

## INSTRUMENT

HEIghten Critical Thinking (H-CT); 26 questions of varying types with an overall scaled score as well as 2 scaled subscores, where higher scores indicate higher levels of achievement of the competency; ETS HEIghten Critical Thinking Assessment (2020)

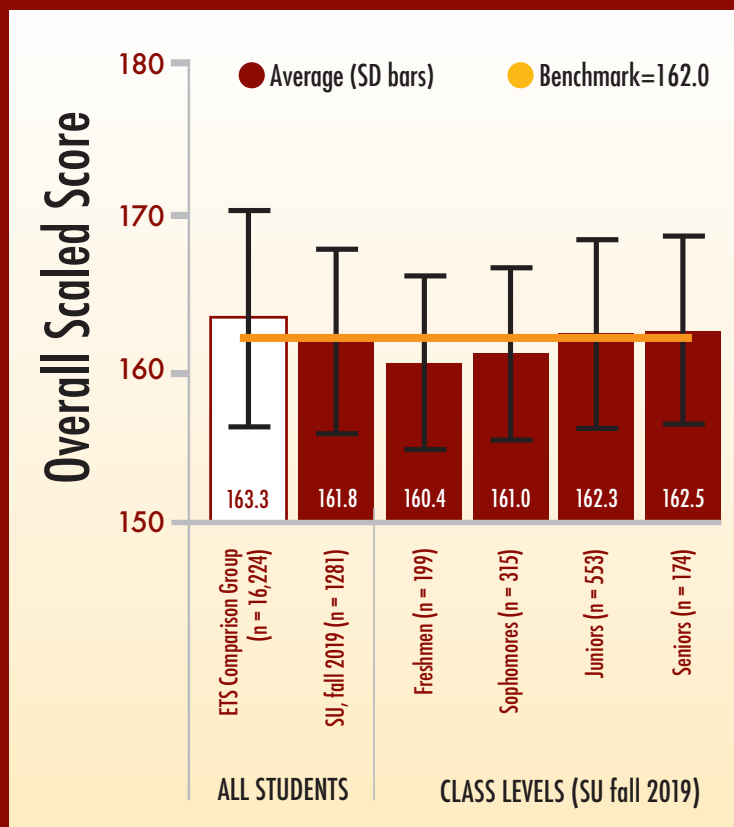
## RESULTS

- Students who took the H-CT instrument (n = 1281) were somewhat representative of the overall and non-test-taker populations at SU.
- The SU average **Overall scaled score** (161.8) is below the average score of the comparison group (163.3, ETS sample of undergraduate students) as well as the 162-level proficiency benchmark (see graph). Similarly, the average SU H-CT **Analytic** and **Synthetic scaled subscores** (4.0 and 4.0, respectively) were both below the average of the comparison group (4.4 and 4.5, respectively).
- There was no significant difference between **Overall scaled score** or the **Analytic** or **Synthetic scaled subscores'** averages of transfer students and SU native, first-time students.
- Students' **Overall scaled score** as well as **Analytic** and **Synthetic scaled subscores'** averages generally increased by class level (e.g., freshmen) and there were significant differences between class levels (see graph). For the **Overall scaled score**: freshmen's average score was significantly less than juniors', seniors', and unclassified, non-degree undergraduates' average scores; sophomores' average score was significantly less than juniors' and unclassified, non-degree undergraduates' average scores.
- There was a significant difference between **Overall scaled score** as well as **Analytic** and **Synthetic scaled subscores'** averages by SU college or school enrollment (e.g., CHHS, Fulton; based on students' primary major). For the **Overall scaled score**: Henson majors' average score was significantly greater than average scores of students majoring in CHHS, Fulton, Perdue, or Seidel.
- Although the sample was small, a matched longitudinal analysis supported a significant increase in average H-CT **Overall scaled score** for SU students over time – although there was no significant difference between the fall 2017 and fall 2018 averages.

## HOW ARE WE CLOSING THE LOOP?

1. Evaluate benchmark values with faculty/staff with expertise in the discipline or assessment of Critical Thinking & Reasoning
2. Perform an area/course mapping of the current SU courses that align with the revised Critical Thinking & Reasoning student learning outcome
3. Consider whether the H-CT instrument is aligned well with revised Critical Thinking & Reasoning General Education student learning outcome or select alternative assessment
4. Utilize results to develop interventions and determine a timeline to re-collect assessment data

## CRITICAL THINKING & REASONING SCORES



## H-CT

- **Overall scaled score** - overall critical thinking competency (150-180)
- **Analytic scaled subscore** - analyzing and evaluating argument structure as well as evaluating evidence and its use (1-10)
- **Synthetic scaled subscore** - developing valid or sound arguments as well as demonstrating understanding of the implications or consequences of information and argumentation (1-10)

For more information see ETS HEIghten Critical Thinking Assessment (2020).

[https://www.ets.org/heighten/about/critical\\_thinking/](https://www.ets.org/heighten/about/critical_thinking/)