2023 -2024

CRITICAL THINKING

VIRGINIA STATE

Since 1882

SCHEV General Education Assessment Report

The Office of Planning and Institutional Effectiveness

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INTRODUCTION

The State Council of Higher Education for Virginia (SCHEV) adopted the Policy on Student Learning Assessment and Quality in Undergraduate Education on July 18, 2017[1] . It mandates that each institution assess student achievement in at least six competency areas, representing several different types of knowledge and skills. All institutions will assess four core competencies.

1. Critical Thinking
2. Writing Communication
3. Quantitative Reasoning
4. Civic Engagement

The institutions themselves will select two competencies. Virginia State University (VSU) has identified two reflecting their institutional student learning priorities. The faculty chose the competencies listed below from the General Education-SCHEV survey administered on April 19, 2018.

5. Global Cultural Literacy
6. Scientific Literacy

Virginia State University will assess the competencies through the general education curriculum. Therefore, as directed by SCHEV, expectations for achievement in all six competencies shall be articulated as institution-level outcomes.

Virginia State University assessment will rely on faculty-driven assessment practices. The General Education Assessment of Student Learning Committee will oversee the assessment process. The committee consists of five members serving as representatives for their assigned competency team. Membership of the competency teams will reflect the General Education program and academic departments that will be assessed. Table 1 includes the faculty members and departments they represent that served on the Critical Thinking and Written Communication committee for the 2023-2024 academic year. The teams are responsible for guiding the policies, processes, and procedures related to the assessment of student learning.

Table 1

General Education Assessment of Student Learning Committee
Critical Thinking and Written Communication

Department of Languages and Literature	Dr. Oluwatosin Ogunnika
Department of Chemistry	Dr. Vincent Nziko
Department of Sociology and Criminal Justice	Dr. Normil-Skakavac
Department of Political Science and Public Administration	Dr. Chaya Jain
Department of Family and Consumer Science	Dr. Crystal Wynn

[1] State Council of Higher Education For Virginia. Policy on Learning Assessment and Quality in Undergraduate Education. Richmond: SCHEV, 2017. Digital

This report documents critical thinking assessment from face-to-face courses within the general education curriculum. This report is one of two completed competency assessment reports for the 2023-2024 assessment cycle.

General Education Assessment Schedule

Virginia State University will follow the schedule outlined below, see Table 2, to report how we assess student learning outcomes in the six competency areas within six years. Two competencies will be evaluated formally each year. The data will be collected through embedded course assessment during the fall semesters of the year in which the two competencies will be measured.

Tabe 2

Data Collection Timeline

Cycle 1 Competencies Assessed			**Cycle 2 Competencies Assessed**		
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
2020 – 2021	**2021 – 2022**	**2022 – 2023**	**2023 – 2024**	**2024 – 2025**	**2025 – 2026**
Critical Thinking	Scientific Literacy	Global Cultural Literacy	**Critical Thinking**	Scientific Literacy	Global Cultural Literacy
Written Communication	Quantitative Reasoning	Civic Engagement	**Written Communication**	Quantitative Reasoning	Civic Engagement

Continuous Quality Improvement

Recommendations from the previous assessment in June 2022 were used to inform this planning and assessment cycle for critical thinking. Table 3 displays the actions taken based on recommendations.

Table 3

June 2022 Critical Thinking Assessment Recommendations and Actions

Recommendations	**Actions**
Develop a strategy to expand assessment administration to 50% of courses and sections to increase the sample size.	Mapped General Education courses to the competencies and their associated SLO to identify where learning objectives are addressed in the curriculum and to determine which courses will be assessed.

Improve data collection techniques.	Held virtual and in-person workshops to inform and train faculty on submitting their general education assessment data. Created a Step-By-Step Instruction manual. Created a Microsoft Forms assessment data collection portal for faculty to submit their course syllabus, assessment tool, and a copy of the student's work.
Increase communication between the departments and the general education assessment committee.	The General Education Director communicated with department chairs to inform them of the current status and pathway forward. Reorganized the General Education Assessment of Student Learning Committee into three subcommittees. Requested each department with a general education course to nominate a faculty member to serve.
Focused teaching on more challenging concepts	The SLOs were to be mapped to the courses by indicating if the course Introduces, Develops, or Reinforces. Departments were asked to indicate at what level the course is designed to address the outcome.
Disaggregate results by categories such as race, ethnicity, and First Generation for internal reporting	Students were disaggregated into the following categories: Colleges/Department/Majors/ Transfer Status/Gender/race/ethnicity/ First Generation for internal reporting.

Additional recommendations were provided by the general education assessment of student learning critical thinking and written communication committee. The first meeting asked faculty members to consider the following questions after reading the June 2022 report.

- Are these outcomes still relevant and appropriate for the General Education Curriculum?
- Are these the skills, knowledge, and abilities we want students to gain from the General Education curriculum?
    - What do we think VSU students should be exposed to?
- If not, what quality improvements should be made?

Table 4 displays the actions taken based on recommendations from the General Education Assessment of Student Learning Committee.

