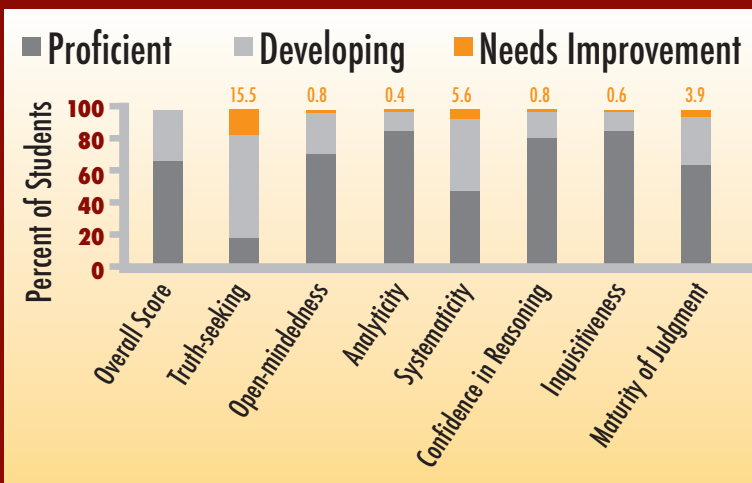


INSTRUMENT

California Critical Thinking Disposition Inventory (CCTDI); 75 Likert-type questions with 7 scale scores, hereafter referred to as categories, and an overall score, where higher scores indicate higher levels of achievement of the disposition; Insight Assessment - CCTDI (2016)

CRITICAL THINKING, INTERDEPENDENCE AMONG DISCIPLINES, & INTELLECTUAL CURIOSITY SCORES AND CATEGORIES



CCTDI

- **Overall Score** - overall measure of the critical thinking mindset
- **Truth-seeking** - desiring the best possible understanding of any situation
- **Open-mindedness** - allowing views voiced with which one may not agree
- **Analyticity** - anticipating consequences of situations
- **Systematicity** - approaching decision-making in a systematic way
- **Confidence in Reasoning** - trusting reflective thinking to make decisions
- **Inquisitiveness** - intellectual curiosity
- **Maturity of Judgment** - seeing complexity, but also striving for timely decision-making

For more information see Insight Assessment - CCTDI (2016)

<https://insightassessment.com/article/california-critical-thinking-disposition-inventory-cctdi-2#>

RESULTS

- Students who took the CCTDI instrument (n = 515) were somewhat representative of the overall and non-test-taker populations at SU
- The SU CCTDI average **Overall Score** aligns with a “Positive” mindset for critical thinking, although no comparison values are available
- Efforts could be focused on the CCTDI categories of **Truth-seeking** and **Systematicity**, where > 5% of students’ self-report responses indicated a need for improvement
- There was a significant difference between CCTDI **Overall Score** averages of transfer students and SU native, first-time students; where the latter had a lower average than the transfer students
- SU students’ CCTDI **Overall Score** averages increased by class level (i.e., freshmen, sophomores, juniors, seniors); however, there were no significant differences between class levels
- There was a significant difference between CCTDI **Overall Score** averages by SU school (i.e., Fulton, Henson, Perdue and Seidel – based on students’ primary major); Seidel majors’ average score was significantly less than Fulton majors’ average score; no other school comparisons were significantly different

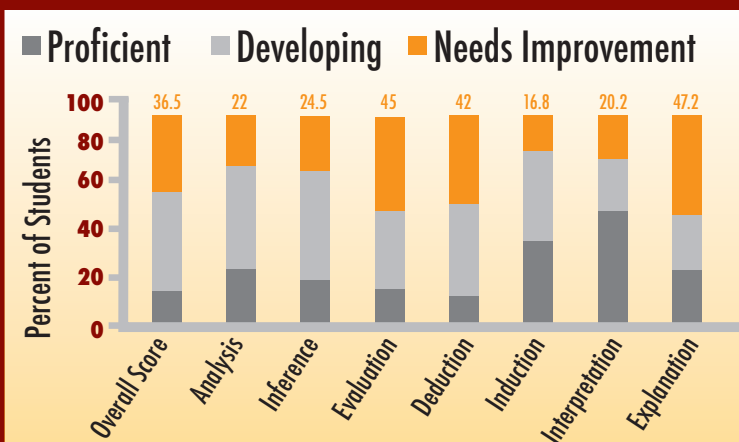
HOW ARE WE CLOSING THE LOOP?

