8:30 – Registration and Informal gathering (coffee in Bluemont Room)

9:00 – Defining Critical Thinking as a Guide to Assessment in Higher Education – Patricia Ackerman
Dr. Ackerman will introduce a range of scholarly definitions for critical thinking, which reinforce the need for ongoing institutional discourse about developing explicit disciplinary instruction in critical thinking.

9:30 – Citation Award Presentation: Excellence in Student Learning Assessment for Critical Thinking – Athletic Training: Shawna Jordon

10:00 – Overview of following sessions and move to K-State Ballroom
Effective Assessments for Critical Thinking Sessions (participants will be divided among four topic and cycle between each every 20 minutes)

- Session a) Lauren Ritterbush - Anthropology
  Developing practical thinking skills that apply to professional and life-long learning.
  Provides course summary, instructional activities used, and assessments administered.

- Session b) Sarah Riforgiate – Communication Studies
  Examples provided of scaffolding instructional activities and assignments to build critical thinking skills and how they are assessed.

- Session c) Bonnie Rush – College of Veterinary Medicine
  Critical thinking in a professional field can be defined and assessed. This session provides examples of effective instruction and assessment practices through multiple-choice questioning.

- Session d) Phillip Payne – College of Education/College of Arts and Science
  Defining outcomes for critical thinking and designing course-based experiences through which student demonstrate qualities of critical thinking.

11:30 – Return to the Bluemont Room for Closing

11:35 – Critical Thinking expectations at Kansas State University

- Administrative expectations – Bronwyn Fees
  University perspective on the importance for programs and their faculty to thoughtfully make determinations as to what critical thinking looks like in their students' learning, intentionally focused instruction throughout curriculum, and assessments that identify the extent to which students demonstrate the type of critical thinking associated with success in each discipline.

- Instructional expectations – Jana Fallin
  Student learning expectations and how instructional design can intentionally contribute to the development of critical thinking for your students appropriate for disciplinary expectations.

- How all this fits together – Fred Burrack
  Outcomes, instruction, assessment, and student learning: how it all comes together.