Table 4

Critical Thinking Assessment Recommendations and Actions

2023-2024 Recommendations	Actions
Revise the five critical thinking SLOs to be written in simple language.	The faculty members on the committee reviewed and updated the previous five SLOs to meet the following standards. • Begin with a Blooms taxonomy verb (exclude any introductory text and the phrases) • Learning outcomes should be realistic and achievable • One verb per SLO • Each competency should have no more than four or five student learning outcomes.
Review and revise the AAC&U value rubric.	The faculty members on the committee reviewed and determined to modify the rubric. The value rubric was adapted to reflect the institution's assessment needs. The following changes were made: • The definition of critical thinking was changed to reflect VSU interpretation. • The scale level was changed to introduce, approach, meet standard, and exceed standard. • The scoring scale was expanded to include zero, indicating that the student did not demonstrate the learning outcome. Not applicable (N/A) was also added to indicate that the artifact was inappropriate for measuring the learning outcome. • The criteria were adjusted to align with VSU's general education SLOs. • The descriptors for standards of performance were updated or added as needed.

CRITICAL THINKING DEFINITION AND LEARNING OUTCOMES

DEFINITION: Critical thinking is the ability to use information, ideas, and arguments from relevant perspectives to make sense of complex issues and solve problems. Critical thinking also includes locating, evaluating, interpreting, and combining information to reach well-reasoned conclusions or solutions.

INSTITUTION-LEVEL STUDENT LEARNING OUTCOMES

After completing the General Education Program requirements, students will be able to:

1. **Recognize** connections and relationships among ideas, data, and information.
2. **Identify** assumptions by evaluating conflicting narratives and interpretations.
3. **Demonstrate** proficiency in problem-solving strategies and skills by determining a process and solutions to a real-world problem.
4. **Construct** arguments based on logical analysis of evidence and sound reasoning.
5. **Evaluate** their ideas and the ideas of others, including identifying biases and fallacies, both logical and rhetorical.

COURSE PARTICIPATION

The assessment cycle for the 2023-2024 academic year included 19 courses eligible to be assessed for critical thinking. See Appendix A for a list of eligible courses. The courses were divided for assessment purposes based on those that introduced and reinforced the SLOs. All eligible face-to-face courses offered during the assessment period were expected to participate. Of the 19 courses designated to participate, 73% submitted materials (Table 5). There were 137 course sections taught in the assessment period, with 22% who submitted student work samples.

Table 5

Course Participation in the 2023-2024 Assessment Period

	Introduced	**Reinforced**	**Overall**
Courses eligible to be assessed	6	13	19
Courses that participated	6 (**100%**)	8 (**61%**)	14 (**73%**)
Sections of eligible courses to be assessed	89	48	137
Sections of eligible courses that participated	20 **(22%)**	10 **(21%)**	30 **(22%)**

METHODOLOGY

Virginia State University uses course-embedded assessment to evaluate student learning within the General Education curriculum. The general education course map was reviewed to determine which courses to sample. See Appendix A for the VSU General Education Curriculum Map for Critical Thinking. Student work samples were requested from all face-to-face courses. Faculty were asked to submit data from the Fall 2023 semester. If the instructor only taught the course during the Spring 2024 semester, then data from this course was to be used. Faculty were asked to select a random sample of students within the course. If teaching multiple sections of the same course, faculty were instructed to choose a random sample from each course, including no more than 20 from across all sections.

The faculty were required to submit the following documentation and data to the critical thinking Microsoft Forms assessment portal.

1. Course Syllabus
2. A summative assessment tool (instrument) that measures how students have achieved the critical thinking SLOs.
3. A clean, ungraded copy of the student's work. Group work was not accepted, only individual work that the student completed.

Departments and individual faculty members participated in in-person and virtual training sessions on the process and procedures of submitted data before the end of the academic year. The campaign to notify faculty members produced 138 student artifacts, 20% of the total enrollment from participating courses, see Table 6. Twenty-course sections offered in the Fall 2023 submitted data, while ten sections from Spring 2024 submitted.

Table 6

Course Enrollment and Sample Size in the 2023-2024 Assessment Period

	Introduced	**Reinforced**	**Overall**
Enrollment in Course Sections eligible to be assessed	2,269	1,012	3,281
Enrollment in Courses that participated	481	216	697
Number of Students' Work Included in Analyses	88 (**18%**)	50 (**23%**)	138 (**20%**)
Fall 2023 sections included	14	6	20
Spring 2024 sections included	6	4	10

Once the data was received, the courses were divided based on those that introduced and reinforced the SLOs. Assessing courses introducing the SLOs establishes a baseline number for the incoming freshman cohort to track their growth over time. Assessing courses that reinforce

the SLOs ensures that as students complete their general education requirements, they can demonstrate a level three of proficiency in critical thinking skills.

The General Education Assessment of Student Learning Committee for critical thinking and written communication modified the AAC&U Critical Thinking Value Rubric. The rubric uses six performance descriptors on a zero to four-point scale: Not Applicable, (N/A) Not Evident (0), Introducing (1), Approaching (2), Meets Standard (3), and Exceeds Standard (4). The rubric was used to evaluate students' work samples submitted.

A three-day in-person rubric calibration and scoring session was held May 14-15, 2024. Ten faculty members were recruited to review and score students' work using the rubric. On the first day, faculty participated in an interactive training session to calibrate or norm faculty to the scoring rubric. Calibration aims to ensure that a group of educators evaluates student work consistently and in alignment with the scoring rubric. This increases the reliability of the assessment data. When scoring is calibrated, a piece of student work receives the same score regardless of who scores it because all scorers interpret and apply the rubric similarly. To norm faculty to the rubric, the workshop facilitators thoroughly reviewed and discussed the rubric. Sample student artifacts were provided, and faculty members shared their ratings and discussed any differences that arose.

