributed to your knowledge, skills and personal development in the following areas?...2. Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.”*

## VI. Rubrics

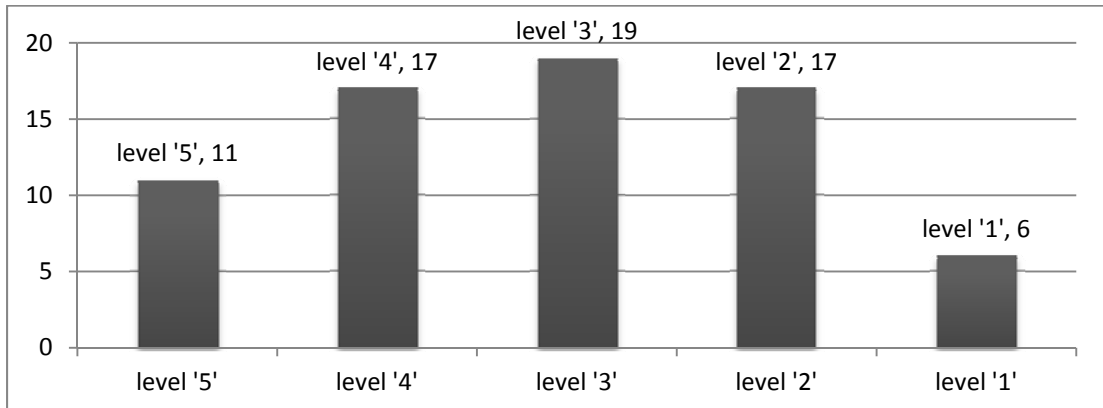
See **Appendix B** for the “Seaver College General Education (GE) Assessment – Critical Thinking Rubric.”

## VII. Criteria/Benchmarks for Student Achievement / Success

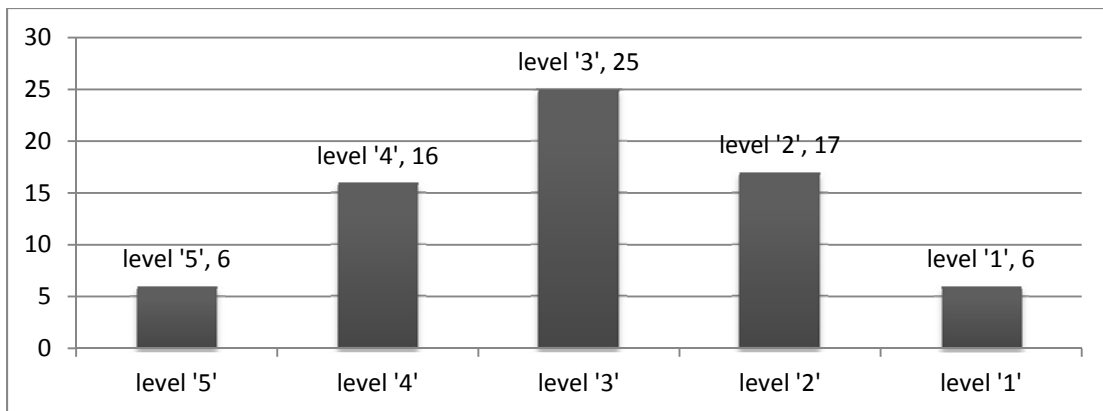
The designated criterion/benchmark for adequate student performance in the area of critical thinking is that, **for each SLO, seventy percent (70%) of the assessed samples achieve level ‘3’ or higher** (as specified on the assessment rubric).

## VIII. Evidence / Data

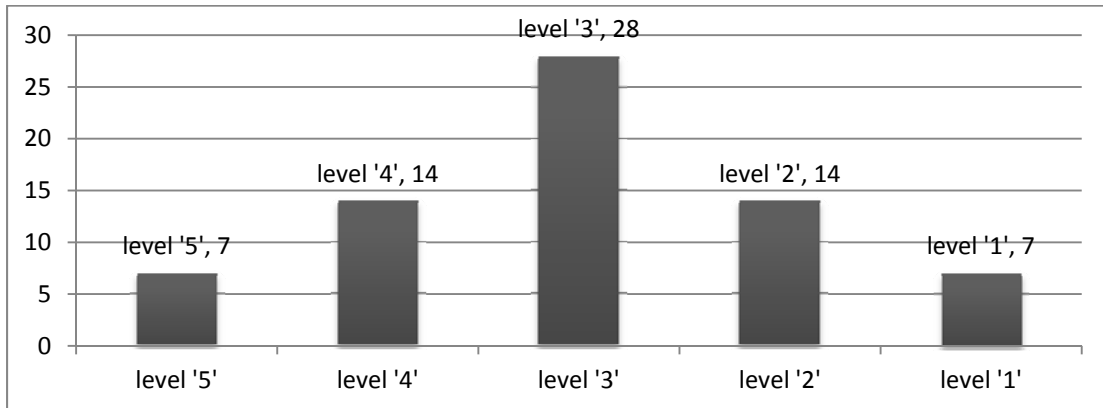
In the subsections below, we present (in summary form) the evidence/data gathered and indicate our findings based upon the evidence. Appendix C reports the raw or original data.

