

Critical Thinking 2019-2020

Overview Information

- Courses and number of sections in this sample: 10 courses, 13 sections (ART 105, CHHS 210, COM 116, EDN 203, ENG 110, ENG 203, INT 200, PAR 115, PSY 410, REC 359)
- University Studies component(s) from which the work was sampled: Aesthetic, Interpretive, and Literary Perspectives, Critical Reasoning, and Understanding Human Institutions and Behaviors
- Semester in which the sampling was done: Spring 2020
- # of work products scored: $N = 304$
- # of multiple-scored work products: $n = 74$
- # of scorers: 14

<i>Percentage of Critical Thinking Scores at Levels 2+ and Levels 3+</i>		
Lower-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
CT1 Explanation of issues	58.2%	10.5%
CT2.1 Selecting and using evidence	73.6%	20.5%
CT2.2 Critically examining evidence	81.1%	12.9%
CT3 Influence of context and assumptions	58.3%	10.4%
CT4 Student's position	43.2%	7.7%
CT5 Conclusions and related outcomes	59.1%	5.9%
Upper-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
CT1 Explanation of issues	75.4%	39.3%
CT2.1 Selecting and using evidence	65.6%	26.3%
CT2.2 Critically examining evidence	53.5%	25.6%
CT3 Influence of context and assumptions	25.6%	7.0%
CT4 Student's position	49.0%	23.5%
CT5 Conclusions and related outcomes	54.1%	16.4%

For the lower-division courses, a majority of scores fell into the Level 2+ range with the exception of CT4 Student's Position with just under half of work products scoring a Level 2+. For the upper-division courses, a majority of scores fell into that same Level 2+ range except for CT3 Influence of Context and Assumptions, with only about one-quarter of the work scoring a 2+. For upper-division courses, no dimension had a majority of scores in the 3+ range.

Work from upper-division courses scored statistically higher on one dimension, CT1 Explanation of Issues and work from lower-division courses scored higher on CT3 Influence of Context and Assumptions.

There were significant differences in scores in the following:

- University Studies component, with work from courses in UHIB scoring higher on CT2.2 and CT5; work from courses in CR scoring higher on CT1; and work from courses in AILP scoring higher on CT2.1
- Lower division vs upper division courses: scores in upper-division classes were higher on CT1 and work from lower-division courses scored higher on CT3.
- Classes taught by tenure-line faculty vs. non-tenure-line faculty: scores were higher on courses taught by tenure-line faculty on CT4 and lower on courses taught by the same on CT3
- Class level (freshman through senior): juniors scored higher than other class levels on CT3
- Transfer student vs. freshman-start: freshman-start students scored higher on CT1 and CT4
- Gender: females scored higher than males on CT1
- Race: work from students identified in the 2+ races category scored higher than other race categories on CT5
- Type of high school: work from students who attended a private high school scored higher on CT3