|  |  |
| --- | --- |
| Assessment Plan | Critical Thinking |
| Definition | Longwood University defines critical thinking as the ability to present, explain, and evaluate arguments in support of a position. |
| Outcome(s) | Students who possess critical thinking skills should be able to:* construct a well-framed and well-supported argument about a civic or global issue by using valid data and evidence from multiple disciplines.
* construct a well-framed and well-supported argument regarding a civic or global issue by applying information from multiple cultural perspectives.
 |
| Goal(s) | From student responses to a common essay prompt collected at or near completion of the Civitae Perspectives level and assessed by juried assessment, at least 50% of students will perform above the developing level (2). |
| Method(s) | Critical thinking is specifically addressed in the outcomes of CTZN 110, a Foundation level course that all students are required to take. Critical thinking is also specifically addressed in Perspectives level coursework. The faculty developed prompt and rubric have been piloted and revisions have been made to outcomes, prompt and rubric for improved alignment based on input from Perspectives faculty raters. Randomly selected student essays are assessed by a group of Perspectives faculty trained in the application of the rubric. |
| Schedule of data collection  | After several years of piloting, including the 2022-23 pilot with revised outcomes, prompt, and rubric, two consecutive years of data will be collected in 2023-24 and 2024-25. Data analysis and identification of needed improvements in student learning will occur at the end of year two. Year three will focus on faculty professional development associated with the identified areas of improvement. The years following data analysis will allow for implementation of the improvement strategies and two additional cycles of data collection.  |
| Communication of findings | Once the faculty raters complete their evaluation of student work, the Director of Core Curriculum, the CT Faculty Leader, and staff of the Office of Assessment and Institutional Research at Longwood will report and disseminate the findings to Perspectives instructors, and Core Curriculum Committee, and chief academic officers by the beginning of Year three. Discussion among the faculty members who participate in Perspectives instruction and the members of the Core Curriculum Committee will focus on: * Summarizing the findings
* Identifying the area(s) in need of improvement
* Developing strategies for improvement
* Developing strategies for assessing improvement
 |
| Additional Institutional Contacts | Dr. Heather-Lettner-Rust, Director of Civitae Core Curriculum lettnerrusthg@longwood.eduDr. Eric Moore, Symposium Coordinator, mooreef@longwood.edu  |