**VIII.A. RESULTS FOR SLO #1**

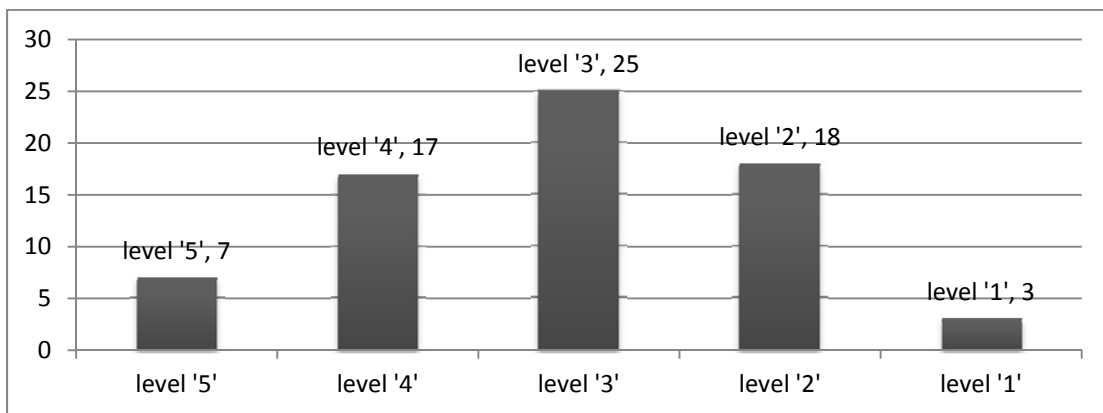
***Narrative Description of Results for SLO #1:*** With respect to SLO#1 (= Students describe and explain an issue or problem clearly and thoroughly, providing appropriate attention to context), the assessment committee found that 11 (or 15.7%) of the assessed samples performed at level '5'; 17 (or 24.3%) of the samples performed at level '4'; 19 (or 27.1%) of the samples performed at level '3'; 17 (or 24.3%) of the samples performed at level '2,' and 6 (or 8.6%) of the samples performed at level '1'. What this means is that a **total of 47 or 67.1%** of the assessed samples performed at level '3' or higher with respect to SLO #1. Accordingly, with respect to SLO #1, the committee found that the student achievement was *slightly less than satisfactory*, given the designated criterion for student achievement/success specified in Sect.VII of this document.

**VIII.B. RESULTS FOR SLO #2**

***Narrative Description of Results for SLO #2:*** With respect to SLO #2 (= Students employ terms and concepts in an informed manner allowing them to acknowledge and examine their own assumptions), the assessment committee found that 6 (or 8.6%) of the assessed samples performed at level '5'; 16 (or 22.9%) of the samples performed at level '4'; 25 (or 35.7%) of the samples performed at level '3'; 17 (or 24.3%) of the samples performed at level '2'; and 6 (or 8.6%) of the samples performed at level '1'. What this means is that a **total of 47 or 67.1%** of the assessed samples performed at level '3' or higher with respect to SLO #2. Accordingly, with respect to SLO #2, the committee found that the student achievement was *slightly less than satisfactory*, given the designated criterion for student achievement/success specified in Sect.VII of this document.

