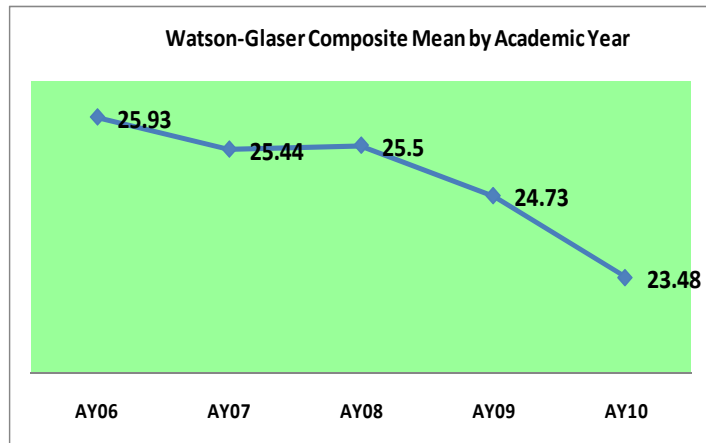


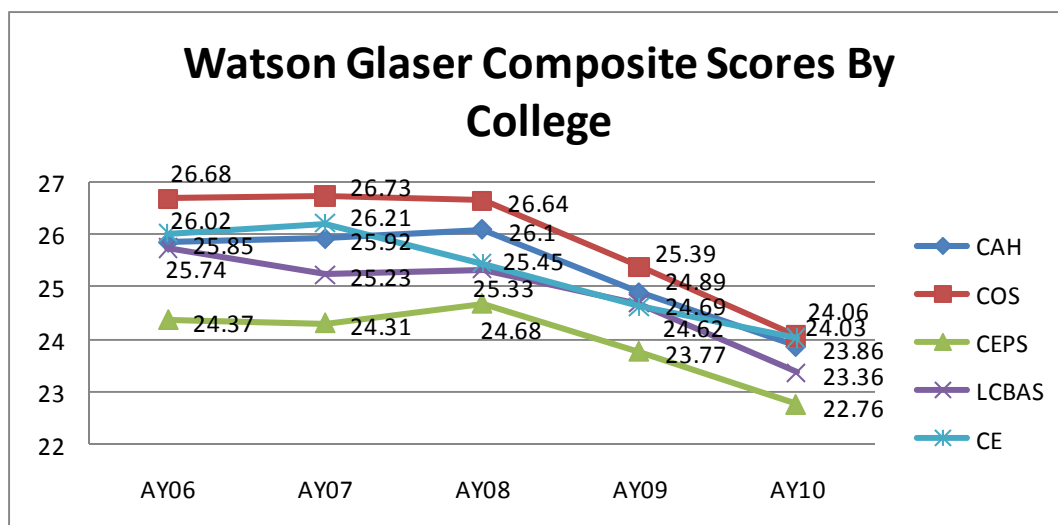
CASL's Critical Thinking Assessment AY10 Executive Summary

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 highest possible score is a 40. The chart below offers the composite scores for each academic year for the past five years.



The test covers the following critical thinking skills: making an inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. Additional information about critical thinking at Eastern may be found at www.eiu.edu/~assess. Information on the WGCTA can be found at <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8191-013>. This chart shows a downward trend in critical thinking scores.

Data from the EWP readers also indicate that critical thinking is a skill that could be improved. The following chart below breaks the WG scores down by college and year:



Results from The Voluntary System of Accountability (VSA)

- The National Survey of Student Engagement (NSSE) is an indirect measure that was administered to in SP10 to freshmen (330) and seniors (590). 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, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.
- However, the direct measure employed by the VSA, 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. Twenty-four 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.