

MEMO

TO: The Academic Senate

FROM: Jim Taylor & the Critical Thinking Assessment Team

DATE: April 13th, 2021

RE: Two Proposals

Proposal 1: Appoint a subcommittee to do the following:

- (1) Identify courses in which focused instruction could be given to increasing our students' facility with the three critical thinking skills the CAT results indicated were most in need of improvement* (the Team recommends at least one GE course from each of the three divisions such as PHI-012, CHM-005, and SOC-001—but ideally more);
- (2) Secure faculty members willing to teach those skills in those courses;
- (3) Partner with the Provost to provide those faculty members with the financial and pedagogical resources they need to implement this skill instruction effectively;
- (4) Arrange for those faculty members to use CATs for pre-tests and post-tests in these courses; and
- (5) Set as a benchmark the average overall national CAT score of SAT-peers at comparable institutions.
- (6) Work with the Information Literacy Assessment Team on areas of overlap involving the role of information skills in critical thinking.

Proposal 2: Change the Critical Thinking ILO from

The current version:

The Critical Thinking ILO

"Westmont graduates will accurately evaluate the strength of evidence in support of a claim."

To

The proposed version:

The Critical Thinking ILO

"Westmont graduates will demonstrate sound judgment and creative thinking when evaluating the strength of evidence in support of a claim"

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- * 1. Identify additional information needed to evaluate a hypothesis.
2. Provide relevant alternative interpretations for a specific set of results. (Q9)
3. Explain how changes in a real-world problem situation might affect the solution. (Q15)