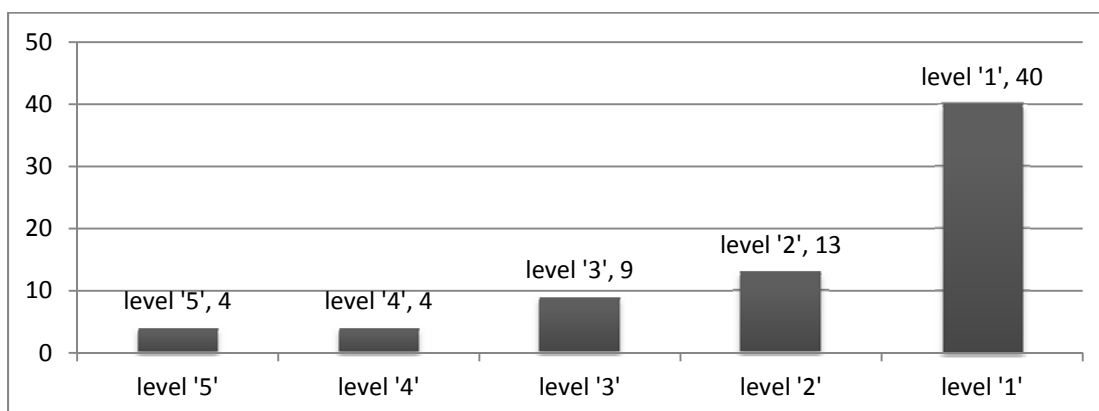
**VIII.C. RESULTS FOR SLO #3**

***Narrative Description of Results for SLO #3:*** With respect to SLO #3 (= Students make valid inferences when formulating arguments), the assessment committee found that 7 (or 10%) of the assessed samples performed at level '5'; 14 (or 20%) of the samples performed at level '4'; 28 (or 40%) of the samples performed at level '3'; 14 (or 20%) of the samples performed at level '2'; and 7 (or 10%) of the samples performed at level '1'. What this means is that a **total of 49 or 70%** of the assessed samples performed at level '3' or higher with respect to SLO #3. Accordingly, with respect to SLO #3, the committee found that the student achievement was ***satisfactory***, given the designated criterion for student achievement/success specified in Sect. VII of this document.

**VIII.D. RESULTS FOR SLO #4**

***Narrative Description of Results for SLO #4:*** With respect to SLO #4 (= Students use adequate, appropriate, and properly cited evidence to support claims), the assessment committee found that 7 (or 10%) of the assessed samples performed at level '5'; 17 (or 24.3%) of the samples performed at level '4'; 25 (or 35.7%) of the samples performed at level '3'; 18 (or 25.7%) of the samples performed at level '2'; and 3 (or 4.3%) of the samples performed at level '1'. What this means is that a **total of 49 or 70%** of the assessed samples performed at level '3' or higher with respect to SLO #4. Accordingly, with respect to SLO #4, the committee found that the student achievement was ***satisfactory***, given the designated criterion for student achievement/success specified in Sect. VII of this document.

### VIII.E. RESULTS FOR SLO #5



**Narrative Description of Results for SLO #5:** With respect to SLO #5 (= Students consider multiple salient and opposing viewpoints in formulating a position), the assessment committee found that 4 (or 5.7%) of the assessed samples performed at level '5'; 4 (or 5.7%) of the samples performed at level '4'; 9 (or 12.9%) of the samples performed at level '3'; 13 (or 18.6%) of the samples performed at level '2'; and 40 (or 57.1%) of the samples performed at level '1'. What this means is that a **total of 17 or 24.3%** of the assessed samples performed at level '3' or higher with respect to SLO #5. Accordingly, with respect to SLO #5, the committee found that the student achievement was *not satisfactory*, given the designated criterion for student achievement/success specified on Sect. VII of this document.

### VIII.F. INDIRECT EVIDENCE OF CRITICAL THINKING

The "indirect evidence" of the GE curriculum's performance with respect to critical thinking was gathered by means of a survey conducted by Seaver College to the graduating Class of 2012. The survey asked respondents to answer the following question: *"How has the General Education curriculum [of Seaver College] contributed to your knowledge, skills and personal development in the following areas?...2. Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion."*

The results of the survey administered to 2012 graduating seniors were as follows:

|                                                                                                                    | Very Little | Somewhat   | Sufficiently | Considerably | Response Count |
|--------------------------------------------------------------------------------------------------------------------|-------------|------------|--------------|--------------|----------------|
| 2. Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion | 8.1% (22)   | 29.0% (79) | 39.7% (108)  | 23.2% (63)   | 272            |

## IX. Summary

**Narrative Summary of Overall Findings:** Based on the "direct evidence" compiled in Sect. VIII.A-E of this document, the assessment committee found that the Seaver College GE curriculum currently *falls short of meeting its goal*. The designated criterion for adequate performance in critical thinking is that, *for each SLO*, seventy percent (70%) of the assessed samples achieve level '3' or higher (as specified on the assessment rubric). The committee found that, *with respect to three different SLOs, this designated achievement criterion was not met*.

