Assessing Core Competencies: Results of Critical Thinking Skills Testing

Graduating Seniors
2019 Fañomnåkan (Spring)

Academic and Student Affairs
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UNIVERSITY OF GUAM
UNIBETSEDÅT GUAHAN

Assessing Core Competencies: Results of Critical Thinking Skills Testing

2019 Fañomnåkan

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Critical Thinking Skills Test Results Highlights

2019 Fañomnåkan

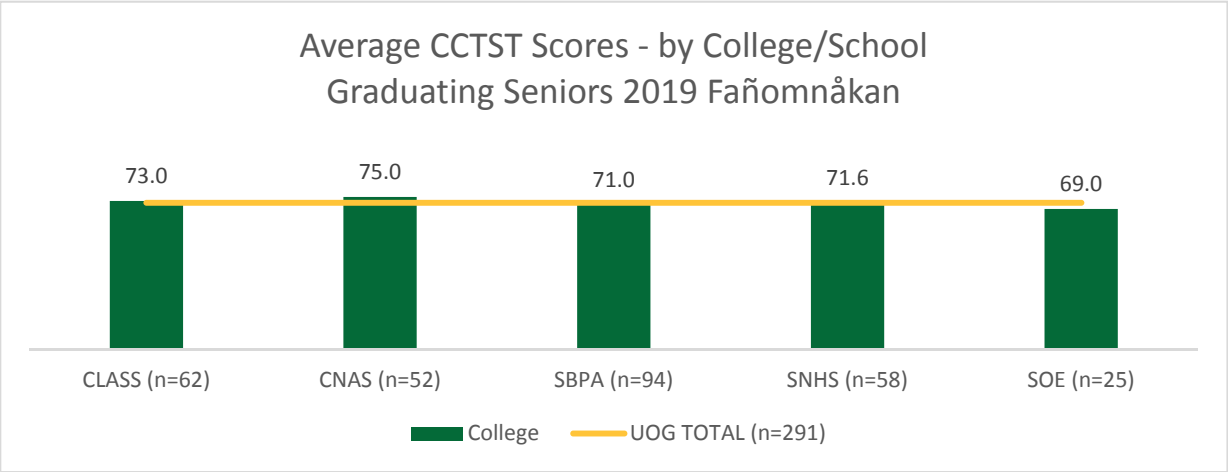
The California Critical Thinking Skills Test (CCTST) by Insight Assessment utilized by our University over the past 11 semesters runs on a 100-point scale with 50 being the lowest possible score. This Fañomnåkan, we saw the highest overall score for our 291 graduating seniors at **72.1** points which places them in the "Moderate" category (3 on a 5-point scale). Insight Assessment describes a student in the moderate category as someone with "the potential for skills-related challenges when engaged in reflective problem solving and reflective decision-making associated with learning or employee development."

Along with the highest overall score, this Fañomnåkan our seniors also displayed the highest national average percentile score of **36** points. This percentile score is 7 points higher than when we first conducted testing in Fall 2014. When compared to the grouping of "Regional 4 Year Open-Enrollment Universities," our average percentile score was 42 (as of November 2018).

> A note of interpretation for the percentile scoring: A score that falls in the 40th percentile indicates that out of 100 test takers, roughly 60 would earn a higher score.

Since testing began, students have consistently scored the highest in the *Interpretation* and *Induction Skills* Category. In contrast, students have scored the lowest in the *Evaluation* and *Deduction Skills* Category. Descriptions of each skill and attribute tested are shown on page 4.