The faculty participated in a juried assessment process for the remaining two days. The second day was designated for critical thinking, and the third day for written communication. A juried assessment process ensures fairness and consistency in evaluating student achievement. The ten faculty members were divided into five teams of two. The groups were given a set of student artifacts to review and scored independently using the rubric. Each student's artifact was assessed twice. The raters consulted frequently to check that the scores were consistent; if not, they stopped to discuss to agree on a final score. Faculty participants completed the review of student's work by 5:00 PM and earned a small stipend for their efforts.

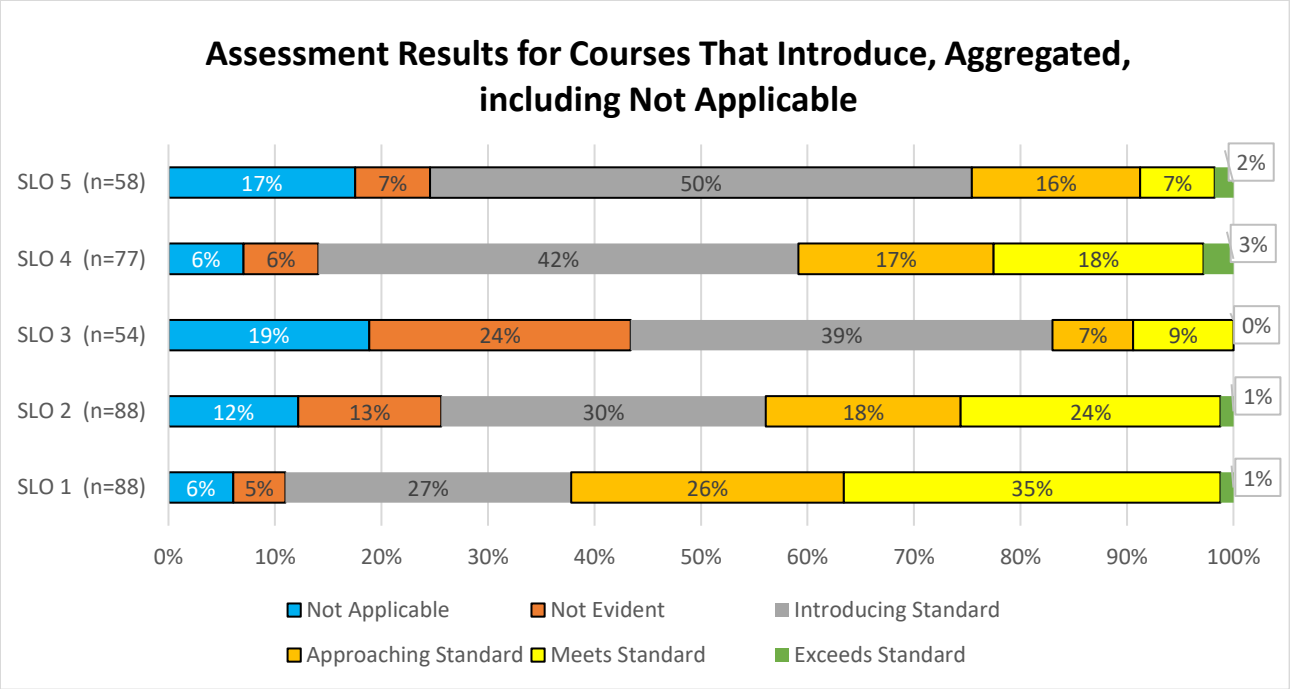
RESULTS

Figures 1 and 2 display aggregated results from courses that introduce and reinforce critical thinking SLOs. The figures include a "not applicable" rating. A rating of "not applicable" was used when the artifact was not aligned with the SLOs; thus, the assignment did not require the application of the outcome. A "not evident" rating means the assignment required the application of the outcome, but the student did not demonstrate the SLOs. The baseline established for student performance is that 70% of students will perform at or better than one for courses that introduce the SLOs.

- Critical Thinking SLO 1 Target Met: 89% of students scored a one or higher
- Critical Thinking SLO 2 Target Met: 74% of students scored a one or higher
- Critical Thinking SLO 3 Target Not Met: 56% of students scored a one or higher

- Critical Thinking SLO 4 Target Met: 79% of students scored a one or higher
- Critical Thinking SLO 5 Target Met: 74% of students scored a one or higher