Specifically, the committee found that, with respect to SLO #1 (= Students describe and explain an issue or problem clearly and thoroughly, providing appropriate attention to context), only 67.1% of the samples were satisfactory, which is slightly less than the desired achievement standard. Similarly, with respect to SLO #2 (= Students employ terms and concepts in an informed manner allowing them to acknowledge and examine their own assumptions), only 67.1% of the samples performed satisfactorily. Again, this is slightly less than the desired achievement standard. What this means is that with respect to SLO #1 and #2, student performance was just under the designated achievement standard. These data do not indicate any extreme failures with respect to these SLOs, but they do indicate that *there is some work to be done in improving with respect to SLO #1 and #2*. Less satisfactory are the results for student performance with respect to SLO #5 (= Students consider multiple salient and opposing viewpoints in formulating a position). With respect to the SLO #5, only 24.3% of the samples were satisfactory. This level of performance is far below the desired achievement standard; accordingly, the data indicate that *there is a great deal of improvement needed with respect to SLO #5*. Fortunately, with respect to SLO #3 (= Student make valid inferences when formulating arguments) and SLO #4 (= Students use adequate, appropriate, and properly cited evidence to support claims), student performance was indeed satisfactory. However, the level of performance only met, but did not exceed, the minimum threshold for satisfactory performance. Thus, while the assessment committee is pleased to report that, *with respect to SLO #3 and #4, student performance is satisfactory*, we also note that the desired achievement criterion was only barely met, and this result is less than ideal.

*In sum*, then, the assessment committee notes that, on the basis of the “direct evidence” above, the Seaver College GE program needs improvement when it comes to assisting students in their abilities to do the following:

- (i) Describe and explain an issue or problem clearly and thoroughly, providing appropriate attention to context. (SLO #1)
- (ii) Employ terms and concepts in an informed manner, allowing them to acknowledge and examine their own assumptions. (SLO #2)
- (iii) Consider multiple salient and opposing viewpoints in formulating a position. (SLO #5)

Thus, given the “direct evidence” gathered, it seems safe to say that the goals of the GE program for the future should be to improve in these three areas of critical thinking in particular. Accordingly, the assessment committee recommends that Seaver College initially pursue a resource neutral course of action to work with faculty who teach GE courses to make them aware of these specific areas of improvement and to provide the resources/recommendations with which they can start to improve in these areas within the existing courses.

The committee notes that the “direct evidence” of the GE curriculum’s performance with respect to critical thinking is fairly consistent with the “indirect evidence” mentioned in Sect. VIII.F of this document. According to the survey of 2012 graduating seniors, 8.1% (or 22) respondents indicated that the GE contributed “very little” to their personal development in the area of critical thinking, while 29.0% (or 79) said it contributed “somewhat,” 39.7% (or 108) said it contributed “sufficiently,” and 23.2% (or 63) said it contributed “considerably.” Taken together, these data can be interpreted to mean that only 62.8% of the seniors surveyed believe that the GE contributed sufficiently enough to their development in the area of critical thinking and that 37.2% of those seniors surveyed do not believe that the GE contributed sufficiently to their development in the area of critical thinking. This conclusion is fairly consistent with the committee’s findings on the basis of the direct evidence mentioned immediately above.

## **X. Recommendations (Closing the Loop)**

Based upon the committee’s analysis, the following actions are necessary to correct weaknesses and improve this area of the General Education program.

- Action Item #1:** In general, the administration would work with the faculty of GE courses to address the indicated weaknesses with respect to critical thinking. Specifically, these faculty should be:
- (1) made aware of the five critical thinking SLOs in Sect. III of this document and given a copy of the rubric used to assess critical thinking by this committee;
  - (2) informed as to the specific areas of weakness (i.e., SLO #1, SLO #2, and SLO #5);
  - (3) asked to align their specific GE course SLOs with the GE critical thinking SLOs; and

(4) asked to provide some in-class attention to, or also devise specific assignments which explicitly enhance, student performance in the areas of weakness indicated above.

**Evidence to support this proposed action:** At present, student performance with respect to SLO#1, SLO #2, and (particularly) SLO #5 is lacking, as indicated in Sect. IX of this document.

**Expected outcome (if the action item is implemented):**

If the action indicated above is implemented, there should be improvement with respect to SLO #1, SLO #2, and SLO #5. At the least, the designated criterion of *adequate* achievement should be met.

**Expected timeline:** Very likely, it would take a few semesters—perhaps four to six academic semesters—of implementation of this action before evidence of improvement would become available.

