

Critical Thinking Outcomes Assessment Plan

NTID Mission Statement

A primary mission of NTID is to provide deaf students with outstanding state-of-the-art technical programs, complemented by a strong arts and sciences curriculum, that prepares them to live and work in the mainstream of a rapidly changing global community and enhances their lifelong learning.

CAS Mission Statement

A primary mission of CAS is to provide a strong student-centered liberal arts education that will complement the NTID technical programs and foster a spirit of lifelong learning and inquiry.

Critical Thinking Goal Statement

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

CAS Outcomes/Objectives

Each student completing an AOS or AAS 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.

Assessment Criteria and Procedures

1. Each AOS student will write a research paper in the Capstone Seminar course analyzing a social or technological topic relevant to his/her technical major or career aspirations.
2. 90% of the students' research papers in the AOS Capstone Seminar courses will receive a holistic rating of at least level 1 on the NTID Critical Thinking Rubric.
3. Each AAS student will write a research paper in the Capstone Seminar course analyzing a social or technological topic relevant to his/her technical major or career aspirations.
4. 90% of the students' research papers in the AAS Capstone Seminar courses will receive a holistic rating of at least level 2 on the NTID Critical Thinking Rubric.

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Comments/issues regarding implementation of the Critical Thinking Outcomes Assessment Plan:

1. WHO will rate the Capstone research papers?

- Capstone Instructors and a group of 3 faculty volunteers. 3 members of the current Critical Thinking Outcomes Assessment Committee (CTOAC) are willing to volunteer.

2. HOW?

- Papers will be evaluated by two raters (the Capstone Instructor and 1 member of the CTOAC.)
- First, for each paper, each rater will assign a skill level rating to each of the five critical thinking categories (A-E on the Rubric)
- Second, each rater will use exemplary papers AND the individual skill level ratings as a guide and will assign a holistic rating of skill level 0-3 to each paper. (The individual skill level ratings will not be averaged to reach this holistic number.)
- Papers must be rated at least level 1 for AOS and at least level 2 for AAS to meet the expected outcomes.
- Disagreements between raters will result in discussion; if no resolution is reached papers will be evaluated by a third rater.

3. WHAT/ WHEN will papers be evaluated?

- All research papers (without student names on them) will be submitted to the CTOAC by the Capstone instructors each quarter.
- Initially, all papers will be evaluated quarterly to give the raters experience.
- In the second year, all papers will be evaluated in June.
- After two years, an appropriate size sample will be rated every June and findings recorded as exemplary of the graduating class.

4. SUPPORT NEEDED

- Appropriate sampling numbers and % of graduates needing to meet criteria must be established.
- Raters will need training on applying the rubric.
- May need to bring in an external expert or send raters for training.
- A system needs to be established for recording data and maintaining a database.

5. IMPLEMENTATION TIMELINE

- AY 2002-2003 Fall Quarter (021): A training session will be conducted for new evaluators. Training will include: 1) explanation of assessment procedures and rubric; 2) assessment of the Spring 20013 papers; and 3) discussion of results.
- AY2002-2003 Fall, Winter and Spring Quarters: All Capstone Seminar research papers will be collected and evaluated quarterly using the Critical Thinking Rubric. Exemplary papers will be chosen to demonstrate the various category ratings and holistic ratings. Inter-rater reliability will be established.
- AY 2003-2004 Fall, Winter and Spring Quarters: All Capstone research papers will be collected quarterly. Papers will be evaluated in June.
- June 2004: Two-year outcomes assessment results will be discussed and suggestions will be made based on the meaning of the results. For example, changes may be recommended for: a) the Critical Thinking Rubric, b) the assessment criteria (percentages) or procedures; c) instructional approaches related to critical thinking; d) the Capstone assignment (modifications or clarification); and/ or e) CAS or CTS curriculum structures. Consideration should be made for establishing an appropriate sample size based on the number of papers evaluated each year.
- AY 2004-2005 and AY 2005-2006: Recommendations will be implemented beginning Fall

2004-2005. All Capstone Research papers will be collected quarterly and evaluated each June.

- AY 2006-2007: Results of the revised outcomes assessment procedures will be discussed and new recommendations will be made based on the meaning of the results. A report will be written summarizing the five years of critical thinking outcomes assessment activities, due to Middle States in June 2007.

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