

Assessment Plan	Critical Thinking
Definition	The ability to present, explain, and evaluate arguments in support of a position.
Outcome(s)	Students who possess critical thinking skills should be able to: <ul style="list-style-type: none"> • Identify, explain and analyze arguments (CTZN 110 Rubric, SLO 2). • construct a well-framed and well-supported argument about a civic or global issue by using valid data and evidence from multiple disciplines (Perspectives Rubric, SLO 2a) • Articulate how different cultural perspectives influence an understanding of civic or global issues (Perspectives Rubric, SLO 2b.)
Goal(s)	To understand and compare Critical Thinking performance at the Foundation and Perspectives levels of the Civitae core curriculum. At the Foundation level, the target mean score for the CT outcome (CTZN 110 Rubric, SLO 2) is a 3 (competent) on a five-point scale. At the Perspectives level, the target mean score for the CT outcome (Perspectives Rubric, SLO 2a) is a 3 (competent) on a five-point scale.
Method(s)	Critical thinking is specifically addressed in the outcomes of CTZN 110, a Foundation level course that all students are required to take. Critical thinking is also specifically addressed in Perspectives level coursework. Randomly selected student essays are assessed by a group of Perspectives faculty trained in the application of the rubric.
Schedule of data collection	After several years of piloting, including the 2022-23 pilot with revised outcomes, prompt, and rubric, two consecutive years of data will be collected in 2023-24 and 2024-25. Beginning in 2024-25, data collection will occur in the fall semester of each academic year and data analysis and identification of needed improvements in student learning will occur in the spring semester.
Communication of findings	Once the faculty raters complete their evaluation of student work, the Director of Core Curriculum, the CT Faculty Leader, and staff of the Office of Assessment and Institutional Research at Longwood will report and disseminate the findings to Perspectives instructors, and Core Curriculum Committee, and chief academic officers by the beginning of Year three. Discussion among the faculty members who participate in Perspectives instruction and the members of the Core Curriculum Committee will focus on: <ul style="list-style-type: none"> • Summarizing the findings • Identifying the area(s) in need of improvement • Developing strategies for improvement • Developing strategies for assessing improvement
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