**Type of Action:**  Resource Neutral       Resources Required

**Resource Detail:** N/A

## XI. Contributors

Assessment of this area of the General Education program was performed by the following individual(s).

| Committee Chairperson | Position Title                | Academic Division        |
|-----------------------|-------------------------------|--------------------------|
| Dr. Caleb Clanton     | Associate Prof. of Philosophy | Humanities & Teacher Ed. |

| Committee Members       | Position Title                                                 | Academic Division        |
|-------------------------|----------------------------------------------------------------|--------------------------|
| Dr. Sarah Stone-Watt    | Assistant Prof. of Communication (and Director of Debate Team) | Communication            |
| Dr. Chris Doran         | Assistant Prof. of Religion                                    | Religion                 |
| Dr. Garrett Pendergraft | Assistant Prof. of Philosophy                                  | Humanities & Teacher Ed. |
| Dr. Mason Marshall      | Assistant Prof. of Philosophy                                  | Humanities & Teacher Ed. |

## APPENDICES

### **Appendix A - Assessment Details**

*The following assessment was used to assess Student Learning Outcome #1-5.*

The assessment committee gathered and evaluated a collection of representative samples of student work produced in various general education (GE) courses. In consultation with the Director of Seaver College's Junior Writing Portfolio (JWP), Theresa Flynn, the assessment committee acquired this aforementioned collection of samples by obtaining 70 papers from the electronic archives of JWP from the academic year 2010-2011. Specifically, the gathered samples were originally written for various upper-division GE courses in which students should have demonstrated appropriate critical thinking skills. With an eye toward the assessment rubric listed below (Sect. VI; cf. Appendix B), the committee (a) read each of the samples to determine whether and to what extent the sample in question provided evidence that the five SLOs had been achieved. Then, the committee (b) noted and recorded the level of achievement displayed in the sample with respect to each of the SLOs. Ultimately, (c) for each of the SLOs, the committee noted how many of the samples ranked 5 (highest), 4, 3, 2, and 1 (lowest) for each of the SLOs. These results together comprise the "direct evidence" of the GE's performance relative to critical thinking.

Additionally, the committee compared the "direct evidence" described above to the "indirect evidence" of the GE's performance relative to critical thinking. The relevant "indirect evidence" consists in the results of two surveys administered by Seaver College: (i) a survey of graduating seniors (class of 2012) and (ii) a survey of Seaver alumni. The committee paid special attention to the results of the following question: *"How has the General Education curriculum [of Seaver College] contributed to your knowledge, skills and personal development in the following areas?...2. Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion."*

### **Appendix B - Rubrics**

*The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #1-5.*

#### **SEAVER COLLEGE GENERAL EDUCATION (GE) ASSESSMENT – CRITICAL THINKING RUBRIC\***

| LEVEL OF ACHIEVEMENT                                                           |                                                                                                                                                                                                                                                       |   |                                                                                                                                                                                                                                                     |   |                                                                                                                                                                                            |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                | 5                                                                                                                                                                                                                                                     | 4 | 3                                                                                                                                                                                                                                                   | 2 | 1                                                                                                                                                                                          |
| <b><i>Overview and Explanation of Issue and Context</i></b>                    | Thesis/topic/hypothesis/aim of sample is made explicit and is clearly described, delivering all relevant information needed for a full understanding of the issue at hand and providing appropriate attention to the relevant background and context. |   | Thesis/topic/hypothesis/aim of sample is stated, but vaguely or with some ambiguity, somewhat obscuring, but not fully impeding an understanding of, the sample's ambition. Sample investigates the relevant background and context, but not fully. |   | Thesis/topic/hypothesis/aim of sample is scarcely explicated, leaving the sample's ambition barely, if at all, detectable. Sample does not give proper attention to background or context. |
| <b><i>Informed Use of Terms and Responsible Examination of Assumptions</i></b> | Sample uses key terms/concepts/ideas properly and in an informed way, defining them when necessary, and acknowledges any crucial assumptions that might be questionable, evaluating and defending them when necessary.                                |   | Sample uses many of the key terms/concepts/ideas properly, offering some apt definitions when necessary, and acknowledges some but not all of its crucial assumptions that might be questionable.                                                   |   | Sample misuses key terms/concepts/ideas, omitting definitions when they are needed, and is silent about its assumptions, or even reflects an unawareness of them.                          |



|                                                            |                                                                                                                                                                                                                                            |                                                                                                                                       |                                                                                                                                         |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Proper Inferences</i></b>                            | All of the sample's inferences are sensible/valid/strong, meaning that the sample's arguments are such that, if the claims in the arguments are warranted, then its conclusions are fully appropriate.                                     | Many but not all of the sample's inferences are sensible/valid/strong.                                                                | None or only some of the sample's inferences are sensible/valid/strong.                                                                 |
| <b><i>Adequate and Appropriate Evidence</i></b>            | All of the sample's claims are supported by adequate, appropriate, and properly cited evidence/reasons/data/information, meaning that the sample provides adequate and appropriate justification for thinking that the claims are correct. | Many but not all of the sample's claims are supported by adequate, appropriate, and properly cited evidence/reasons/data/information. | None or only a few of the sample's claims are supported by adequate, appropriate, and properly cited evidence/reasons/data/information. |
| <b><i>Consideration of Multiple Salient Viewpoints</i></b> | Sample address a variety of concerns that a diverse range of readers may have about the position endorsed. Sample considers obvious objections to the author's position and addresses them when necessary.                                 | Sample acknowledges conflicting or opposing viewpoints, but without fully giving them their due.                                      | Salient and diverse viewpoints are unacknowledged or shortchanged.                                                                      |