Figure 1. Courses that Introduce Critical Thinking

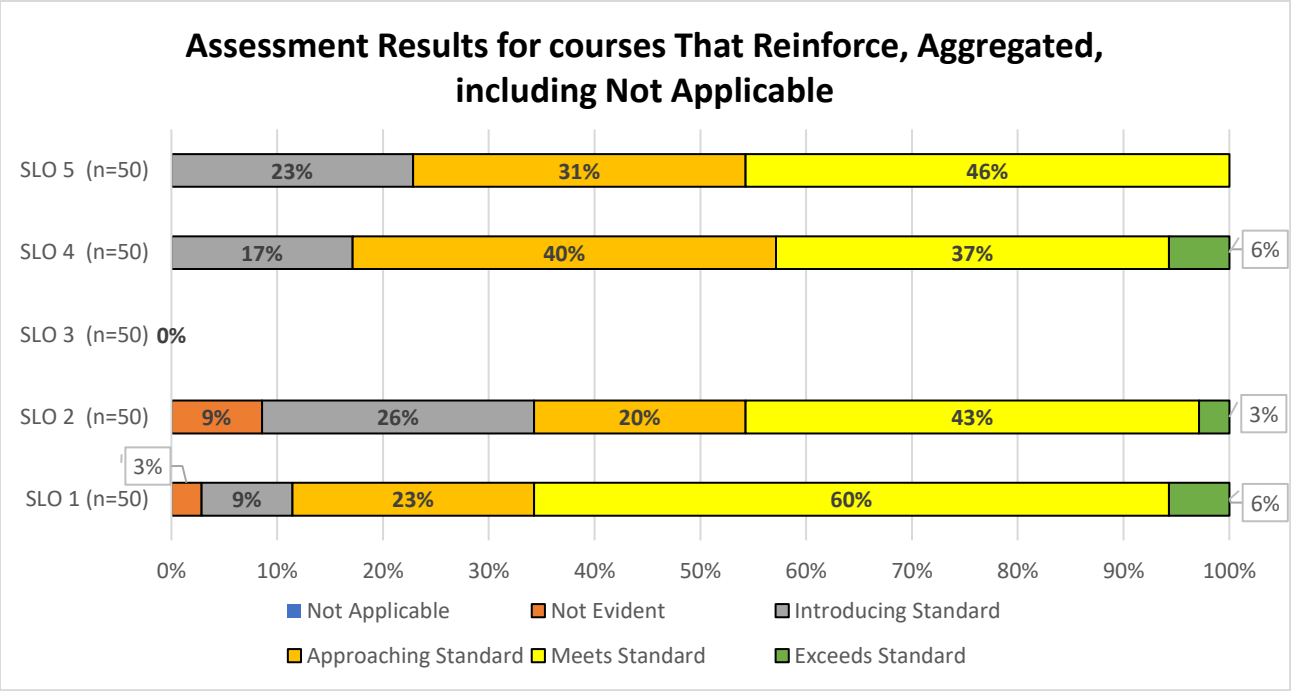


The criterion established for student performance on courses that reinforce critical thinking is that 70% of students will perform at or better than three. Figure 2 displays the aggregated results for courses reinforceing the SLOs for critical thinking.

- Critical Thinking SLO 1 Target Not Met: 66% of students scored a three or higher
- Critical Thinking SLO 2 Target Not Met: 46% of students scored a three or higher
- Critical Thinking SLO 4 Target Not Met: 43% of students scored a three or higher
- Critical Thinking SLO 5 Target Not Met: 46% of students scored a three or higher

SLO 3 could not be measured for courses that reinforce critical thinking skills because there were no courses aligned with that outcome.

Figure 2. Courses that Reinforce Critical Thinking



General education courses are not required to align with all five SLOs for critical thinking. Figures 3 and 4 display the percentage of submitted student assignments aligned to measure each SLO.

Figure 3. Assignments Measuring Each SLO

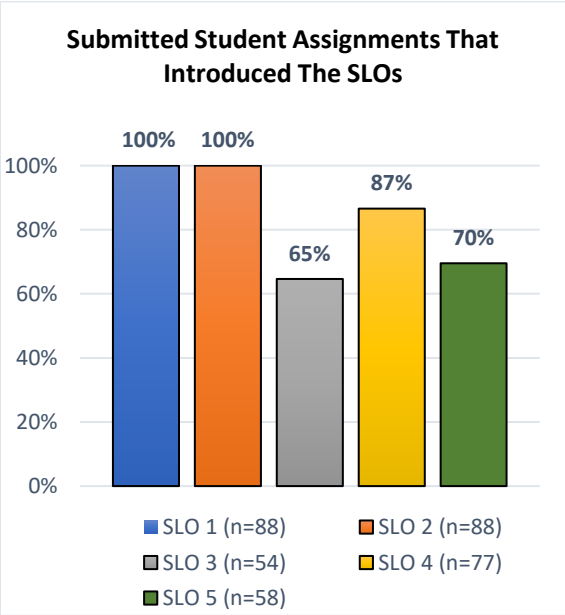
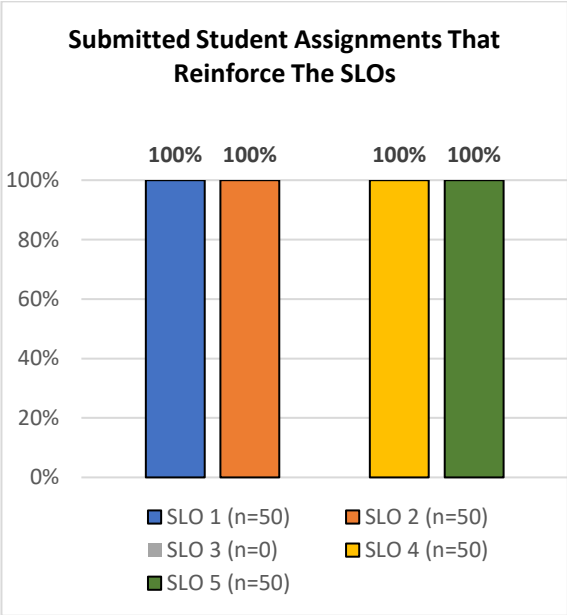
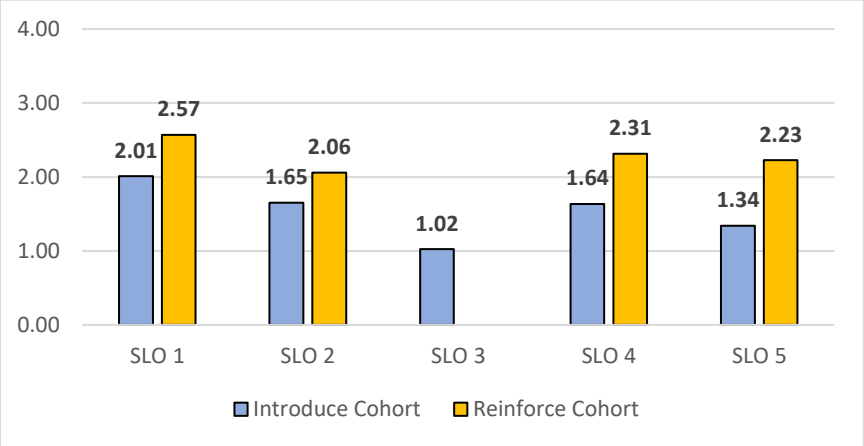


