

Memorandum

To: Faculty
From: Cecilia López, Vice President Academic & Student Affairs
Date: September 5, 2003
About: Volunteers Needed

Spring 2003, members of the Assessment Committee developed a definition and expected learning outcomes for critical thinking, one of HWC's General Education Objectives. Both the critical thinking definition and Learning Outcomes statements were further refined by the Cross Disciplinary Learning Outcomes group that met August 26, 2003. The revised statements are on the reverse of this memorandum.

As a consequence of their efforts, members of the Assessment Committee voted to administer the California Critical Thinking Skills Test (CCTST) during Fall 2003. As a way to acquaint both students and faculty with HWC's assessment efforts, the first HWC Assessment Week is scheduled for the week of October 20, 2003. The CCTST will be administered to approximately 1500 students during Assessment Week, from Monday, October 20, 2003 through Saturday, October 25, 2003.

We need about 60 sections of classes across all the disciplines in order to assure a representative sample of our students. The CCTST contains 34 questions and is designed to be completed in 45 minutes. (No discipline-specific college level content knowledge is presumed.)

Please consider volunteering at least one class period during Assessment Week (October 20-25, 2003).

Call Angela Feliciano (312-553-5920) or send an e-mail to afeliciano@ccc.edu no later than **September 30, 2003** to volunteer one class period.



Harold Washington College General Education Objectives Critical Thinking

HWC General Education Objective #1

Critical Thinking: *To think critically and to analyze and solve problems*

Definition: The ability to analyze, interpret, and evaluate meaning to infer the argument of a problem situation, resulting in the ability to reason a judgment/solution.

Learning Outcomes: Students will demonstrate:

- 1. Analysis skills by**
 - a. Identifying an argument
 - b. Distinguishing between direct and indirect persuasion
 - c. Determining if an argument rests on biased assumptions
 - d. Evaluating statistical information used as evidence to support an argument
 - e. Assessing how well an argument anticipates possible objectives or alternative positions
 - f. Determining how new data might confirm or question a conclusion
 - g. Determining if an argument makes sense
- 2. Interpretation skills by**
 - a. Formulating categories and classifying and grouping data
 - b. Making comparisons
 - c. Clarifying findings/opinions
- 3. Evaluation skills by**
 - a. Assessing the importance of an argument
 - b. Evaluating the reasonableness of an argument
 - c. Evaluating the credibility and reliability of sources of information
 - d. Assessing bias and contradictions in a person's point of view
 - e. Assessing clear and consistent use of language
 - f. Determining the appropriateness of stated or unstated values or standards upheld in an argument
 - g. Judging the consistency of supporting reasons
 - h. Determining and judging the strength of an argument
- 4. Inference skills by**
 - a. Collecting and questioning evidence
 - b. Developing alternative hypotheses
 - c. Drawing conclusions

Adopted 5/7/03 by the HWC Assessment Committee

Revised 8/26/03 by the Cross-Disciplinary Learning Outcomes Group on Critical Thinking.