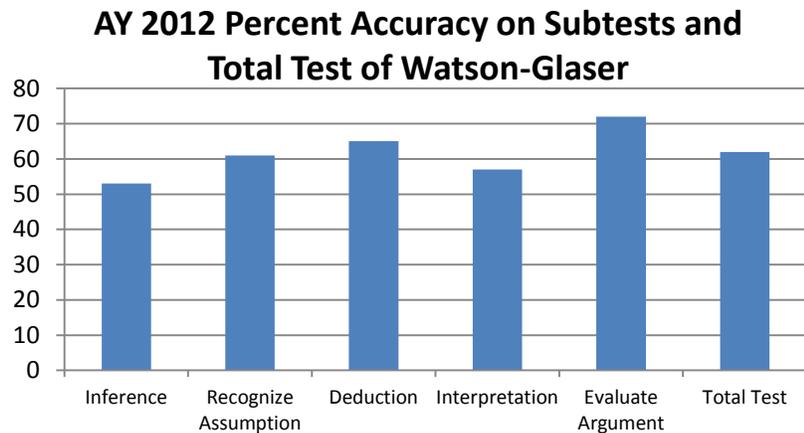
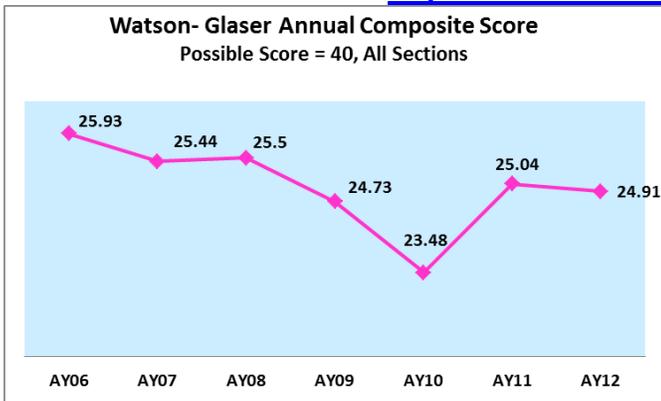


CASL's Critical Thinking Assessment AY12 Executive Summary

See <http://www.eiu.edu/assess/wgdata.php> for full report



The Watson-Glaser Critical Thinking Appraisal has been administered in senior seminars since 2002.

The WGCTA is a standardized test designed to measure the following critical thinking skills: inference, recognition of assumption, deduction, interpretation, and evaluation of arguments. The skill that seniors were able to do with greater than 70% accuracy was to Evaluate an Argument. Making Inferences and Interpretations were only between 50-55% accurate. (There are 7-9 items evaluated for each skill, so these subscales must be interpreted cautiously.)

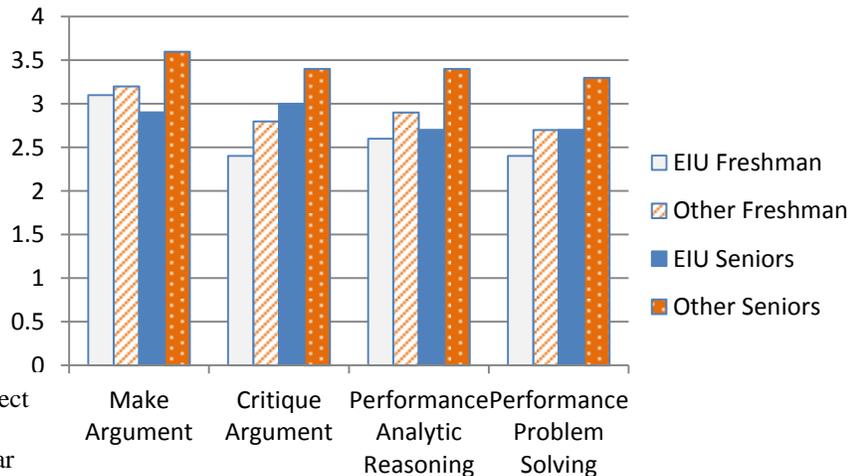
EWP –Critical Thinking

Data from the EWP readers indicate that critical thinking is a skill that still needs to be improved. Trained readers have suggested that making arguments, development of the thesis, and analyzing others' are weaknesses in many of the completed portfolios.

Results from the Voluntary System of Accountability (VSA) (Administered every 3 years)

The direct measure employed by the VSA in 2010, the Collegiate Learning Assessment, shows only 22% of Eastern seniors above or well above expected performance levels on tasks such as critiquing an argument, making an argument, and writing analytically, while 24% percent of our seniors are below the expected level and 38% are well below this level. One hundred freshmen and one hundred seniors completed the CLA.

The Collegiate Learning Assessment was re-administered to freshman in Fall 2011 and seniors in Spring 2012. Data are depicted in the bar chart. Growth from freshman to senior year, was similar to other colleges in ability to Critique an Argument. No growth at EIU from freshman to senior year in ability to Make an Argument. Much smaller growth from freshman to senior year compared to other colleges in Analytic Reasoning and Problem Solving in Performance Tasks. **NO TRANSFER STUDENTS WERE PART OF THE SAMPLE**



The National Survey of Student Engagement (NSSE) is an indirect measure that was administered in SP10 to freshmen (330) and seniors (590). Positive NSSE Data: Eastern seniors were on par with seniors at other Illinois public institutions, our Carnegie class, and all other NSSE schools with 88% indicating Eastern has contributed quite a bit or very much to their thinking critically and analytically. Eastern is higher by 3-6% than the other institutions' seniors when asked how much their coursework has emphasized making judgments about the value of information, arguments, or methods, and assessing the soundness of their conclusions. Negative NSSE Data: When asked how much in the current year they had been asked to memorize facts and then repeat them in the same form, 63% of EIU seniors answered "very much" or "quite a bit". While students at comparable universities answered similarly, these are high percentages for rote memorization at the senior level and indicate that critical thinking activities such as analysis and evaluation may be less prevalent than desirable

	Value-Added Performance Level	Value-Added Percentile Rank
Total CLA Score	BELOW Expected	7
Performance Task	BELOW Expected	10
Analytic Writing	BELOW Expected	9
Make-an-Argument	BELOW Expected	5
Critique-an-Argument	NEAR Expected	28
Value added takes into account beginning ACT level and looks at growth in scores from Freshman to Senior year.		