Figure 4. Assignments Measuring Each SLO



The samples were disaggregated between courses that introduced and reinforced the five critical thinking SLOs. The rationale was to look for growth between courses designed to introduce versus reinforce SLOs. Figure five displays the mean proficiency score for each SLO.

Figure 5. Mean Proficiency Score by Cohort and Critical Thinking SLOs



Figures 6 through 10 compare assessment results for courses that introduced and reinforced the outcomes.

Figure 6. SLO 1, Critical Thinking

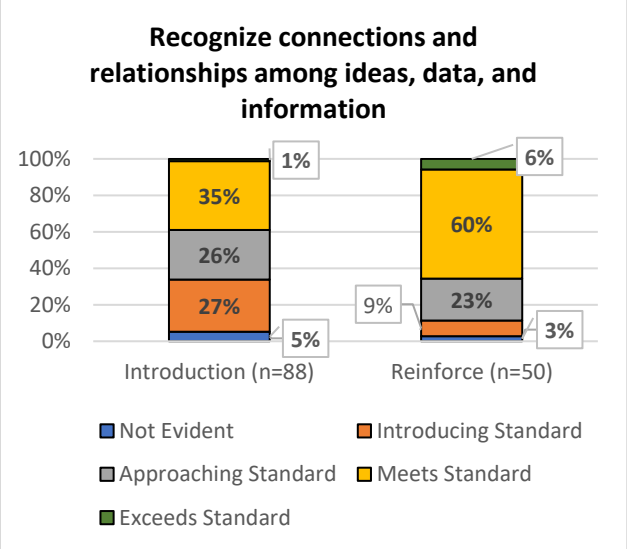


Figure 7. SLO 2, Critical Thinking

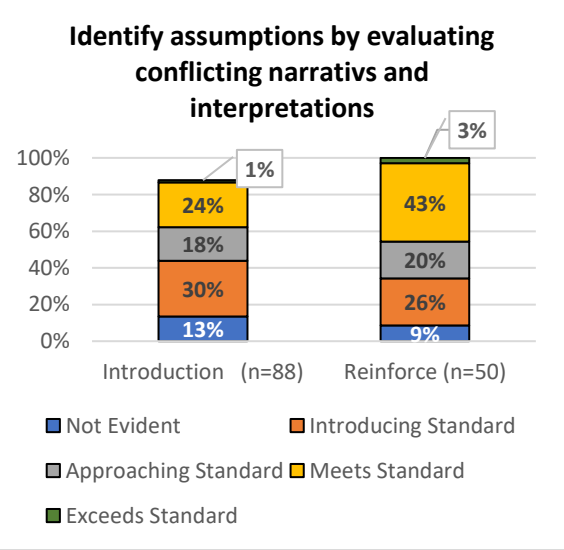


Figure 8. SLO 3, Critical Thinking

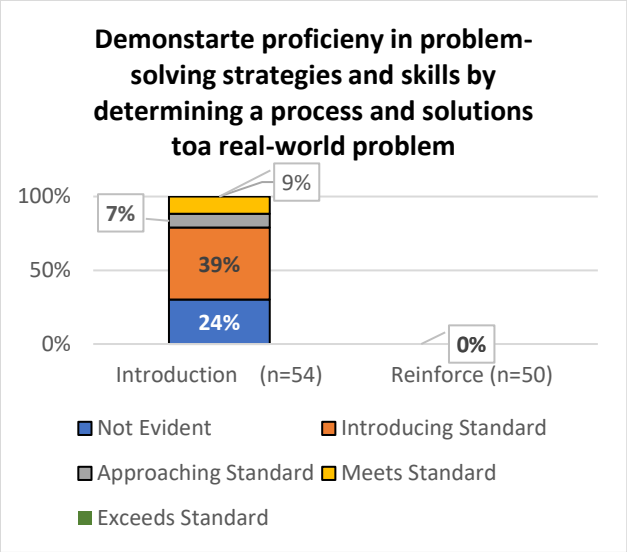


Figure 9. SLO 4, Critical Thinking

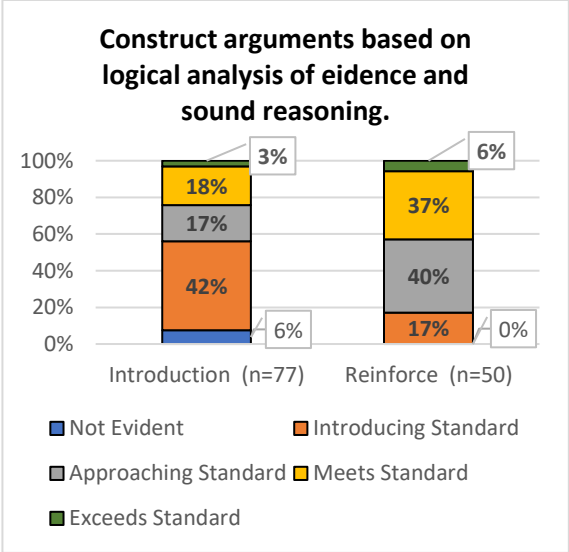
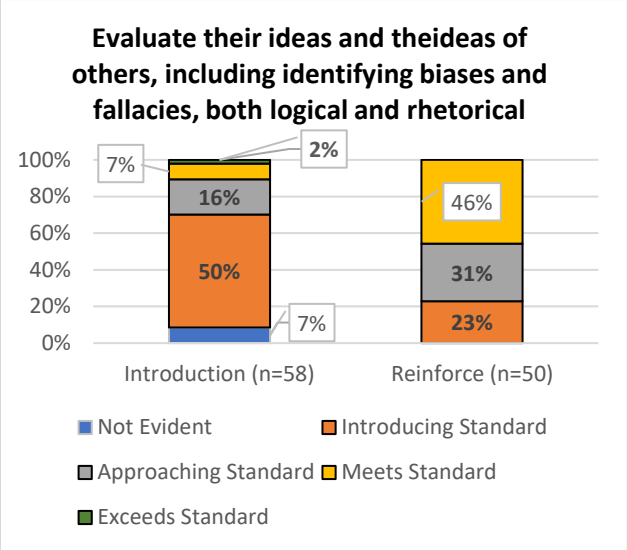


Figure 10. SLO 5, Critical Thinking



LIMITATIONS / CHALLENGES

Timing of Revisions and Course Mapping

- **The General Education Assessment of Student Learning Committee's Timeline**: The committee worked on updating the SLOs, developing rubrics, and mapping courses until March. Given this timeline, there was limited time to fully implement the revised SLOs across all relevant courses before the data collection began. This could result in inconsistencies in how faculty interpret the SLOs.
- **Impact on Data Collection**: Because the revisions and course mapping were completed in the spring 2024 semester, instructors may not have had sufficient time to align their assignments with the revised SLOs.
- **First-Time Implementation**: The 2023-2024 academic year marked the beginning of the second assessment cycle; it is the first time these specific SLOs and rubrics are being used to evaluate student performance. Faculty may not be fully aware of the new criteria for assessing student work. This can lead to discrepancies in the data, where student performance may not accurately reflect their true abilities in relation to the SLOs. For instance, an assignment designed under previous SLO guidelines might not effectively measure the new outcomes, leading to skewed results.