“2” = Exhibits most characteristics of ‘1’ and some characteristics of ‘3’

“4” = Exhibits most characteristics of ‘3’ and some characteristics of ‘5’

\* This rubric is adapted from AACU's “Critical Thinking VALUE Rubric” and Oklahoma State University's “General Education Assessment Rubric for Assessing Critical Thinking”

## **Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome # 1-5.

### **SEAVER COLLEGE GE ASSESSMENT, CRITICAL THINKING – COMPLETE DATA SET**

| <b><u>Sample No.</u></b> | <b><u>Sample File Name</u></b> | <b><u>SLO #1</u></b> | <b><u>SLO #2</u></b> | <b><u>SLO #3</u></b> | <b><u>SLO #4</u></b> | <b><u>SLO #5</u></b> |
|--------------------------|--------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 1                        | Arth 422 Flynn.docx            | 2                    | 2                    | 3                    | 3                    | 2                    |
| 2                        | ARTH 422 Martin.doc            | 5                    | 4                    | 5                    | 4                    | 5                    |
| 3                        | ARTH 426 Brewster.docx         | 5                    | 3                    | 3                    | 3                    | 2                    |
| 4                        | ARTH 426 Jones.docx            | 5                    | 4                    | 3                    | 3                    | 2                    |
| 5                        | ARTH 430 Berry.docx            | 3                    | 4                    | 4                    | 3                    | 5                    |
| 6                        | ARTH 434 Brinkerhoff.doc       | 5                    | 3                    | 5                    | 4                    | 4                    |
| 7                        | ARTH 434 Collazo.docx          | 3                    | 4                    | 3                    | 3                    | 3                    |
| 8                        | ASIA 305 Beck.docx             | 5                    | 3                    | 2                    | 2                    | 3                    |
| 9                        | ASIA Jones.docx                | 4                    | 3                    | 3                    | 3                    | 3                    |
| 10                       | ASIA 310.docx                  | 2                    | 2                    | 1                    | 1                    | 1                    |
| 11                       | Asia 331 Chung.docx            | 3                    | 1                    | 2                    | 2                    | 1                    |
| 12                       | ENG 315 Che.docx               | 2                    | 2                    | 3                    | 4                    | 1                    |
| 13                       | Eng 315 Ezaby.docx             | 5                    | 2                    | 4                    | 4                    | 1                    |

