Learning Outcomes Assessment - Critical Thinking

Assessment: ID: 193

Assessment Type: General Learning Outcome   **Year/Term:** 2010 / 2

Name: Maille, Peter   **Email:** pmaille@eo.edu

Program: Philosophy, Politics and Economics

Prefix / Course Number: ECON / 201

High Impact Practice (HIP):

- [ ] First Year Experience
- [ ] Leadership Training
- [ ] University Writing Requirement
- [ ] Undergraduate Research
- [ ] Service Learning / Community-Based Learning
- [ ] Performance
- [ ] Capstone Project

- [ ] Learning Community
- [ ] Co-Curriculum
- [ ] Collaborative Assignments and Projects
- [ ] Diversity / Global Learning
- [ ] Internship / Practicum / Field Work
- [ ] Portfolio

Learning Outcome: Critical Thinking

Assessment Method/Tool: Rubric

Measurement Scale: 1 - 3

Sample Size: 34

	Developing (# of students)		Adequate (# of students)		Proficient (# of students)	
	#	%	#	%	#	%
1. Identifies and explains issues	0	0.0%	0	0.0%	34	100.0%
2. Recognizes contexts and assumptions	6	17.6%	15	44.1%	13	38.2%
3. Acknowledges multiple perspectives	0	0.0%	0	0.0%	34	100.0%
4. Evaluates evidence to reach conclusions	6	17.6%	15	44.1%	13	38.2%
Averages: (based on **34** student sample size)	3	8.8%	7.5	22.1%	23.5	69.1%

Benchmark: 85%   Institutional benchmark goal for percent of students to meet "Adequate" or "Proficient" levels

(This institutional benchmark does not take into account the level of the course and the preparedness of the students in the sample. Results will help the institution understand the learning needs of participating students.)

Percent Achieving Benchmark   91.2%   Actual percent of students meeting "Adequate" or "Proficient" levels

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Question / Prompt / Assignment:
(used for the assessment)

Thinking of the 4 market structures and their underlying assumptions:
a. If a firm enjoyed an economic profit over the course of many many years, what type of market structure would this probably be? Please explain.
b. If you lived in a town where the barber shops seemed to offer competing special deals at the same time, what type of market structure would this probably be? Please explain.
c. Thinking of the grocery stoes in your town, what market structures would you assign to them. Please explain.

Commentary / Explanation:
(provide context within the course/activity for the question/prompt/assignment)

These were questions imbedded in the second exam for the course. The first two were worth 1 point each, and the second was worth 2 points. Scoring 0 or 1 resulted in "developing", soring 2 or 3 resulted in "adequate" and scoring 4 resulted in "proficient".

Data Analysis: What do these results mean?
(what do the results indicate regarding student proficiency in the outcome assessed)

A significant majority of the students scored adequate or proficient. Unfortunately, only two of the 4 traits were explicitly assessed. In addition, tere were twices as many correct answers to question 2b as 2a. this disparity implies that there is a large difference between the difficulty of the question, despite that fact that they were designed to be roughly equal in dificlty. In addition, as one would expect there was a relationship between the score on these questions and students overall course grade.

Closing the Loop:

How will you use the results to improve student learning?

Most importantly, this type of question will become integrated into the course. As these questions appear on practice problems and class discussions, I expect students to develop their ablity to recognize and understand the important economic processes that suround them.

How do these results relate to University, Program, and General Education Learning Outcomes?)

Student Samples (optional):
(web links to posted, online files)

NOTE: Student names cannot be used on the samples.

Developing Example (web address)

Adequate Example (web address)

Proficient Example (web address)