This report includes more detailed results of scores disaggregated by Major, and by College/School. To assure the privacy of our graduating seniors, we did not include data for majors with less than three students. The table below shows the average scores of students in each college/school with the UOG average trendline at 72.1



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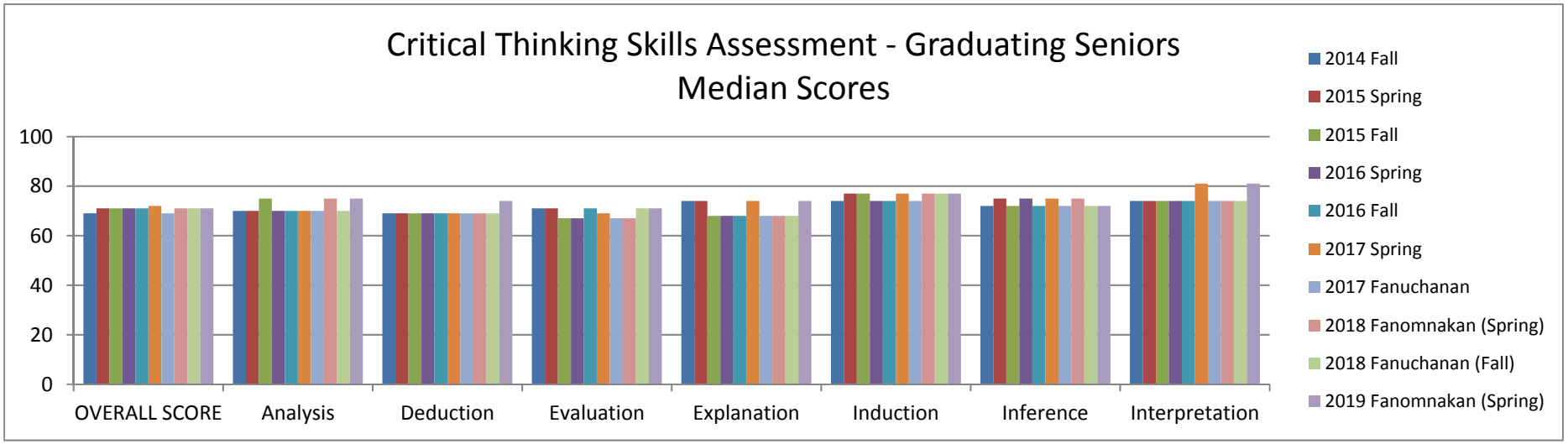
Critical Thinking Skills Assessment - Graduating Seniors Median Scores

MEDIAN Scores

Skill/Attribute	2014 Fall	2015 Spring	2015 Fall	2016 Spring	2016 Fall	2017 Spring	2017 Fanuchanan	2018 Fanomnakan (Spring)	2018 Fanuchanan (Fall)	2019 Fanomnakan (Spring)	Ten-Semester Average
N	153	251	153	275	172	242	193	241	170	291	214.1
OVERALL SCORE	69	71	71	71	71	72	69	71	71	71	71
Analysis	70	70	75	70	70	70	70	75	70	75	72
Deduction	69	69	69	69	69	69	69	69	69	74	70
Evaluation	71	71	67	67	71	69	67	67	71	71	69
Explanation	74	74	68	68	68	74	68	68	68	74	70
Induction	74	77	77	74	74	77	74	77	77	77	76
Inference	72	75	72	75	72	75	72	75	72	72	73
Interpretation	74	74	74	74	74	81	74	74	74	81	75
Aggregate sample of CCTST Four Year College Students, **average percentile score**:	29	32	30	31	30	34	29	33	31	36	32
National Percentile Comparison Group for OVERALL SCORE: Regional 4 Yr Open-Enrollment Universities Percentile Score is time sensitive. Percentile Ranking as of November 2018.									42		



Assessment instrument: California Critical Thinking Skills Test (CCTST); Insight Assessment

