

Learning Outcomes Assessment - Critical Thinking

Assessment ID: 203

Assessment Type: General Learning Outcome

Year/Term: 2010 / 2

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Program: Theatre

Prefix / Course Number: THEA / 261

High Impact Practice (HIP):

- | | |
|--|--|
| <input type="checkbox"/> First Year Experience | <input type="checkbox"/> Learning Community |
| <input type="checkbox"/> Leadership Training | <input type="checkbox"/> Co-Curriculum |
| <input checked="" type="checkbox"/> University Writing Requirement | <input checked="" type="checkbox"/> Collaborative Assignments and Projects |
| <input checked="" type="checkbox"/> Undergraduate Research | <input type="checkbox"/> Diversity / Global Learning |
| <input type="checkbox"/> Service Learning / Community-Based Learning | <input type="checkbox"/> Internship / Practicum / Field Work |
| <input type="checkbox"/> Performance | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Capstone Project | |

Learning Outcome: Critical Thinking

Assessment Method/Tool: Rubric

Measurement Scale: 1 - 3

Sample Size: 9

	Developing (# of students)		Adequate (# of students)		Proficient (# of students)	
	#	%	#	%	#	%
1. Identifies and explains issues	1	11.1%	8	88.9%	0	0.0%
2. Recognizes contexts and assumptions	2	22.2%	7	77.8%	0	0.0%
3. Acknowledges multiple perspectives	4	44.4%	5	55.6%	0	0.0%
4. Evaluates evidence to reach conclusions	1	11.1%	8	88.9%	0	0.0%
Averages: (based on <u>9</u> student sample size)	2	22.2%	7	77.8%	0	0.0%

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 77.8% Actual percent of students meeting "Adequate" or "Proficient" levels

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Question / Prompt / Assignment: (used for the assessment) Your responses to the plays you read need to reflect some structured analysis of the script. To this end, I would like you to write an essay that argues your interpretation of some aspect of the play. This is an argumentative/interpretive essay that poses a thesis (proposition) about the script followed by three corroborating events or statements found in the script that support your thesis. The entire essay should be about two pages long and presented in five paragraphs: introduction, three corroborating paragraphs, and conclusion.

Commentary / Explanation: (provide context within the course/activity for the question/prompt/assignment) Students use the A/I essay to approach theatre literature as interpretive artists do. They use quite fanciful theses but must rely solely on the script to prove their premise.

Data Analysis: What do these results mean? (what do the results indicate regarding student proficiency in the outcome assessed) Students can merge a priori and a posteriori knowledge if given enough structure to justify their point of view.

Closing the Loop: A/I essays seem the best rubric to discipline students' creative talents while stimulating them at the same time. I hope to use this tool in other writing intensive Theatre courses such as Beginning Directing, Shakespearean Acting, and Theatre Collaboration.

How will you use the results to improve student learning?

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

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

Developing Example (web address)

Adequate Example (web address)

NOTE: Student names cannot be used on the samples.

Proficient Example (web address)