

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)

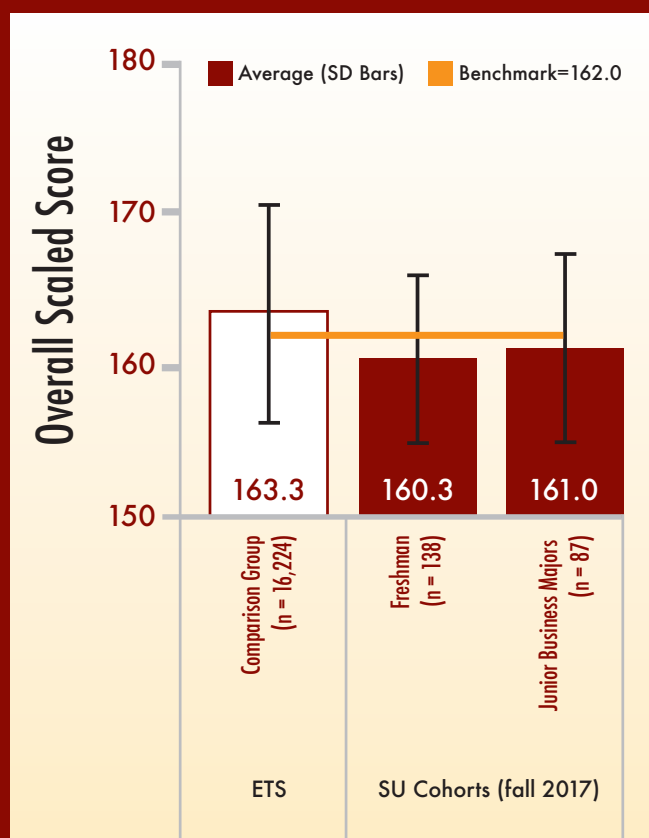
RESULTS

- Students who took the H-CT instrument, due to the cohort sampling requirements of a longitudinal study, were not representative of the overall and non-test-taker populations at SU; however, when compared to demographically similar non-test-takers, by cohort, they were somewhat similar.
 - Freshman cohort (n = 138)
 - Junior Business majors cohort (n = 87)
- The SU average **Overall scaled score** for both the freshman cohort (160.3) and the junior Business majors cohort (161.0) were 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** for both cohorts (ranging from 3.5 to 3.8) were below the averages of the comparison group (4.4 and 4.5, respectively).
- Significant difference between **Overall scaled score** as well as **Analytic** and **Synthetic scaled subscores**' averages of transfer students and SU native, first-time students could not be evaluated due to the small sample sizes of transfer students within both cohorts.
- **Overall scaled score** as well as **Analytic** and **Synthetic scaled subscores**' averages of students by class levels could not be evaluated due to the sampling requirements of the longitudinal study.
- For the freshman cohort, there was no significant difference between **Overall scaled score** as well as **Analytic** and **Synthetic scaled subscores**' averages by SU School enrollment (i.e., Fulton, Henson, Perdue, and Seidel; based on students' primary major), for those Schools with sufficient sample sizes (Henson and Perdue).

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
5. Continue collaborative longitudinal study and share updates with SU

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/