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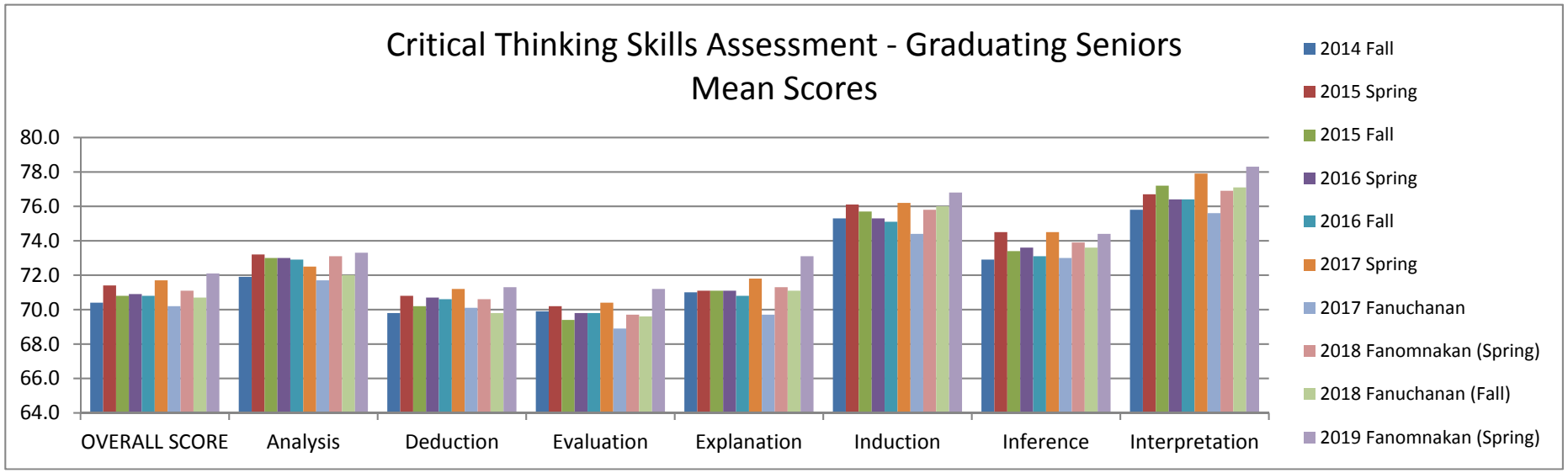
Critical Thinking Skills Assessment - Graduating Seniors Mean Scores

MEAN Scores

Skill/Attribute	2014 Fall	2015 Spring	2015 Fall	2016 Spring	2016 Fall	2017 Spring	2017 Fanuchanan	2018 Fanomnakan (Spring)	2018 Fanuchanan (Fall)	2019 Fanomnakan (Spring)	Ten-Semester Average
N	153	251	153	275	172	242	193	241	170	291	214.10
OVERALL SCORE	70.4	71.4	70.8	70.9	70.8	71.7	70.2	71.1	70.7	72.1	71.01
Analysis	71.9	73.2	73.0	73.0	72.9	72.5	71.7	73.1	72.0	73.3	72.66
Deduction	69.8	70.8	70.2	70.7	70.6	71.2	70.1	70.6	69.8	71.3	70.51
Evaluation	69.9	70.2	69.4	69.8	69.8	70.4	68.9	69.7	69.6	71.2	69.89
Explanation	71.0	71.1	71.1	71.1	70.8	71.8	69.7	71.3	71.1	73.1	71.21
Induction	75.3	76.1	75.7	75.3	75.1	76.2	74.4	75.8	76.0	76.8	75.67
Inference	72.9	74.5	73.4	73.6	73.1	74.5	73.0	73.9	73.6	74.4	73.69
Interpretation	75.8	76.7	77.2	76.4	76.4	77.9	75.6	76.9	77.1	78.3	76.83
Aggregate sample of CCTST Four Year College Students, **average percentile score**:	29	32	30	31	30	34	29	33	31	36	31.50
National Percentile Comparison Group for OVERALL SCORE: Regional 4 Yr Open-Enrollment Universities											
Percentile Score is time sensitive. Percentile Ranking as of November 2018.									42		



Assessment instrument: California Critical Thinking Skills Test (CCTST); Insight Assessment

OVERALL

The Reasoning Skills Overall score describes overall strength in using reasoning to form reflective judgments about what to believe or what to do. High Overall scores are attained by test takers who excel in the sustained, focused and integrated application of core thinking skills measured on this test, including analysis, interpretation, inference, evaluation, explanation, induction and deduction. The Overall score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.

