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COMMITTEE ON ACADEMIC PLANNING AND REVIEW

15-16 CAPR 10  
Thursday, March 03, 2016

**TO:** The Academic Senate  
**FROM:** The Committee on Academic Planning Review (CAPR)  
**SUBJECT:** 15-16 CAPR 10: Request for University Adoption of Institutional Learning Outcome (ILO) Critical Thinking Measurement Rubric  
**PURPOSE:** Approval by the Academic Senate

**ACTION REQUESTED:**

That the Academic Senate approve the University Adoption of Institutional Learning Outcome (ILO) Critical Thinking Measurement Rubric.

**BACKGROUND:**

On March 3, 2016 CAPR reviewed the proposed request for a university adoption of the attached Institutional Learning Outcome (ILO) Critical Thinking Measurement Rubric. The attached provides a summary of the development and approval process, a review of CSU East Bay's Institutional Learning Outcomes, the next steps for the approved rubric, and the CSUEB ILO Critical Thinking rubric.

## **Request for University Adoption of Institutional Learning Outcome (ILO) Critical Thinking Measurement Rubric**

### **Summary**

On March 3, 2016 CAPR reviewed and approved the proposed request for a university adoption of the Institutional Learning Outcome (ILO) Critical Thinking Measurement Rubric. This rubric was previously reviewed and approved by the ILO Subcommittee in January, 2016. The ILO Subcommittee and CAPR are requesting Senate approval for University-wide adoption of the ILO Critical Thinking measurement rubric developed University faculty. The critical thinking rubric will be used for ILO assessment as approved in the [CSU East Bay Institutional Learning Outcome Assessment Plan](#). Alignment of Program Learning Outcomes to Institutional Learning Outcomes is a deliverable for future ILO Assessment in the Semester Conversion program conversion forms and templates – [Curriculum Map 2 – PLOs to ILOs](#).

### **CSU East Bay, Institutional Learning Outcomes**

The California State University East Bay [Institutional Learning Outcomes \(ILOs\)](#) express a shared, campus-wide articulation of expectations for all degree recipients. Graduates of CSUEB will be able to:

- **think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems;**
- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;
- work collaboratively and respectfully as members and leaders of diverse teams and communities;
- act responsibly and sustainably at local, national, and global levels;
- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

### **Background of Development and Approval**

**Rubric developed and piloted:** During the 2013-14 academic year, 19 CSUEB faculty representing all campus colleges and teaching upper-division GE and/or upper-division courses in the major with a critical thinking learning outcome participated in a one-year project. Working collaboratively, they designed the critical thinking rubric, applied it to an upper division assignment, reviewed the assessment results, provided feedback its use, and provided recommendations.

**ILO Subcommittee assessed:** The ILO Subcommittee and volunteer faculty assessed the assignments with the rubric using Blackboard Outcomes - the newly adopted electronic learning assessment platform. They also analyzed the assessment results and provided feedback on the process and results.

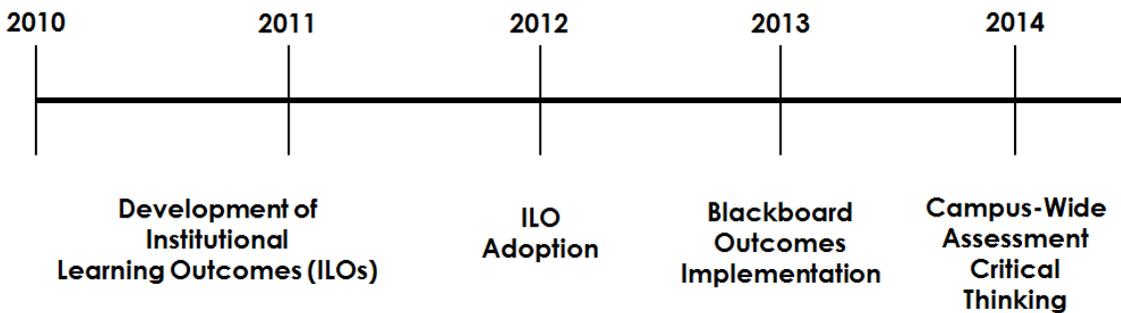
**Support team project oversight:** A support team (GE Director, APGS representatives, faculty expert: Jen Eagan, and Jodi Servatius, professor Emerita from Educational Leadership), provided project leadership by guiding the process and reviewing the work.

**ILO Subcommittee approved:** In fall, 2015, the ILO Subcommittee approved the ILO Critical Thinking rubric.

**Next steps:** Once approved, the rubric will be posted on the [ILO Subcommittee](#) page. It will also be made available to faculty in the [Rubrics Library](#). Following semester conversion, the rubric will be used according to the [CSU East Bay ILO Assessment Plan](#).

ILO [Written Communication](#) and [Diversity](#) rubrics are currently being piloted. A proposed schedule is being finalized for the development of the remaining ILO measurement rubrics.

## Overview of ILO Development at CSU East Bay



**CSUEB ILO Critical Thinking Measurement Rubric, November, 2015**

Description: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

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<b>Explanation of issues</b>	Explanation stated clearly and provides all relevant information necessary for full understanding.	Explanation stated less clearly and/or provides mostly relevant information necessary for full understanding.	Explanation stated provides some relevant information necessary for understanding.	Explanation too weak for necessary understanding or not provided.
<b>Use of evidence</b>	Provides sufficient information to support claims and conclusions made.	Provides some information to support claims and conclusions made.	Provides little information to support claims and conclusions made.	Lacks information to support claims and conclusions made.
<b>Context, assumptions</b>	Thoroughly analyzes strengths and weaknesses of one's own and others' assumptions; carefully evaluates influence of context.	Analyzes strengths and weaknesses of one's own and others' assumptions; evaluates context.	Minimally analyzes strengths and weaknesses of one's own and others' assumptions; minimally evaluates context.	Fails to analyze strengths and weaknesses of one's own and others' assumptions; does not evaluate context.
<b>Alternative viewpoints</b>	Carefully evaluates all relevant alternative viewpoints.	Evaluates most of the relevant alternative viewpoints.	Evaluates some of the relevant alternative viewpoints.	Evaluates little/none of the relevant alternative viewpoints.
<b>Statement of position</b>	States a clear position that is valid, original, and/or innovative, as appropriate.	States a relatively clear position that has some validity, originality and/or innovation, as appropriate.	States a position that lacks validity, originality, and/or innovation.	Does not state a position.
<b>Conclusions, implications, and consequences</b>	Conclusions, implications, and consequences flow from student's analysis.	Conclusions, implications, and consequences generally flow from student's analysis.	Conclusions, implications, and consequences minimally flow from student's analysis.	Conclusions, implications, and consequences do not flow from student's analysis.