

University Outcome: Critical Thinking, Revised March 2014
Student Learning Outcomes and Performance Descriptors

Students demonstrate Critical Thinking when they:

SLOs	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Beginning</i>
Identify the Issue/Problem	Student identifies not only the basics of the problem/issue, but recognizes the nuances of the issue. Student can analyze connections between related problems/issues.	Student identifies not only the basics of the problem/issue, but recognizes the nuances of the issue.	Student is able to articulate the basics of the problem/issue.	Student does not identify and summarize the problem/issue, is confused or identifies a different and/or inappropriate problem/issue.
Articulate Multiple Perspectives/Solutions	Student clearly articulates and evaluates personal and alternative points of view; student develops additional and/or more nuanced alternative points of view.	Student clearly articulates and evaluates personal and common alternative points of view.	Student clearly articulates personal perspective and superficially describes common alternative points of view.	Student is able to articulate a single/personal perspective on the problem/issue.
Identify and Assess Key Assumptions	Student identifies and assesses validity of key assumptions and addresses the dimensions (such as, ethical, political, social, psychological, or legal) that underlie the key assumptions.	Student identifies and assesses validity of key assumptions.	Student identifies key assumptions but does not assess their validity.	Student has difficulty recognizing key assumptions.
Identify and Assess Data and Evidence	Student conducts a thorough examination the evidence and source of evidence; evaluating its accuracy, precision, relevance and completeness. Student is able to deduce cause and effect appropriately from data/evidence and to address existing or potential consequences. Clearly distinguishes between fact, opinion and value judgments. Student follows where the evidence leads without bias.	Student conducts a basic examination the evidence and source of evidence; evaluating its accuracy, precision, relevance and completeness. Student is able to deduce cause and effect appropriately from data/evidence and to address existing or potential consequences. Student clearly distinguishes between fact, opinion and value judgments.	Student recognizes the need to examine the data/evidence, but incompletely examines its accuracy, precision, relevance and completeness. Student is mostly able to deduce cause and effect appropriately from data/evidence. Student struggles to distinguish between fact, opinion,	Student takes information provided as truth or denies data/evidence without adequate justification. Student confuses data correlations with cause and effect. Student does not distinguish between fact, opinion, and value judgments.

			and value judgments.	
Consider the Influence of Context	Student analyzes the problem/issue with a thorough analysis of context.	Student analyzes the problem/issue taking into consideration the most-obviously related contexts.	Student exhibits recognition of the influence of some aspects of contexts, but lacks deep analysis of contextual factors.	Student articulates the problem/issue in only egocentric, sociocentric and/or ethnocentric terms. Student does not recognize the problem/issue as having connections to other contexts (cultural, political, etc.)
Synthesize Conclusions, Implications, and Consequences	Clearly identifies conclusions, implication and consequences considering context assumptions, data and evidence. Also includes reflections upon own assertions.	Clearly identifies conclusions, implication and consequences considering context assumptions, data and evidence.	Incompletely or incorrectly identifies conclusions, implications and consequences of the problem/issue or the key relationships between other elements.	Fails to identify conclusions, implications and consequences of the problem/issue or the key relationships between other elements.
Evaluate and Apply Ethics	Student recognizes and may analyze the ethical issues that underlie the problem/issue. Student successfully applies ethical principles to their evaluation of the problem/issue.	Student recognizes and may analyze the ethical issues that underlie the problem/issue. Student attempts to apply ethical principles to their evaluation of the problem/issue.	Student recognizes the ethical issues that underlie the problem/issue at a superficial level.	Student does not recognize the ethical issues that underlie the problem/issue.