INDUCTION

Decision making in contexts of uncertainty relies on inductive reasoning. We use inductive reasoning skills when we draw inferences about what we think is probably true based on analogies, case studies, prior experience, statistical analyses, simulations, hypotheticals, and patterns recognized in familiar objects, events, experiences and behaviors. As long as there is the possibility, however remote, that a highly probable conclusion might be mistaken even though the evidence at hand is unchanged, the reasoning is inductive. Although it does not yield certainty, inductive reasoning can provide a confident basis for sold belief in our conclusions and a reasonable basis for action.

EXPLANATION

Explanatory reasoning skills, when exercised prior to making a final decision about what to believe or what to do, enable us to describe the evidence, reasons, methods, assumptions, standards or rationale for those decisions, opinions, beliefs and conclusions. Strong explanatory skills enable people to discover, to test and to articulate the reasons for beliefs, events, actions and decisions.

INTERPRETATION

Interpretative skills are used to determine the precise meaning and significance of a message or signal, whether it is a gesture, sign, set of data, written or spoken words, diagram, icon, chart or graph. Correct interpretation depends on understanding the message in its context and in terms of who sent it, and for what purpose. Interpretation includes clarifying what something or someone means, grouping or categorizing information, and determining the significance of a message.

INFERENCE

Inference skills enable us to draw conclusions from reasons and evidence. We use inference when we offer thoughtful suggestions and hypotheses. Inference skills indicate the necessary or the very probable consequences of a given set of facts and conditions. Conclusions, hypotheses, recommendations or decisions that are based on faulty analyses, misinformation, bad data or biased evaluations can turn out to be mistaken, even if they have been reached using excellent inference

EVALUATION

Evaluative reasoning skills enable us to assess the credibility of sources of information and the claims they make. And, we use these skills to determine the strength or weakness of arguments. Applying evaluation skills we can judge the quality of analyses, interpretations, explanations, inferences, options, opinions, beliefs, ideas, proposals, and decisions. Strong explanation skills can support high quality evaluation by providing the evidence, reasons, methods, criteria, or assumptions behind the claims made and the conclusions reached.

ANALYSIS

Analytical reasoning skills enable people to identify assumptions, reasons and claims, and to examine how they interact in the formation of arguments. We use analysis to gather information from charts, graphs, diagrams, spoken language and documents. People with strong analytical skills attend to patterns and to details. They identify the elements of a situation and determine how those parts interact. Strong interpretation skills can support high quality analysis by providing insights into the significance of what a person is saying or what something means.

DEDUCTION

Decision making in precisely defined contexts where rules, operating conditions, core beliefs, values, policies, principles, procedures and terminology completely determine the outcome depends on strong deductive reasoning skills. Deductive reasoning moves with exacting precision from the assumed truth of a set of beliefs to a conclusion which cannot be false if those beliefs are true. Deductive validity is rigorously logical and clear-cut. Deductive validity leaves no room for uncertainty, unless one alters the meanings of words or the grammar of the language.

CCTST OVERALL Scores can be interpreted as to their relative strength using qualitative descriptors. This is useful for studying both individuals and groups.

Superior: This result indicates critical thinking skill that is superior to the vast majority of test takers. Skills at the superior level are consistent with the potential for more advanced learning and leadership.
Strong: The result is consistent with the potential for academic success and career development.
Moderate: This result indicates the potential for skills-related challenges when engaged in reflective problem solving and reflective decision-making associated with learning or employee development.
Weak: This result is predictive of difficulties with educational and employment related demands for reflective problem solving and reflective decision making.
Not Manifested: This result is consistent with possible insufficient test taker effort, cognitive fatigue, or possible reading or language comprehension issues.

