

Assessment of Critical Thinking ILO

In 2013-2014, the

2. Identify lower-division courses in which focused instruction would be given for the improvement of these skills.
3. Provide the faculty who teach targeted classes with the resources needed to implement effective instruction designed to improve student critical thinking skills.
4. Within two to three years, administer the CAT in the targeted courses in order to assess instruction effectiveness.
5. Refine the language of the Critical Thinking ILO to make it more inclusive of a broader range of critical thinking skills.
6. Establish a critical thinking performance standard for the next round of institutional assessment (2019-20).

Closing-the-loop activities

1. In February 2015, the first in-house workshop for faculty on critical thinking pedagogy was conducted. Presenters included Westmont faculty trained at the Performance Task Academy Workshop: CLA in the Classroom in 2012-2013. Nine faculty members attended the workshop.
2. In March 2015, the Academic Senate approved the performance standard for the Critical Thinking outcome, which reads as follows:

Westmont seniors will receive an average score on a nationally-normed critical thinking test, such as the Critical Thinking Assessment Test (CAT), at least as high as the average score received on that test by comparable students (normalized for college entrance scores) at other institutions.

3. The courses for focused critical thinking instruction were identified. Small stipends were allocated for faculty to develop course assignments pertinent to improving student critical thinking skills.
4. The language of the Critical Thinking ILO was refined. The modified Critical Thinking ILO reads:

Graduates of Westmont College will be able to accurately evaluate the strength of