EXPECTATIONS OF MISALIGNMENT

- **Inconsistent Alignment of Assignments**: There is an expectation that some assignments may not fully align with the SLOs. This misalignment can lead to inaccurate evaluations of student learning because the assignments might not effectively measure the intended outcomes. For example, an assignment might focus on a skill or knowledge area that is not directly related to the SLO being assessed, leading to data that doesn't accurately reflect student proficiency in that SLO.
- **Data Interpretation**: The misalignment between assignments and SLOs can complicate the interpretation of data. If assignments are not well-aligned with the intended outcomes, the data collected may not provide a true picture of student learning. This could result in either an overestimation or underestimation of student proficiency, making it difficult to assess the effectiveness of the curriculum and instruction accurately.

GENERAL EDUCATION CURRICULUM SEQUENCING

- **Curriculum Structure**: Mapping the general education courses revealed that the curriculum was not sequenced or equally distributed to introduce, develop, or reinforce the SLOs. This lack of sequencing creates variability in the level of student readiness and understanding when they encounter courses designed to develop or reinforce SLOs.
- **Impact on Learning Outcomes**: Students taking courses in a non-sequential lower to higher order may not have the necessary foundational knowledge before taking classes

that are supposed to reinforce that knowledge. For example, a student might enroll in a course intended to reinforce an SLO without first taking a course that introduces it, leading to an uneven or incomplete understanding of the material. In addition, a general education curriculum that is not sequenced without a predetermined lower-higher progression may only introduce the SLOs heavily. This lack of sequencing can result in knowledge not being retained or fully integrated into students' skill sets. This variability makes it difficult to assess whether the issue lies with the student's proficiency or the course's effectiveness in reinforcing the SLO.