Table 1. Qualitative descriptors of the strength of CCTST OVERALL Scores

Table 2 displays the score ranges that correspond to the qualitative descriptions in Table 1. A score of 86 and higher for CCTST OVERALL indicates a superior score. This score is currently earned by approximately 15% of the undergraduate national sample (2018). Scores of 69 and lower display weak overall skill or no manifestation of critical thinking skills, and have been associated with poor performance educationally, in the workplace, and on professional licensure examination.

CCTST	Qualitative Description of CCTST OVERALL Score				
	Not Manifested	Weak	Moderate	Strong	Superior
CCTST OVERALL Score 100-point versions	50-62	63-69	70-78	79-85	86 or higher

Table 2. Qualitative Description of the OVERALL Score

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Test/Survey: California Critical Thinking Skills Test - 10.1.10
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Assignment: 17 - 2019 Fanomnakan Graduating Seniors

California Critical Thinking Skills Test (CCTST). The CCTST measures the reasoning skills human beings use in the process of reflectively deciding what to believe or what to do.

Skill/Attribute Name	N	Mean	Median	Standard Deviation	SE Mean
OVERALL	291	72.1	71	6.5	0.4
Analysis	291	73.3	75	8.0	0.5
Interpretation	291	78.3	81	8.4	0.5
Inference	291	74.4	72	6.9	0.4
Evaluation	291	71.2	71	8.1	0.5
Explanation	291	73.1	74	9.8	0.6
Induction	291	76.8	77	6.8	0.4
Deduction	291	71.3	71	7.0	0.4

Skill/Attribute Name	Minimum	Maximum	Quartile 1	Quartile 3
OVERALL	58	94	68	76
Analysis	55	95	65	80
Interpretation	55	100	74	87
Inference	58	97	69	78
Evaluation	55	96	67	75
Explanation	55	94	68	81
Induction	58	95	71	82
Deduction	58	95	66	77

Based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of CCTST Four Year College Students, the average percentile score of this group of test takers is 36.

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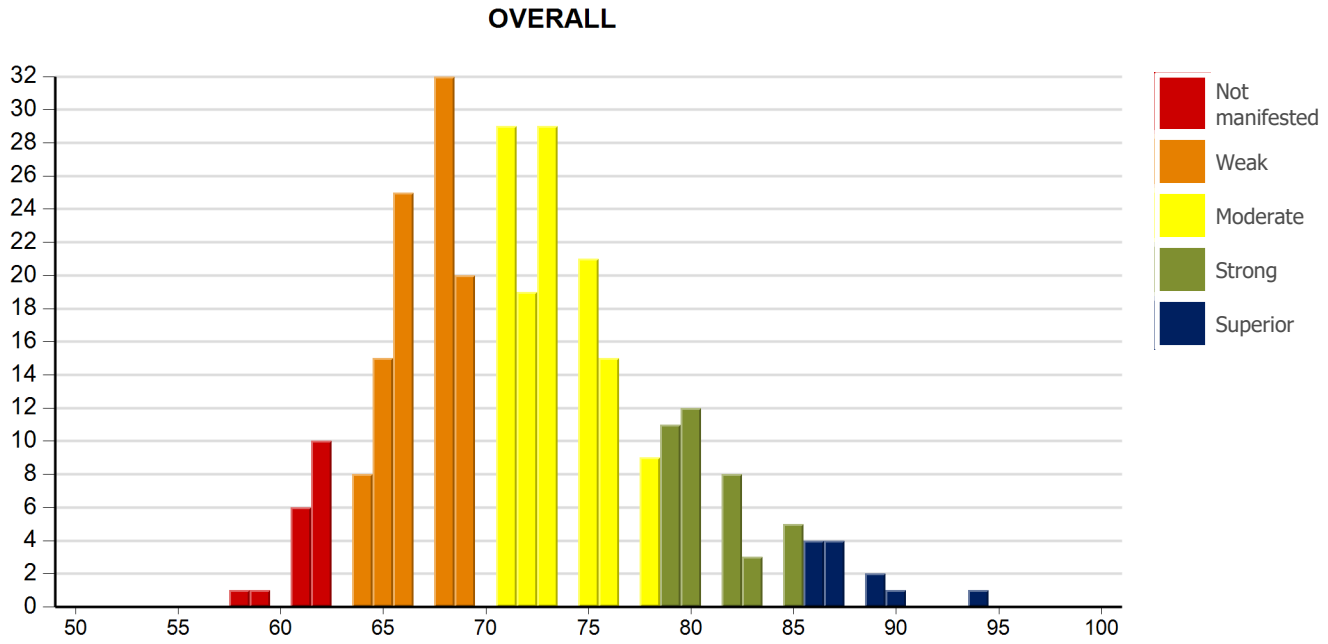
Descriptive Information: OVERALL

