

## **ILO Critical Thinking End-of-Term Faculty Survey May 2020**

*This survey was administered to faculty with a course section being assessed at the end of the term their course was being assessed for the ILO of Critical Thinking. Fourteen (14) faculty responded to the survey, seven (7) in the Fall 2019 term and seven (7) in the Spring 2020 term.*

### **Do you have any suggestions to clarify or change the rubric?**

*Fall 2019*

- None.
- The rubric is clear and easy to understand. I prefer rubrics with four grading columns, like this one, and the critical thinking components are clear.
- No
- The rubric looks fine as is.

*Spring 2020*

- Although there are ways these categories depend on or convey a writer's sense of audience and purpose, I find myself mentally adding those elements to the categories to explain words like "relevant" or "appropriate." The category of "context" comes closest to what I think of as the essential feature of rhetorical context, but I'm not sure if that is what was intended.
- It was hard to apply parts of this to a course where students are creating their own complete research projects vs. writing a traditional term paper since the statement positions and alternative viewpoints are considered differently, but this is very thorough.
- In terms of "statement of position" -- may have to use a different term here because for research papers, they pose hypotheses that need to be proven; the current phrase seems to imply that the student will be writing an argumentative paper.
- The rubric is nice and detailed.
- The rubric is fine, but some examples of how this is applied across various disciplines would be very helpful. Sorry if that exists and I missed it.
- No, this is a clear document, easily explain to students and modified for assignments.
- sadly too small to read clearly. "consequences generally flow"=3, so 4="consequences clearly flow"

### **Did you notice any patterns such as common strengths, challenges, or how students performed on the assignment compared to your expectations?**

*Fall 2019*

- Our department has begun to discuss changing our major/research methods sequence. Fitting the entire sequence into 6 credit hours has been problematic. Our students often feel that there is too much material to learn and then apply in the two semester sequence.
- Students did not focus as much on the alternative viewpoints as I had requested, but otherwise completed the other components well.
- Students are unable to develop and align a thesis statement. Their papers are written with multiple themes.
- Correct Citation in a scholarly paper
- No

- Students struggle with how to incorporate qualitative evidence into their argument. Additionally, students tend not to raise or address alternative viewpoints/theories.
- Students did fairly well in explaining the issues and using evidence and coming to a conclusion. The challenges were in stating their assumptions, viewpoints and implications of their work.

#### *Spring 2020*

- Students struggle to articulate difference across research and are very hesitant to critique it all, so they have a hard time with the alternative viewpoints and taking a strong position statement - I think this is especially true as they try to apply a bunch of new research concepts at the same time.
- Largely due to COVID-19
- Students do better when they see the rubric as that way they can address all the points that they are being graded on.
- Students can make an argument if you ask them to, but supporting it with evidence in the form of scholarly materials is challenging for them. I'm pretty vexed by this, as I bring in a librarian to help them understand what I expect and do multiple sessions on the topic too. Personally, I feel the problem is that I am one of few faculty members doing that. What can be done about the state of information and scholarly literacy among students at CSUEB?
- For my class, I would say the common challenges were bringing in sources that challenged their own narratives and thinking about the ways this would effect their work.

**Is there anything else you would like to share about the rubric, the assignment you used or the process? strengths, challenges, or how students performed on the assignment compared to your expectations?**

#### *Fall 2019*

- This was my first time teaching the capstone class, and it was a challenge. Specifically, the students needed far more one-on-one time to discuss how to gather and analyze their data. This took time away from commenting on drafts of the students papers late in the semester.
- N/A
- I like the rubric and I am glad the university is committed to standards for students.
- No
- These were new essay prompts. I don't think they worked as well as assignments I've used previously where students had more choice in their topic. They seemed to have more difficulty with organization.
- Students were less prepared to carry out their research projects than I expected. In particular, students struggled primarily with (1) evaluating the sociological literature on their topics; (2) describing their sampling methods; and (3) analyzing their data.
- This semester I had a unique group of students in class--most of whom are retaking the class due to a previous failed attempt. So the dynamics were somewhat different. It is also possible students did not do as well because of this reason. But I look forward to applying this rubric in future classes to get a more accurate representation.

#### *Spring 2020*

- The shelter started when we were in the middle of the assignment planned for evaluation. We delayed, expecting we might reopen. When that did not happen, I had to delete the planned assignment, so the assignment that was evaluated was not written with the assessment in mind.
- The process was a little unclear at first - what my responsibilities were as a faculty member took several emails to clear up. Using this rubric wasn't very feasible for grading since students were already working with a different one that I designed based on the final paper requirements.
- Huge impact on student learning: students cannot be successful in this class if there is no face-to-face interaction with the professor in class; research methods and on-the-ground research are difficult to grasp for many of our students who may not have had some background on this in high school or even in some of their college courses.
- I did have a few students who found it challenging to manage time under the new circumstances. I changed my project topic to acknowledge the pandemic which seemed to encourage students to put extra effort in it.
- They barely made it through this. Frankly, I'm not certain this year's critical thinking ILO study will be entirely valid as a result. That's not to say that you folks didn't do a great job, you did, but the students had their 9-11 moment multiplied by 50 over the last two months. I feel like a second study will be necessary.
- It has been a long process for them. Thank you for including this question, it is timely and an important one to ask. GRATITUDES!!!!
- I was reluctant to require too much online presence knowing that some students might not have good internet access. But in the fall we will need to ensure all students are provided adequate support so we faculty can ensure that students can and will be engaged online.