|    |                            |   |   |   |   |   |
|----|----------------------------|---|---|---|---|---|
| 14 | ENG 315 Fike.docx          | 2 | 1 | 3 | 3 | 3 |
| 15 | ENG 315 Lawrence.docx      | 5 | 4 | 5 | 4 | 5 |
| 16 | ENG 315 Lise.docx          | 4 | 3 | 3 | 4 | 1 |
| 17 | ENG 315 Lupin.docx         | 2 | 3 | 4 | 4 | 1 |
| 18 | ENG 315 Scheffler.docx     | 2 | 3 | 4 | 4 | 1 |
| 19 | ENG 326 Macleay.doc        | 2 | 3 | 4 | 3 | 1 |
| 20 | ENG 326.02.docx            | 3 | 3 | 4 | 4 | 1 |
| 21 | ENG 370 Diciolli.docx      | 4 | 4 | 5 | 5 | 1 |
| 22 | ENG 370 Jack.docx          | 3 | 3 | 4 | 3 | 1 |
| 23 | ENG 380 - Brunett.docx     | 4 | 3 | 4 | 3 | 1 |
| 24 | ENG 380 Aldeghaither.doc   | 3 | 5 | 5 | 5 | 1 |
| 25 | ENG 380 Bellanger.docx     | 3 | 4 | 4 | 5 | 1 |
| 26 | ENG 380 Barryman.doc       | 3 | 3 | 3 | 3 | 1 |
| 27 | ENG 380 Erickson.docx      | 3 | 3 | 4 | 4 | 1 |
| 28 | ENG 380 Hall.docx          | 1 | 1 | 1 | 1 | 1 |
| 29 | ENG 380 Harris.docx        | 5 | 5 | 5 | 5 | 1 |
| 30 | ENG 380 Jeran.docx         | 4 | 5 | 5 | 5 | 1 |
| 31 | ENG 380 Jiang.docx         | 1 | 2 | 2 | 2 | 1 |
| 32 | ENG 380 Mistral.pdf        | 2 | 2 | 3 | 2 | 1 |
| 33 | ENG 380 Newlon.docx        | 4 | 2 | 3 | 3 | 1 |
| 34 | English 390 Bomar.docx     | 4 | 2 | 3 | 3 | 1 |
| 35 | English 315 Bright.docx    | 2 | 3 | 2 | 2 | 1 |
| 36 | Enligh 380 Barreto.docx    | 3 | 2 | 2 | 2 | 1 |
| 37 | English 380 Baylock.docx   | 4 | 2 | 2 | 2 | 1 |
| 38 | English 380.3 Abouaf.docx  | 3 | 2 | 3 | 2 | 2 |
| 39 | HIS 304 Compton.docx       | 2 | 2 | 2 | 2 | 2 |
| 40 | HIS 304 Cook.docx          | 1 | 3 | 3 | 3 | 1 |
| 41 | HIS 304 DeMeistre.docx     | 4 | 4 | 4 | 4 | 2 |
| 42 | HIS 304 Ellington.docx     | 4 | 4 | 3 | 3 | 2 |
| 43 | HIS 304 Gutterrez.docx     | 3 | 4 | 3 | 3 | 2 |
| 44 | HIS 304 Johnson.docx       | 2 | 4 | 3 | 3 | 2 |
| 45 | HIS 304 Jung.docx          | 2 | 3 | 2 | 2 | 1 |
| 46 | HIS 304 Kikng.docx         | 5 | 5 | 4 | 4 | 4 |
| 47 | HIS 304 Magos              | 1 | 3 | 1 | 3 | 1 |
| 48 | HIS 304 Martell.docx       | 4 | 1 | 2 | 3 | 1 |
| 49 | HIS 310 Hartley.docx       | 4 | 4 | 3 | 4 | 3 |
| 50 | HIS 390 Kesonen.docx       | 4 | 3 | 3 | 4 | 1 |
| 51 | HIS 390 Kim.docx           | 3 | 4 | 3 | 3 | 1 |
| 52 | HIST 304 ESSAY-1.docx      | 2 | 3 | 2 | 3 | 4 |
| 53 | hist 304 Ryan Atilano.docx | 3 | 2 | 1 | 2 | 1 |
| 54 | History 304 Branch.docx    | 4 | 4 | 1 | 3 | 1 |
| 55 | History 304.docx           | 4 | 3 | 3 | 4 | 1 |
| 56 | History 305 Barclay.docx   | 5 | 1 | 1 | 2 | 2 |
| 57 | History 390 Costello.docx  | 3 | 5 | 2 | 4 | 5 |
| 58 | HUM 313 Carrera.pdf        | 4 | 2 | 4 | 3 | 1 |
| 59 | HUM 313 Chang.docx         | 1 | 2 | 2 | 2 | 1 |

|    |                                     |   |   |   |   |   |
|----|-------------------------------------|---|---|---|---|---|
| 60 | HUM 313 Chicuchiarelli.docx         | 2 | 3 | 1 | 2 | 1 |
| 61 | HUM 313 Diaz.docx                   | 3 | 5 | 3 | 2 | 2 |
| 62 | HUM 313 Enos.docx                   | 2 | 1 | 2 | 2 | 1 |
| 63 | HUM 313 Kim.docx                    | 2 | 3 | 3 | 2 | 2 |
| 64 | REL 301 Clayton.docx                | 3 | 4 | 3 | 4 | 3 |
| 65 | REL 301 Coleman.docx                | 1 | 2 | 2 | 1 | 3 |
| 66 | REL 301 Elkins.docx                 | 3 | 2 | 3 | 3 | 2 |
| 67 | REL 301 Haar.docx                   | 5 | 3 | 3 | 5 | 3 |
| 68 | REL 301 JWP Matt Brown<br>Pent.docx | 3 | 3 | 3 | 3 | 3 |
| 69 | REL 301 Kuo.docx                    | 2 | 3 | 3 | 2 | 1 |
| 70 | RELIGION 501 Downing.docx           | 4 | 4 | 4 | 5 | 4 |