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
291	72.1	71.0	6.5	0.4	58	94	68.0	76.0



The Overall Score describes overall strength in using reasoning to form reflective judgments about what to believe or what to do. To score well overall, the test taker must excel in the sustained, focused and integrated application of core reasoning skills including analysis, interpretation, inference, evaluation, explanation, induction and deduction. The Overall Score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.

The descriptive information reported below indicates strengths and weaknesses in specific areas. These results are useful for understanding group characteristics, for comparing and contrasting similar groups on specific attributes or skills, and for guiding the development of more targeted educational or training programs.

Customer: Univ Guam - Assessment
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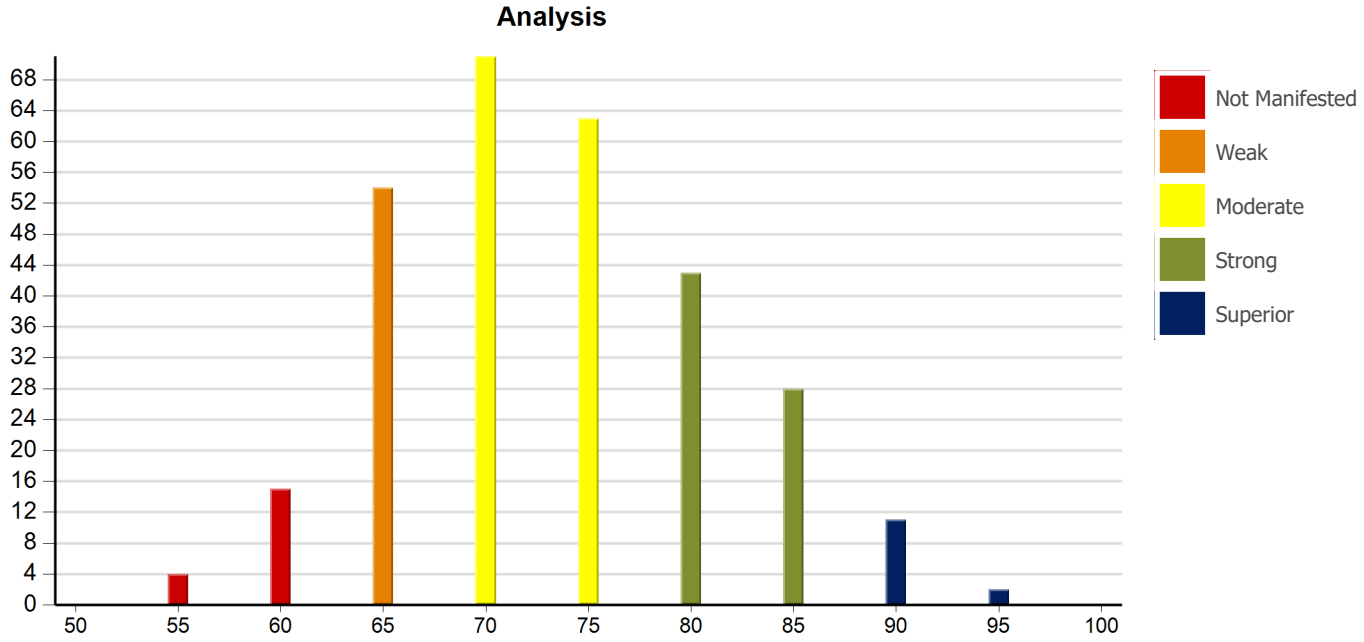
Descriptive Information: Analysis

