Questions and Suggestions?

If you have any questions, need guidance, have suggestions, or would like further information, feel free to contact Val, Courtney, or any of the experienced QEP faculty champions listed below:

**Humanities**
- Alan Brasher (Swainsboro) 62050
- Valerie Czerny (Statesboro) 62437
- Steve Lavender (Swainsboro) 62056
- Linda VonBergen (Statesboro) 62440
- Kathy Whitaker (Statesboro) 62441

**Math/Science**
- John Blackburn (Swainsboro) 62076
- Bob Marsh (Statesboro) 62416
- Breana Simmons (Swainsboro) 62084

**Social Sciences**
- Tom Calazzo (Statesboro) 62415
- David Gribbin (Swainsboro) 62047
- Jeff Howell (Statesboro) 62413
- Courtney Joiner (Swainsboro) 62106
- Daniel Mancill (Statesboro) 62453

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“Whether it is in writing or reading, in analysis or evaluation, in the discipline as well as in your life outside school, critical thinking creates value. It takes effort, especially before you get used to it. But it has clear practical benefits that far exceed the effort. It will produce better answers, better grades, in more courses, in more professions, with ultimately less work, than any alternative. More than that, it gives insight that can make your life richer by bringing the elements, the standards, and the disciplines into learning to think things through.”

—Gerald M. Nosich, Learning to Think Things Through
Spotlighting the Second SLO

Faculty are encouraged (that is, to be spurred on, to be inspired, to be adventurous!) first to promote critical thinking as a course objective and then to assess the student critical thinking skills demonstrated in their courses—using as their criterion the College’s second college-level competency (CLC)/general student education student learning outcome (SLO):

Critical Thinking Competencies: Students will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective decisions.

David Gribbin has designed a template (pictured below) to assist faculty with this particular assessment report, which faculty can modify based on their presentation of ideas.

EGSC Critical Thinking Semester Assessment Report Template

| Faculty Name: ____________________________ | Assessment Method: ____________________________ |
| Course Number and Title: ____________________________ | Benchmark: ____________________________ |
| Semester/Year: ____________________________ | Assessment Findings: ____________________________ |
| Course CRN: ____________________________ | Changes made or to be made based on assessment findings: ____________________________ |

Student Learning Outcome
Students will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective decisions.

Course Objective

Tweak Creatively

Assessments do not have to be cumbersome. Think of the small changes you likely make more often than not in your course assignments.

For instance, Bob Marsh uses an extra-credit writing assignment in his math courses. After having received some dry, rather lifeless submissions, Bob tweaked the assignment’s directions by describing a role-playing scenario where students first imagine that they have successfully taken a test. Then Bob directs them to imagine that they have a friend in a faraway place who will soon take a similar test, so his students’ mission is to write a letter to that friend explaining how to complete a mathematical problem.

The students’ submissions now tend to possess a sense of tone and voice, where students are critically considering their audience’s reception of their explanations.

So, see how you are already being creative in adapting your assignments, consider how your students are “branching out” in their critical thinking skills, and speculate how you can, actually, have some fun!

Then write up your report—including images, rubrics, or any other tools that you have used and email your report to David at dgribbin@ega.edu.

The report template is available at...
http://www.ega.edu/offices/institutional_research_planning/assessment_resources