

**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.

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.	Team project in the Capstone Seminar course analyzing a topic relevant to his/her technical major or career aspirations.	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.	2002-2004	Data have been collected quarterly since AY 2004-2005	In AY08-09, data were collected from 53 AOS students. Forty eight of these students (90.6%) met or exceeded the Critical Thinking criterion score of 1. The mean score for the group of 53 AOS students was 1.97.	The Capstone course continued to be taught as a Special Topics offering this year. Curriculum documentation was prepared and submitted for review. 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 it's value.
Critical Thinking AAS level	Each student completing an AAS degree will identify a problem, question, or issue, generate solutions, answers or perspectives,	Team project in the Capstone Seminar course analyzing a topic relevant to his/her technical major or career	90% of the students' team projects in the Capstone Seminar will receive a holistic rating of at least level 2 on the NTID Critical	2002-2004	Data have been collected quarterly since AY 2004-2005	In AY08-09, data were collected form 23 AAS students. Twenty of these students (87.0%) met or exceeded the Critical thinking criterion score of 2. The mean	The Capstone course continued to be taught as a Special Topics offering this year. Curriculum documentation was prepared and submitted for review.

	find supporting information relevant to the identified alternatives and draw an appropriate conclusion.	aspirations.	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 it's value.
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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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