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
291	73.3	75.0	8.0	0.5	55	95	65.0	80.0



Analytical skills are used to identify assumptions, reasons, themes, and the evidence used in making arguments or offering explanations. Analytical skills enable us to consider all the key elements in any given situation, and to determine how those elements relate to one another. People with strong analytical skills notice important patterns and details. People use analysis to gather the most relevant information from spoken language, documents, signs, charts, graphs, and diagrams.

Customer: Univ Guam - Assessment
Test/Survey: California Critical Thinking Skills Test - 10.1.10
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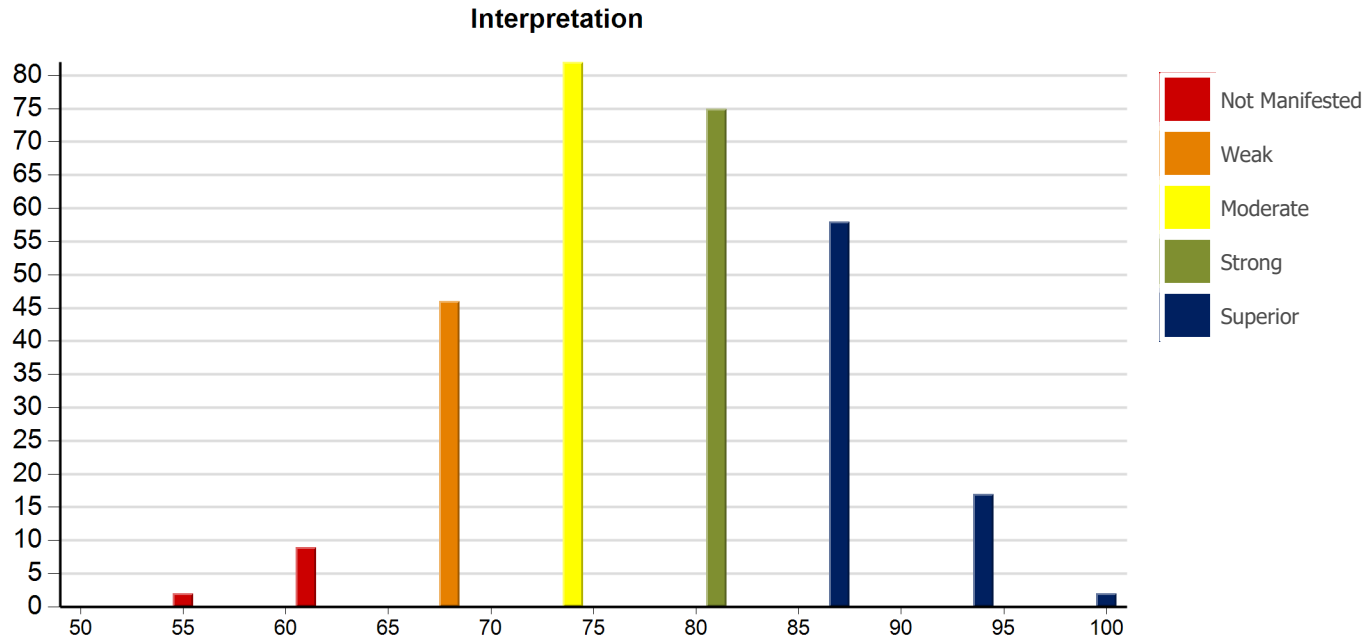
Descriptive Information: Interpretation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
291	78.3	81.0	8.4	0.5	55	100	74.0	87.0



Interpretation is the process of discovering, determining, or assigning meaning. Interpretation skills can be applied to anything, e.g. written messages, charts, diagrams, maps, graphs, memes, and verbal and non-verbal exchanges. People apply their interpretive skills to behaviors, events, and social interactions when deciding what they think something means in a given context.