### **Appendix D - Chronology**

*The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.*

| <b>Date</b> | <b>Members Participating (Initials)</b> | <b>Action</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8/31/11     | CC, SSW, CD                             | First meeting between Associate Dean Michael Feltner and the chair of the committee for GE assessment (for critical thinking); initial core committee formed; committee discussed the basic contours of the project at hand.                                                                                                                                                                                                                                                                                                                                                                                                                |
| 9/3/11      | CC, CD, MM, GP                          | Having been authorized by the committee, chair formulated an initial draft of the assessment rubric for critical thinking in consultation with several faculty colleagues and after reviewing the AACU's critical thinking rubric, as well as dozens of others used at other institutions. (Rubric samples provided by Dean Feltner.) Faculty consulted include Mason Marshall, Garrett Pendergraft, Chris Doran, and colleagues at Vanderbilt University. Chair also met with the director of Pepperdine's Junior Writing Portfolio (JWP), Theresa Flynn, to discuss possible uses of archives samples of student writing from GE courses. |
| 9/6/11      | CC                                      | Chair met with Dean Feltner to discuss assessment process; initial efforts made to articulate SLOs, assessment criteria, and a plan of assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 9/8/11      | CC, SSW, CD                             | Chair edited and slightly modified assessment rubric before submitting it to the other members of the assessment committee. After slight revisions to the initial draft, committee accepted the final assessment rubric                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 9/13/11     | CC                                      | Chair met with other team leaders in GE Assessment and Dean Feltner to discuss progress so far. Feltner went over assessment template. Chair discussed the progress on the template with Feltner and discussed curriculum map, the achievement criteria, and the sample.                                                                                                                                                                                                                                                                                                                                                                    |
| 9/20/11     | CC                                      | Chair submitted initial draft of the critical thinking assessment template to Dean Feltner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9/27/11     | CC                                      | Feltner returned edited assessment template to Clanton. Clanton revised template and plan accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 10/12/11    | CC, GP, MM                              | In consultation with Dean Feltner and the other committee members, Chair invited                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|          |                     |                                                                                                                                                                                                                                                                                                                                                                       |
|----------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                     | two additional faculty members to serve on the assessment committee: Mason Marshall and Garrett Pendergraft.                                                                                                                                                                                                                                                          |
| 10/12/11 | CC                  | Chair contacted each of the committee members to notify them of the remaining process and that they would be receiving the assessment samples in a few days; explained the process by which assessment of samples would be executed in an effort to calibrate each of the members.                                                                                    |
| 10/13/11 | CC                  | Chair requested sample of papers from the Director of Seaver College's Junior Writing Portfolio (JWP), Theresa Flynn.                                                                                                                                                                                                                                                 |
| 10/20/11 | CC                  | Flynn delivered electronic copies of the requested samples from JWP to chair.                                                                                                                                                                                                                                                                                         |
| 10/22/11 | CC                  | Chair delivered electronic copies of samples of student work to each member of the committee for assessment. Deadline for return of assessment results set for November 12, 2011. Chair edited and further prepared the assessment template.                                                                                                                          |
| 11/11/11 | CC, GP, MM, SSW, CD | Committee members submitted their graded assessment rubrics to Chair. Chair compiled the complete data set and noted the various results.                                                                                                                                                                                                                             |
| 11/12/11 | CC                  | Chair completed the relevant features of the assessment template.                                                                                                                                                                                                                                                                                                     |
| 11/13/11 | CC                  | Chair submitted the draft of the completed assessment template to the other members of the assessment committee for their review, comments, and approval.                                                                                                                                                                                                             |
| 11/14/11 | CC, GP, MM, CD, SSW | Chair received final comments and approval from the committee on the completed assessment template                                                                                                                                                                                                                                                                    |
| 11/15/11 | CC                  | Chair compiled the completed assessment template, all of assessed samples, and all of the graded assessment.                                                                                                                                                                                                                                                          |
| 12/1/11  | CC                  | Chair submitted a completed rough draft of the assessment project in digital format to Michael Feltner. Feltner acknowledged receipt and gave his verbal approval concerning the quality and completion of the project. However, Feltner noted that the committee would need to amend the assessment when the senior/alumni surveys were completed by Seaver College. |
| 3/28/12  | CC                  | Chair met with other team leaders in GE Assessment and Dean Feltner to discuss final stages of assessment. Among other things, Feltner discussed the role of indirect evidence in completing the assessment. Chair further discussed the progress on the template with Feltner.                                                                                       |
| 4/17/12  | CC                  | Chair received indirect evidence of critical thinking (gathered by senior surveys) provided by Feltner. With the permission of the committee, Chair updated the assessment template to reflect these data and compared them to the finding based on direct evidence.                                                                                                  |
| 5/15/12  | CC                  | Chair received word that we would not be able to include the data from alumni surveys in this year's report, due to timing issues. Accordingly, the report is now complete. Chair did one last edit.                                                                                                                                                                  |
| 5/15/12  | CC                  | Chair submitted a completed, final draft of the assessment project to Feltner (PDF and hard copy)                                                                                                                                                                                                                                                                     |