OBSERVATIONS FROM ANALYSIS OF RESULTS

- **Differences in sample size for SLOs.** As stated previously, general education courses are not required to align with all five SLOs for critical thinking. This accounts for the differences in sample size for each student's learning outcome, see Figures 3 and 4. SLO 3 had the smallest sample size of students' work submitted for courses that introduce (n=54) and reinforce (n=0) critical thinking. Some implications include that students will receive varied exposure to critical thinking outcomes depending on which ones are emphasized in their chosen courses. This could lead to gaps in knowledge or skills that the general education curriculum aims to cover comprehensively. Furthermore, there may be disparities in course offerings, meaning that not all courses may be equally available to all students due to scheduling, prerequisites, or departmental limitations. Thus, not systematically requiring specific courses to cover SLOs may result in some students missing out on learning experiences aligned with specific SLOs. While allowing flexibility in how courses align with SLOs can benefit faculty and curriculum design, it can also create challenges in ensuring all students receive a comprehensive general education in global cultural literacy.
- **Assessment instruments do not apply to mapped SLO**. On average, 12% of courses aligned to introduce the SLOs were scored as "not applicable," meaning the assessment instrument did not require students to demonstrate the outcome. SLO 3 is notably high, 19%, for courses introducing the concept (see Figure 1).
- **Introduction vs. Reinforcement.** For all SLOs, the mean proficiency levels improve when the outcomes are reinforced in later courses, which is expected, see Figure 5. However, the initial scores for some SLOs, particularly SLOs 2, 3, and 5, are notably low, indicating that students struggle to grasp these concepts when first introduced. Students' scores ranked on average within the approaching (2) proficiency level for courses aligned to reinforce the SLOs.
- **SLO 3 Target Not Met for courses that introduce**. 56% of students scored a one or higher, see Figure 1. This indicates that more than half of the students demonstrated at least some level of proficiency, but the majority are still below the desired standard, with only 9% fully meeting it. Most students either do not show evidence (24%) of SLO 3 or are just beginning (39%) to understand and develop the necessary skills.

- **SLO 1 Target Not Met for courses that reinforce**. While a majority, 66%, of the students are performing adequately or better, the performance level is not high enough to meet the desired outcome, see Figure 2. Nearly a quarter (23%) of students are close to meeting the expected standard. However, 12% of students either do not show evidence of SLO 1 or are only beginning to understand it, which may have contributed to not meeting the target.
- **SLO 2 Target Not Met for courses that reinforce**. 46% of students demonstrate some proficiency level, with 43% meeting and 3 % exceeding the standard, see Figure 2. A fifth of the students, 20%, are close to meeting the standard for SLO 2. They show some proficiency but still need to improve to meet the criteria fully. Over a quarter, 26%, are at the initial stage of understanding SLO 2. They are beginning to grasp the concepts.
- **SLO 3 Target Not Measured for courses that reinforce**. The curriculum map revealed a significant gap in the general education program. Courses are not measuring SLO 3 within the general education curriculum. Out of the 19 eligible courses to be assessed, only five introduce, one develops, and zero reinforces the critical thinking SLO 3.
- **SLO 4 Target Not Met for courses that reinforce**. 43% of students are performing at or above the standard. The 6% of students who exceeded the standard and the 37% who met the standard demonstrate that many students achieved the desired outcome.
- **SLO 5 Target Not Met for courses that reinforce**. 46% of students have met the standard, which shows that there is a solid base of students who are achieving the desired outcome. In addition, 31% of students are close to meeting the expected standard.

INSUFFICIENT COURSES REINFORCING GENERAL EDUCATION COMPETENCIES

- **Imbalance in Curriculum Design**: A significant limitation arises when there are not enough courses within the general education curriculum that reinforce SLOs. If most courses are designed to introduce or develop competencies without sufficient reinforcement, students may not have enough opportunities to build on and solidify their learning.
- **Limited Depth of Learning**: Without reinforcement, students may only achieve a surface-level understanding of the competencies. Introducing an SLO in one course without further reinforcement in subsequent courses can result in knowledge that is not retained or fully integrated into the students' skill set. This lack of depth can lead to students meeting the standard in introductory courses but failing to demonstrate proficiency in more advanced contexts.
- **Data Interpretation Challenges**: The over-reliance on courses that introduce or develop SLOs makes it difficult to assess true proficiency. If students are only being introduced to SLOs without consistent opportunities to reinforce and apply their learning, their performance data may not accurately reflect their capabilities. This can lead to an overestimation of student success in meeting the SLOs when, in fact, their understanding may be superficial or incomplete.

RECOMMENDATIONS FOR IMPROVEMENTS

- To address the limitations and challenges, faculty will be notified before classes start of the competencies and SLOs that will be measured within their courses to ensure that assignments are carefully aligned with the revised SLOs.
- Ensure that all Institution-level Student Learning Outcomes are included in course syllabi.
- Offer assignment design and diagnostic workshops to faculty
- VSU must balance flexibility with a consistent and coherent approach to achieving general educational learning outcomes. Faculty need to collaborate on sequencing the general education curriculum for courses that introduce, develop, and reinforce learning outcomes. Demonstrating a lower-higher order progression in competencies in the curriculum.
- Faculty must identify additional general education courses to develop and reinforce SLO 3.
- SLOs not met. The data collected for this assessment cycle has established a baseline using the mean proficiency scores (see Figure 5), indicating the achievement level of the majority of our students. While we desire to be at one for courses that introduce and three for courses that reinforce, we will continue to monitor and track student achievement levels. In the next cycle, we will measure the growth between our current position and our desired outcome.
- SLOs not met. The low percentage of students not meeting the desired proficiency level suggests potential areas for curriculum improvements, instructional strategies, or additional student support. Targeted intervention may be needed to help more students progress toward meeting the standard, such as tutoring or studying strategies.
- Continue to improve data collection techniques, timing, and notification to faculty.
- Increase course section sample size by 25%.

