

**Fermanian School of Business
GE ECO 1001 GELO 1d Assessment
2024-2025**

Learning Outcome:

GELO 1d: Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

ECO 1001 - Final Exam Question - implemented Spring 2024

Criteria for Success:

The average score for each criterion of the GELO 1d Rubric will be 3.0 or higher out of 4.0.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Initial Data:

GELO 1d Rubric – Average Student Score:

Semester	# of Assessments	Positive Question Example	Justification	Total
Spring 2024	40	2.00	1.83	1.91
Fall 2024	38	2.55	1.95	2.25
Spring 2025	32	2.75	2.06	2.41

Conclusions Drawn from Data:

This assessment was implemented in Spring 2024. The criteria for success were not met in either rubric category since inception. Overall results are trending up each semester.

Changes to be Made Based on Data:

GELO 1d (Critical Thinking) is currently assessed in ECO 1001/1002, a first-year, introductory-level course. Overall performance on this outcome is relatively low. Given the developmental nature of critical thinking skills and the student population enrolled in these courses, a lower score may be expected. ECO 1001/1002 primarily serves first-year students who are in the early stages of developing the ability to examine, critique, and synthesize information at a collegiate level.

The results may therefore reflect students' entry-level capacities rather than the extent to which the institution ultimately cultivates critical thinking across the general education curriculum. While ECO 1001/1002 provides an important foundation for introducing critical thinking concepts, it may not offer sufficient opportunity to observe higher-order integration and synthesis of information as described in GELO 1d.

Consequently, the GE committee may wish to consider whether this course is the most appropriate or sole location for summative assessment of critical thinking, or whether additional or later-touchpoint courses within the general education curriculum might provide a more accurate measure of students' achievement of this outcome.

The assessors of this assignment will once again meet with the instructors to provide feedback on the quality of the work and recommend improvements. Assessor feedback includes providing students with more opportunities to practice the concept being assessed before the final exam. The faculty teaching this course will work to incorporate this feedback into their course with the hope that improvements will be seen in the future.

GE ECO 1001 GELO 1d Rubric

Rubric	Excellent 5 points	Good 3 points	Fair 1 points	Poor 0 points
Positive Question Example	The example is a positive question form that can be answered with a hard data set, and all words are defined clearly with non-subjective criteria.	The example is a positive question form that can be addressed with a hard data set, and some words are defined clearly with non-subjective criteria.	The example is attempted to be a positive question form, but it is hard to be answered with a hard data set, and words are not defined clearly with subjective criteria.	It is a normative question form (or neither), and clarification of words are not clear and subjective.
Justification	The justification meets the following criteria: 1) provides the source of the hard data set and the source is (are) from well-established institutions, 2) clarifies how all words meet non-subjective criteria	The justification meets the following criteria: 1) provides the source of the hard data set and the source can be found somewhere on the internet, 2) clarifies how some (not all) words meet non-subjective criteria	The justification meets the following criteria: 1) attempts to provide some of sources for the hard data set 2) attempts to clarify how words meet non-subjective criteria but ambiguous	No justification is provided to show how the example reflects a positive question form

**Fermanian School of Business
GE ECO 1002 GELO 1d Assessment
2024-2025**

Learning Outcome:

GELO 1d: Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

ECO 1002 - Final Exam Question - implemented Spring 2024

Criteria for Success:

The average score for each criterion of the GELO 1d Rubric will be 3.0 or higher out of 4.0.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Initial Data:

GELO 1d Rubric – Average Student Score:

Semester	# of Assessments	Positive Question Example	Justification	Total
Spring 2024	36	1.56	1.53	1.54
Fall 2024	66	2.92	2.73	2.83
Spring 2025	20	3.05	2.85	2.95

Conclusions Drawn from Data:

This assessment was implemented in Spring 2024. The criteria for success were met in the Positive Question Example rubric area in Spring 2025 and were nearly met in Fall 2024. The criteria for success were not met in the Justification area in any semester, but the trend is upward.

Changes to be Made Based on Data:

GELO 1d (Critical Thinking) is currently assessed in ECO 1001/1002, a first-year, introductory-level course. Overall performance on this outcome is relatively low. Given the developmental nature of critical thinking skills and the student population enrolled in these courses, a lower score may be expected. ECO 1001/1002 primarily serves first-year students who are in the early stages of developing the ability to examine, critique, and synthesize information at a collegiate level.

The results may therefore reflect students' entry-level capacities rather than the extent to which the institution ultimately cultivates critical thinking across the general education curriculum. While ECO 1001/1002 provides an important foundation for introducing critical thinking concepts, it may not offer

sufficient opportunity to observe higher-order integration and synthesis of information as described in GELO 1d.

Consequently, the GE committee may wish to consider whether this course is the most appropriate or sole location for summative assessment of critical thinking, or whether additional or later-touchpoint courses within the general education curriculum might provide a more accurate measure of students' achievement of this outcome.

The assessors of this assignment will once again meet with the instructors to provide feedback on the quality of the work and recommend improvements. Assessor feedback includes providing students with more opportunities to practice the concept being assessed before the final exam. The faculty teaching this course will work to incorporate this feedback into their course with the hope that improvements will be seen in the future.

GE ECO 1001 GELO 1d Rubric

Rubric	Excellent 5 points	Good 3 points	Fair 1 points	Poor 0 points
Positive Question Example	The example is a positive question form that can be answered with a hard data set, and all words are defined clearly with non-subjective criteria.	The example is a positive question form that can be addressed with a hard data set, and some words are defined clearly with non-subjective criteria.	The example is attempted to be a positive question form, but it is hard to be answered with a hard data set, and words are not defined clearly with subjective criteria.	It is a normative question form (or neither), and clarification of words are not clear and subjective.
Justification	The justification meets the following criteria: 1) provides the source of the hard data set and the source is (are) from well-established institutions, 2) clarifies how all words meet non-subjective criteria	The justification meets the following criteria: 1) provides the source of the hard data set and the source can be found somewhere on the internet, 2) clarifies how some (not all) words meet non-subjective criteria	The justification meets the following criteria: 1) attempts to provide some of sources for the hard data set 2) attempts to clarify how words meet non-subjective criteria but ambiguous	No justification is provided to show how the example reflects a positive question form