

Members of the Assessment Committee thank you for your participation during Assessment Week and for your interest in the results of the CCTST. Assessment Committee members welcome your comments or suggestions.

STUDENTS: For those students who participated in the California Critical Thinking Test administered in fall 2003, your test results are now available. Please go to the Testing Center in room 404 to retrieve your scores.

Critical Thinking

Everything you wanted to know but were afraid to ask...

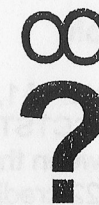
Please join us for an interactive workshop during Registration, Fall 2004 to learn more about Critical Thinking and its applicability in the classroom.

All faculty are welcome.

More information to come during Summer 2004

Good assessment informs good teaching practice.

Workshop sponsored by the Assessment Committee



Results of the California Critical Skills Thinking Test (CCTST) Administered Fall 2003 During Assessment Week

Assessment Committee

Jennifer Asimow, Chair

Context

- As a result of weekly meetings since March 2003, the Harold Washington College Assessment Committee determined that HWC's General Education Objective regarding the ability to "think critically" (2003-06 Catalog, p. 128) would be assessed during fall 2003.
- With representation from student government, each academic department and administration, Assessment Committee members defined critical thinking, developed measurable learning outcomes, and chose the California Critical Thinking Skills Test (CCTST), a standardized measure with a reliability coefficient of .80.
- The purpose for administering the CCTST was to provide information so the College could work to improve the critical thinking skills of our students.

Sample

- A total of 1,688 students provided demographic information for the CCTST. There is no statistically significant difference between the sample tested and the total student population of 7,522 credit students registered during fall 2003.
- As can be determined from Figure 1, the sample consisted of 1,107 (66%) females and 581 (34%) males. Figure 2 represents the racial/ethnic distribution of the sample, which was also similar to HWC's fall 2003 population.

Figure 1: Gender

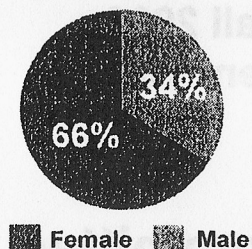


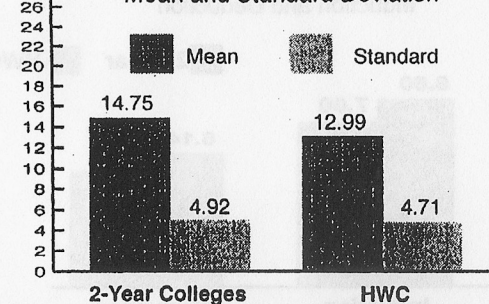
Figure 2: Ethnicity

10%	Asian/Pacific Islander
1%	American Indian/Alaskan Native
48%	African American
22%	Hispanic
16%	White
3%	Mix/Other

Overall CCTST Results

- A total of 1,694 students completed the CCTST. Out of a possible score of 34, HWC students scored on average 12.99. This mean score places our students at the 43rd percentile compared to an aggregated sample of two-year college students.
- The aggregated sample of 729 students was from community colleges in five states: California, Florida, New York, South Dakota, and Tennessee.
- As depicted in Figure 3, HWC students' overall mean score was 12.99 as compared with a mean score of 14.75 for the two-year national sample. The standard deviation of 4.92 for two-year college students and 4.71 for HWC students was not significant.
- The results suggest both the sample of two-year students and HWC students need to improve their critical thinking skills.

Figure 3. Overall Results
2-Year Colleges and HWC
Mean and Standard Deviation



Critical Thinking

- The Assessment Committee defines critical thinking "as the ability of students to reason which results in the interpretation, analysis, evaluation, and inference of the argument or the problem situation on which the judgment or solution is based."
- Although the California Critical Thinking Skills Test (CCTST) involves the assessment of a number of cognitive skills (e.g., interpretation, analysis, inference, and evaluation), the CCTST is easily categorized into two main skill areas, Induction and Deduction.
- **Induction**, or inductive reasoning, may be defined as arriving at a general conclusion from a set of instances or facts.
- **Deduction**, or deductive reasoning, may be defined as arriving at a set of instances or facts from a general conclusion or statement.

Comparison

- Figure 4 (next page) shows that the mean score for the aggregated sample of two-year college students was 8.60 (50.6%) out of a possible score of 17 for inductive reasoning. This compares with HWC students' inductive reasoning mean score of 7.60 (44.7%).
- The mean score for the aggregated sample of two-year college students was 6.14 (36.1%) out of a possible score of 17 for deductive reasoning. This compares with HWC students' deductive reasoning mean score of 5.38 (31.6%).
- Although the percentages are low, HWC students are statistically only slightly lower when compared to the average two-year college student.