1. Consider whether or not the CCTDI instrument is aligned well with current (or revised) Critical Thinking, Interdependence Among Disciplines and Intellectual Curiosity General Education student learning outcomes or select an alternative assessment
 - During revision of the General Education student learning outcomes, Interdependence Among Disciplines was not retained
 - Also, the University Academic Assessment Committee (UAAC) and UARA decided that the CCTDI, as a measure of dispositions, was not aligned with the revised Critical Thinking & Reasoning competency outcome
 - UAAC and UARA determined that the CCTDI is aligned with the revised Intellectual Curiosity responsibility outcome, since it – as **Inquisitiveness** – is measured as one of the 7 categories of the instrument
 - Due to budget constraints, UAAC and UARA decided to identify alternative Intellectual Curiosity-aligned instruments in the literature to be used instead of the cost-incurring CCTDI in future GULL Weeks; however, additional validation steps will be required to ensure the final instrument’s alignment, validity, and reliability at SU
2. Utilize results to develop interventions and determine a timeline to re-collect assessment data
 - A SU-identified instrument to assess Intellectual Curiosity was administered in fall 2019, will be revised based on best practices and then administered every 3 years
3. Increase student participation in future GULL Weeks to improve representative sampling
 - Student participation has greatly increased over time, which has mitigated many sampling discrepancies

INSTRUMENT

California Critical Thinking Skills Test (CCTST); 34 multiple-choice questions with 7 scale scores, hereafter referred to as categories, and an overall score, where higher scores indicate higher levels of achievement of the competency; Insight Assessment - CCTST (2016)

CRITICAL THINKING, INTERDEPENDENCE AMONG DISCIPLINES, & INTELLECTUAL CURIOSITY SCORES AND CATEGORIES



CCTST

- **Overall Score** - overall strength in using reasoning for decision-making
- **Analysis** - using skills to identify aspects of arguments
- **Inference** - drawing conclusions from reasons and evidence
- **Evaluation** - assessing the credibility of sources and the claims they make
- **Deduction** - reasoning precisely within contexts that have defined rules or beliefs
- **Induction** - reasoning within contexts that do not have defined rules or beliefs
- **Interpretation** - determining precise meaning from a source
- **Explanation** - describing reasoning of arguments and decision-making

For more information see *Insight Assessment - CCTST (2016)*
<https://insightassessment.com/article/california-critical-thinking-skills-test-cctst-2/>

RESULTS

- Students who took the CCTST instrument (n = 831) were somewhat representative of the overall and non-test-taker populations at SU
- The SU CCTST average **Overall Score** aligns with a “Moderate” critical thinking skills, although no comparison values are available
- Although all CCTST categories could benefit from improvement, efforts could be focused on **Evaluation**, **Deduction** and **Explanation** categories, where > 40% of students’ scores indicated a need for improvement
- There was no significant difference between CCTST **Overall Score** averages of transfer students and SU native, first-time students
- SU students’ CCTST **Overall Score** averages increased by class level (i.e., freshmen, sophomores, juniors, seniors) and there was a significant difference between class levels; freshmen’s average score was significantly less than all other class levels (except sophomores); sophomores’ average score was significantly less than seniors’ average score
- There was no significant difference between CCTST **Overall Score** averages by SU school (i.e., Fulton, Henson, Perdue and Seidel – based on students’ primary major)

HOW ARE WE CLOSING THE LOOP?

1. Consider whether or not the CCTST instrument is aligned well with current (or revised) Critical Thinking, Interdependence Among Disciplines and Intellectual Curiosity General Education student learning outcomes or select an alternative assessment
 - During revision of the General Education student learning outcomes, Interdependence Among Disciplines was not included
 - Also, the University Academic Assessment Committee (UAAC) and UARA decided that the CCTST, as a measure of skills, was not aligned with the revised Intellectual Curiosity responsibility outcome
 - UAAC and UARA determined that the CCTST is aligned with the revised Critical Thinking & Reasoning competency outcome
 - Based on multiple considerations (price, reporting, benchmarking, etc.), UAAC and UARA decided to select an alternative Critical Thinking & Reasoning-aligned instrument (ETS HEIghten - Critical Thinking) to be used instead of the CCTST in future GULL Weeks
2. Utilize results to develop interventions and determine a timeline to re-collect assessment data
 - The ETS HEIghten-Critical Thinking instrument will be used to assess Critical Thinking & Reasoning as part of a longitudinal study for four consecutive years, starting in fall 2017, and was also administered more broadly in fall 2019 and then every 3 years
3. Increase student participation in future GULL Weeks to improve representative sampling
 - Student participation has greatly increased over time, which has mitigated many sampling discrepancies

For more information, please see the full report: <http://www.salisbury.edu/fall2015-critical-thinking/> or contact Dr. Sarah Winger: sewinger@salisbury.edu