**NTID**

**Critical Thinking Outcomes Assessment**

**Plan and Report for AY 2008-2009**

*Program Goal:* NTID graduates will demonstrate critical thinking when solving problems, answering questions, and reaching conclusions on issues.

<table>
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<th>Critical Outcomes for all Students</th>
<th>Assessment of Outcomes</th>
<th>Timeline</th>
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<td><strong>Domain/Task/Capability</strong></td>
<td><strong>Performance Criteria/Benchmarks</strong></td>
<td><strong>Instrument/Opportunity</strong></td>
<td><strong>Assessment of Performance</strong></td>
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<tr>
<td>Critical Thinking AOS level</td>
<td>Each student completing an AOS degree will identify a problem, question, or issue, generate solutions, answers or perspectives, find supporting information relevant to the identified alternatives and draw an appropriate conclusion.</td>
<td>Team project in the Capstone Seminar course analyzing a topic relevant to his/her technical major or career aspirations.</td>
<td>90% of the students’ team projects in the Capstone Seminar will receive a holistic rating of at least level 1 on the NTID Critical Thinking Rubric.</td>
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<tr>
<td>Critical Thinking AAS level</td>
<td>Each student completing an AAS degree will identify a problem, question, or issue, generate solutions, answers or perspectives,</td>
<td>Team project in the Capstone Seminar course analyzing a topic relevant to his/her technical major or career</td>
<td>90% of the students’ team projects in the Capstone Seminar will receive a holistic rating of at least level 2 on the NTID Critical Thinking Rubric.</td>
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</tbody>
</table>
find supporting information relevant to the identified alternatives and draw an appropriate conclusion.

Thinking Rubric.

score for the group of 23 AAS students was 2.22.

The course was approved for a permanent addition to the curriculum in May 2009. The course is viewed very favorably, and the results of the Critical Thinking outcomes assessment attest to its value.

Comments:
(Summary/Reflections on progress made since AY 2006-2007 Middle States Report)

The most tangible benefit resulting from our outcomes assessment activities has been to focus instructors' attention on student learning outcomes as an important university priority. In the past, student learning outcomes were addressed in a less direct manner, and there was a tendency to take learning outcomes for granted. Now, student learning outcomes are considered a high priority in all of our courses, and faculty regularly accept responsibility for addressing the general education learning outcomes in their teaching. Consequently, we have greater confidence that faculty are explicitly addressing student needs in the areas of English literacy, critical thinking and communication. As such, it seems that our program has benefited from the strong emphasis placed on student learning outcomes.

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Rev: 07/15/2009

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