



INSIGHT ASSESSMENT

MEASURING CRITICAL THINKING WORLDWIDE

Insight Assessment has over twenty years of experience measuring critical thinking for SACS QEPs. Here are suggestions that can help create a successful QEP.

Addressing SACS Comprehensive Standard 3.5.1 College-Level General Education Competencies

***Planning a QEP that will bring lifelong value to your students and energize your campus community:
Growth in students' critical thinking skills and habits of mind.***

Key considerations:

Identify a goal that has clear value: Whether students are training for careers in science, the arts, humanities, or training into one of the professions, they must be adept at problem identification and analysis and have the skills and attributes to make well justified decisions.

Get to the heart of the issue: Start with a clear definition of the goal (APA Delphi Consensus definition of Critical Thinking, endorsed by the Penn State University survey of educators, government agencies and businesses).

Establish collaborative effort: Invite all members of the campus community to describe how they currently contribute to achieving this learning goal in their students.

Identify a focus for enhancement that will fit to your campus culture: Build on and advance through dedicated support one or more of the current efforts to build critical thinking OR develop a new focus for critical thinking based on well established approaches to practice critical thinking in established courses, campus life projects, internships, community action, or other educational structures.

Fit the measurement plan to your campus resource base: Whether yours is a residential or online college or university, assessment of your students' critical thinking can be accomplished efficiently and cost effectively with valid and reliable measures designed for your student group.

Outlining a realistic goal: Whether you plan to study one small group of students as they move through your program or instead plan to move your graduating groups to higher performance against a national norm benchmark, reachable incremental goals will be the expected outcome of your campus focus on critical thinking.

Bring timely feedback on assessment results to your campus: Maintaining an energized effort toward the enhancement plan requires the delivery of easily interpretable results to all those involved in the effort. Evidence of your progress can be available to you within minutes of completing your testing when your assessment plan includes the online administration of one of the California Critical Thinking Tests.

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Sample SACS QEP Competencies for General Education

Column 1: Competency	Column 2: Courses or components	Column 3: Assessment	Column 4: Evidence
<p>Critical Thinking Skills (CCTST): Interpretation Analysis Inference Explanation Evaluation Inductive Reasoning Deductive Reasoning</p> <p>Habits of Mind (CCTDI):</p> <p>Truthseeking Openmindedness Analyticity Systematicity Reasoning Confidence Inquisitiveness Maturity of Judgment Intellectual Rigor Scholarly Integrity</p>	<p><i>Where is there a measurable effort to train critical thinking skills on your campus?</i> general education courses focused on learning thinking skills; courses designed to train decision-making in the professions; projects in student life programs; courses built around group problem-solving; capstone community action projects.</p> <p>We recommend that you include the actual course names and numbers and the specific learning objectives provided to students in each of these courses. Well articulated course objectives offer student a clear understanding of what their learning goals are for critical thinking.</p> <p>Include how these learning objectives will be measured at the classroom level (consider using the Holistic Critical Thinking Scoring Rubric - HCTSR) to help students understand why critical thinking is important and what they will gain by attaining the QEP goals.</p> <p>If constructing measurable objectives proves to be a challenge, contact us for resources to help in the preparation of measurable learning objectives for critical thinking.</p>	<p>1. Online or paper and pencil administration of the California Critical Thinking Skills Test CCTST (or one of its specialized forms)</p> <p>2. Online or paper and pencil administration of the California Critical Thinking Disposition Inventory CCTDI.</p> <p>Determine which students should be tested: At admission, at exit, in the context of a particular course or learning activity.</p> <p>Be mindful to collect data on critical thinking skills when students are able to focus on the tasks required by the CCTST.</p> <p>Plan for a 45 to 50 minute period for testing. Consider whether they would benefit from receiving their results (online, as component of an advising session)</p> <p>Avoid testing too near the end of educational programs when test results are not a component of student evaluation and students may have turned their focus to post graduation goals.</p>	<p>We offer these ideas as you consider your possible choices:</p> <p>College test data to demonstrate the attainment of a mean critical thinking skills score for your assessed students that compares favorably to the appropriate national norm comparison group,</p> <p>Demonstrate the attainment of a mean critical thinking skills score for your assessed students that significantly improves over time (pretest/post test comparison for individuals and groups).</p> <p>Demonstrate support for learning by documenting that students who initially scored in the deficient range now demonstrate moderate critical thinking skill sufficient to benefit from programs of post secondary education.</p> <p>For Honors Programs Assessment: Using recommended cut scores for the CCTST, demonstrate the attainment of an increasing proportion of students with superior strength in critical thinking skills and disposition.</p> <p>General education goal: Demonstrate the attainment of a mean dispositional profile that is indicative of the habits of mind needed for strength in critical thinking.</p>



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