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"

__________________________________________________________________________

* 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)