

Critical Thinking

Summary of Assessment Results

*“Assess, Relax and Enjoy: Critical Thinking” –
Sponsored by the Teaching and Learning Committee (TLC)*

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5 Core Competencies

- Information Literacy
- Quantitative Reasoning
- Oral Communication
- Writing
- Critical Thinking (CT) =

The ability to explore issues, ideas, artifacts and events skillfully and insightfully and on that basis formulate a well-supported opinion or conclusion.

5 Dimensions of CT

1. Selection or formulation of a question
2. Design/selection of method(s)
3. Interpretation
4. Evaluation
5. Connection of thoughts

152 Senior Capstone Projects

- Completed in 2016-17
- By 145 Pomona seniors
- Evaluated by 36 faculty raters
- Representing 15 depts/programs:

	# of projects	% of projects from the following divisions:	Compared to: % of completed majors (2017)
Arts and Humanities	23	15%	21%
Math, Science, Psychology	101	66%	41%
Social Sciences	13	9%	24%
Interdisciplinary	15	10%	15%
Total	152	100%	100%

Capstone projects, by type and department

Dept (Project)	Compre- hensive Exam	Grant /Thesis Proposal	Lit Review	Paper*	Thesis	Unknown	Total
Biology		2			4		6
Chemistry					14		14
Computer Science				21			21
French				4			4
Linguistics and Cognitive Science	3						3
Mathematics					22		22
Media Studies				9	3		12
Molecular Biology					10		10
Neuroscience			19				19
Philosophy			4				4
Philosophy, Politics, & Economics					1		1
Psychology					9		9
Public Policy Analysis		10			1	1	12
Science, Tech & Society				2			2
Sociology				13			13
Totals	3	12	23	49	64	1	152

*Senior seminar paper, senior exercise paper, or survey paper.

Note: Some faculty supervised senior work in more than one dept/program; scores are included with the dept/program of the student project (not the faculty rater). Projects represent Pomona students only.

2 Measures

- Percentage of projects meeting faculty expectations, based on “cut-off” scores (% “Successful”)
- Percentage of projects with top scores, based on 4pt rubric (% “Exemplary”)

Results

Component of CT:	% of Projects Meeting Faculty Expectations	% of Projects with Top Scores
I. Selection or formulation of a question (n=137)	96%	50%
II. Design/selection of method(s) (n=137)	93%	34%
III. Interpretation (n=141)	89%	47%
IV. Evaluation (n=129)	91%	46%
V. Connection of thoughts (n=152)	85%	48%

Resources

- Program-level CT results for participating depts/programs
- Program-specific adaptations of the CT rubric
- Draft report on the Dean of the College Sakai site (“TLC Committee Reports”)
- Teaching Tips website:
<http://teachingtips.pomona.edu/>

Reflection

- How do curricula in your dept/program address the five dimensions of CT?
- What kinds of assignments/approaches have you found helpful in developing students' CT abilities?
- What modifications might enhance your dept/program's approach to teaching CT? Move more students from "successful" to "exemplary"?