RECOMMENDATIONS FROM GENERAL EDUCATION FACULTY

To be completed by departments by November 15, 2024.

- When considering long-term strategies, create a workshop to explain to students the importance of general education and Student Learning Outcomes (SLOs).
- Conduct workshops for faculty focusing on assignment alignment.
- Ensure that faculty measure student achievement against the general education Student Learning Outcomes (SLOs) at the end of each semester to track progress and improvement.
- Work to streamline and standardize the assessment process for general education.
- Help motivate and encourage students through micro-credentialing.

Appendix A

General Education Courses Aligned with Critical Thinking

	ILSLO1	ILSLO2	ILSLO3	ILSLO4	ILSLO5
	Recognize connections and relationships among ideas, data, and information.	Identify assumptions by evaluating conflicting narratives and interpretations.	Demonstrate proficiency in problem-solving strategies and skills by determining a process and solutions to a real-world problem.	Construct arguments based on logical analysis of evidence and sound reasoning.	Evaluate their ideas and the ideas of others, including identifying biases and fallacies, both logical and rhetorical.
ENGL 110 Compositio I	I	I		I	I
ENGL 111 Composition II	D,R	D,R		D,R	D,R
ENGL 112 Compition I (Honors)	D	D		D,R	D
ENGL 113 Composition II (Honors)	R	R		D,R	D,R
ENGL 201 Intro to Literature	D,R	D,R		D,R	D,R
ENGL 202 Intro to African American Lit	D,R	D,R		D,R	D,R
ENGL 210 English Lit I	D,R	D,R		D,R	D,R
ENGL 211 English Lit II	D,R	D,R		D,R	D,R
ENGL 212 American Lit I	D,R	D,R		D,R	D,R
ENGL 213 American Lit II	D,R	D,R		D,R	D,R
ENGL 214 World Lit I	D,R	D,R		D,R	D,R
ENGL 215 World Lit II	D,R	D,R		D,R	D,R
FACS 201 Consumer Economics	I,D	I,D	I,D		
HPER 170 Health and Wellness	I	I	I	I	I
PHIL 140 Philosophy	I	I		I	I
PHIL 180 Critical Thinking	I	I	I	I	I
PHIL 220 Logic	I,D	I,D	I	I,D	I,D
PHIL 275 Ethics	I,D	I,D	I	I,D	I,D
POLI 150 United States Government	R	I,D			

INTRODUCED (I)	DEVELOP (D)	REINFORCED (R)
Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. Only one (or a few) aspect(s) of a complex program outcome is addressed in the given course.	Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately.	Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts.

Virginia State University General Education

CRITICAL THINKING VALUE RUBRIC

For more information, please contact value@aacu.org

	Exceeds Standard	Meets Standard (Assess @ Reinforce)	Approaching	Introducing (Assess @ Introduce)	Not Evident Or Not Applicable
	4	3	2	1	0 / N/A
Explains the problem, questions, or issue **SLO 1: Recognize** connections and relationships among ideas, data, and information.	Explanation identifies relationships among all key elements that are integral to a comprehensive understanding of the problem, question or issue.	Explanation identifies relationships among most key elements that are integral to a comprehensive understanding of the problem, question or issue.	Explanation identifies relationships among some key elements that are integral to a comprehensive understanding of the problem, question or issue.	Explanation does not identify relationships among key elements of the issues that are integral to comprehensive understanding of the problem, question or issue.	Did not address the established standard. Not applicable to the assignment.
Evidence **SLO 4: Construct** arguments based on logical analysis of evidence and sound reasoning.	Information is taken from source(s) with enough interpretation or evaluation to develop a comprehensive analysis or synthesis. The viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation or evaluation to develop a coherent analysis or synthesis. The viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation or evaluation, but not enough to develop a coherent analysis or synthesis. The viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation or evaluation. The viewpoints of experts are taken as fact, without question.	Did not address the established standard. Not applicable to the assignment.
Influence of Context and Assumptions **SLO 2: Identify** assumptions by evaluating conflicting narratives and interpretations.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Did not address the established standard. Not applicable to the assignment.
Student's Position (perspective, thesis/hypothesis) **SLO 5: Evaluate** their ideas and the ideas of others, including identifying biases and fallacies, both logical and rhetorical.	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.	Did not address the established standard. Not applicable to the assignment.
Processes and Solutions **SLO 3: Demonstrate** proficiency in problem-solving strategies and skills by determining a process and solutions to a real-world problem.	Demonstrates exceptional proficiency in problem-solving, effectively applying a variety of strategies and skills to develop innovative solutions to complex real-world problems. Not only develops a logical, consistent plan to solve the problems but recognizes the consequences of the solution and can articulate the reason for choosing a solution.	Consistently demonstrates proficiency in problem-solving, effectively determining processes and solutions to real-world problems through systematic analysis, considering alternatives and creative thinking.	Demonstrates competence in problem-solving, developing a process however solutions lack innovation or fail to fully address all aspects of the real-world problem, few alternatives are considered.	Shows limited proficiency in problem-solving, vaguely developing processes and relying on simplistic approaches without considering any alternatives or failing to develop comprehensive solutions to real-world problems.	Did not address the established standard. Not applicable to the assignment.