

**NTID
Critical Thinking Outcomes Assessment
Plan and Report for AY 2006-2007**

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

Critical Outcomes for all Students		Assessment of Outcomes		Timeline		Results	
Domain/Task/ Capability	Performance Criteria/ Benchmarks	Instrument/ Opportunity	Assessment of Performance	Develop	Collect	Summarization of Results	Use of Results
Critical Thinking AOS level	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.	Research paper in the Capstone Seminar course analyzing a social or technological topic relevant to his/her technical major or career aspirations.	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.	2002-2004	Spring Quarter in AY 2003-2004, and throughout AY 2004-2005 and 2005-2006	94.3% of students (99 out of 105) satisfied the minimal competency criterion score of 1.0. The sample mean was 1.42 (SD = 0.69).	The results have been used to enhance faculty awareness of critical thinking and prepare them to more directly and effectively address this learning outcome in their teaching. A workshop was presented to faculty on the topic of critical thinking, and a poster session was presented at a regional conference. The evaluation metric and data collected from our students were included in each presentation. Finally, the DCCS

							Curriculum Committee is reviewing the outcomes assessment results in an effort to insure that instructors are making ongoing and substantive efforts to enhance the quality of instruction.
Critical Thinking AAS level	Each student completing an 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.	Research paper in the Capstone Seminar course analyzing a social or technological topic relevant to his/her technical major or career aspirations.	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.	2002-2004	Spring Quarter in AY 2003-2004, and throughout AY 2004-2005 and 2005-2006	84.1% of students (74 out of 88) satisfied the minimal competency criterion score of 2.0. The sample mean was 2.23 (SD = 0.71).	The results have been used to enhance faculty awareness of critical thinking and prepare them to more directly and effectively address this learning outcome in their teaching. A workshop was presented to faculty on the topic of critical thinking and a poster session was presented at a regional conference. The evaluation metric and data collected from our students were included in

						each presentation. Finally, the DCCS curriculum committee is reviewing the outcomes assessment results in an effort to insure that instructors are making ongoing and substantive efforts to enhance the quality of instruction.
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Comments:

Inter-rater reliabilities range from $r = 0.64$ to $r = 0.86$, indicating that the evaluation procedure is sufficiently reliable for outcomes assessment purposes.

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