General Education Critical Thinking Assessment, 2022-23

In 2022-23, the Learning Assessment Committee and the General Education-Critical Thinking Work Group assessed the following outcome: Use evidence to develop arguments, make decisions, and evaluate outcomes. The assessment was conducted by drawing a random sample of class sections from courses mapped to the Critical Thinking outcome. The sampling technique also focused on sections with a relatively high percentage of students with 45+ credit hours earned. Faculty members of selected sections asked students to answer seven multiple choice questions, and also provide a written explanation for one of the questions. In all, 914 assessments were collected and scored.

Table 1 shows a comparison of the three most recent assessments of this outcome: 2018 primary, 2021 follow-up, and 2023 primary assessment. For the first two assessments, the criterion for success was set at 70% of students scoring 70% or higher on the assessment, (answering seven of ten questions correctly). For the most recent assessment, the number of questions decreased, and success was based on 70% of students scoring 71.4% or higher on the assessment, (answering five of seven questions correctly). Though students did not perform as well in the 2023 assessment, fewer questions could explain some of these results.

Table 1. Overall Results by Earned Credit Hours: Three-Year Comparison (2018, 2021, and 2023)

Earned Credit Hours	Spring 2018 - Primary	Spring 2021 – Follow-Up	Spring 2023 - Primary
	% Answering at least 7 of 10 Questions Correctly		% Answering at least 5 of 7 Questions Correctly
1 - 15	54.8 (n=31)	55.7 (n=115)	36.8 (n=38)
16 - 30	64.5 (n=76)	52.8 (n=176)	43.0 (n=100)
31 - 44	64.0 (n=86)	57.4 (n=197)	44.2 (n=156)
45+	61.5 (n=543)	57.1 (n=545)	48.5 (n=620)
All students	61.7 (n=736)	56.1 (n=1,033)	43.1 (n=914)

In 2021 and 2023, results show that as students accumulate credit hours, their performance improves. For example, in 2023, students with 1-15 credit hours earned had a 36.8% success rate, whereas students with 45+ credit hours earned achieved a 48.5% success rate.

Table 2 shows the percentage of students who answered each question correctly in the categories of "developing arguments," "making decisions." and "evaluating outcomes." The same seven questions were used in 2018, 2021, and 2023. (Results for the three additional questions used in 2018 and 2021 are not shown below.)

Table 2. Overall Results by Question: Three-Year Comparison (2018, 2021, and 2023)

Year	% Correct by Question						
	Develop Arguments		Make Decisions			Evaluate Outcomes	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
2018 (n=736)	51.1	95.3	64.6	46.8	69.0	69.0	79.8
2021 (n=1,033)	42.8	87.1	68.4	52.3	64.5	73.3	67.3
2023 (n=914)	41.7	92.5	77.1	50.7	35.1	62.5	72.3

Next Steps: In FY2024, the Learning Assessment Committee and General Education-Critical Thinking Work Group will gather feedback and develop a Critical Thinking Improvement Plan for the College. The plan will be implemented in FY2025, and a follow-up assessment of this outcome will be conducted in FY2026. More information on Critical Thinking outcome can be found on the [Critical Thinking HIP page](#).