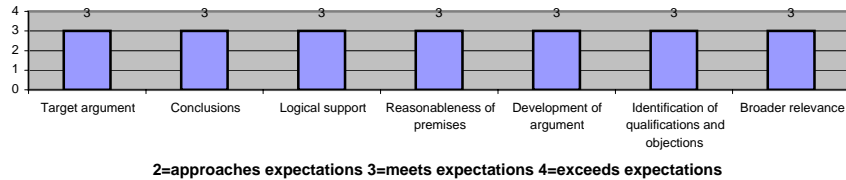


General Education Student Learning Assessment Dashboard Critical Thinking/Information Management

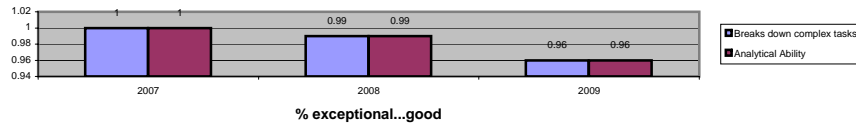
Critical Thinking Rubric Assessment (2007)



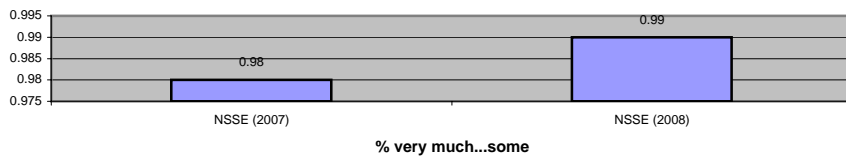
ACT Report Findings (2007)

The average Binghamton University student performs satisfactorily with regard to critical thinking, although it is also clear that students may need improvement with regard to identifying qualifications and objections and to writing about the broader relevance or significance of what they have concluded. It is interesting to note that prior critical thinking assessments, apart from this rubric-based assessment, have led to similar concerns. For example, an electronic focus group of faculty and a more general faculty survey of student performance in critical thinking have indicated that many students could use more detailed, specific sources in their writing that do not rely primarily on research conducted via basic Internet search tools such as Google or Wikipedia. These assessments have also indicated that students could benefit from more extensive instruction in understanding the broader relevance of their thinking and in considering different points of view when developing arguments.

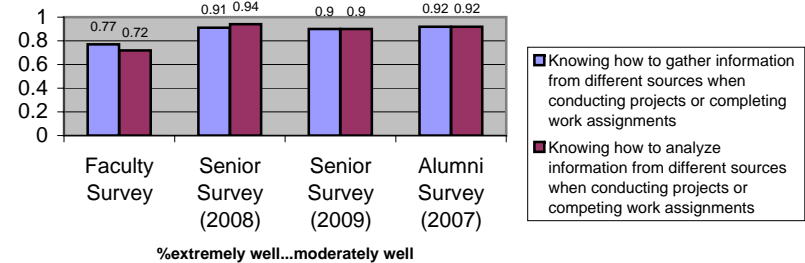
Internship Supervisor Ratings, 2007-2009



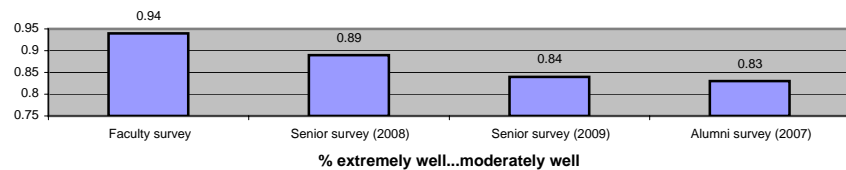
Worked on a paper or project that required integrating ideas of information from various sources



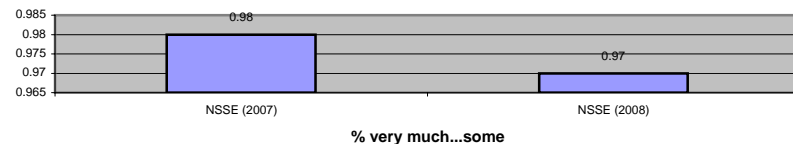
Student Performance Survey Results: Gathering and Analyzing Information



Student Performance Survey Results: How well has the university prepared you to use computers and information technology effectively?



NSSE: How well did the institution prepare you to think critically and analytically?



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