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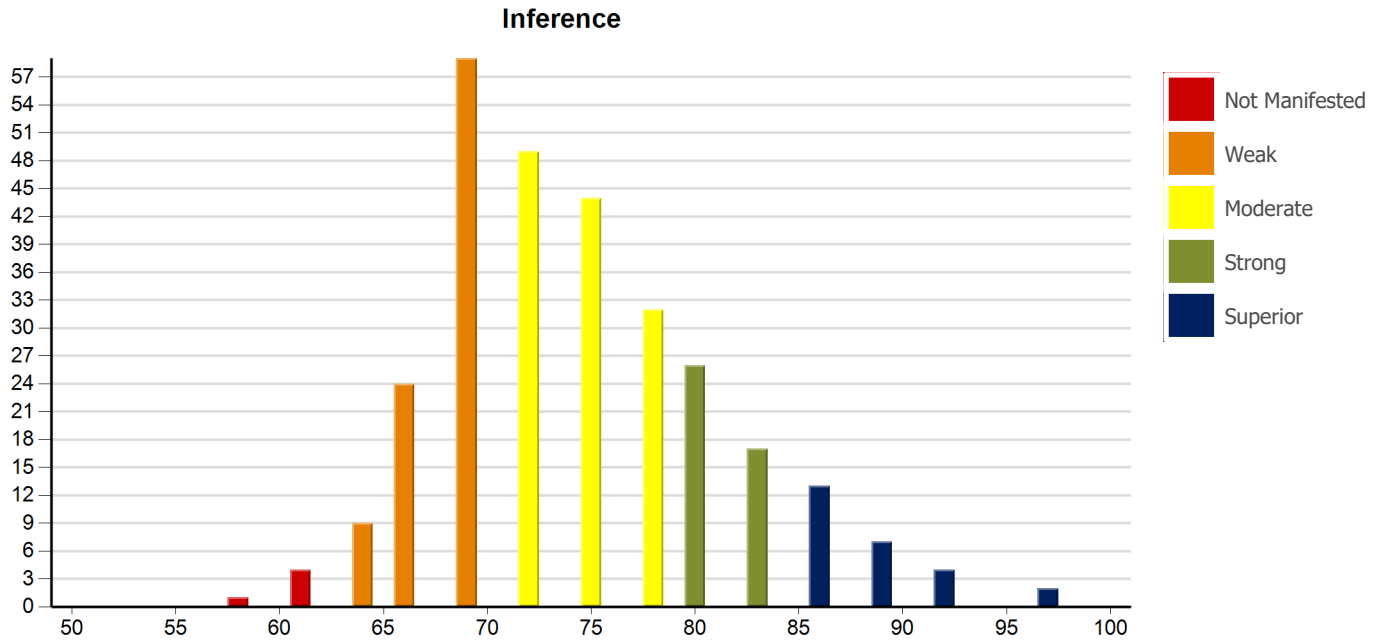
Descriptive Information: Inference

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
291	74.4	72.0	6.9	0.4	58	97	69.0	78.0



Inference skills enable us to draw conclusions from reasons, evidence, observations, experiences, or our values and beliefs. Using Inference, we can predict the most likely consequences of the options we may be considering. Inference enables us to see the logical consequences of the assumptions we may be making. Sound inferences rely on accurate information. People with strong inference skills draw logical or highly reliable conclusions using all forms of analogical, probabilistic, empirical, and mathematical reasoning.

Customer: Univ Guam - Assessment
Test/Survey: California Critical Thinking Skills Test - 10.1.10
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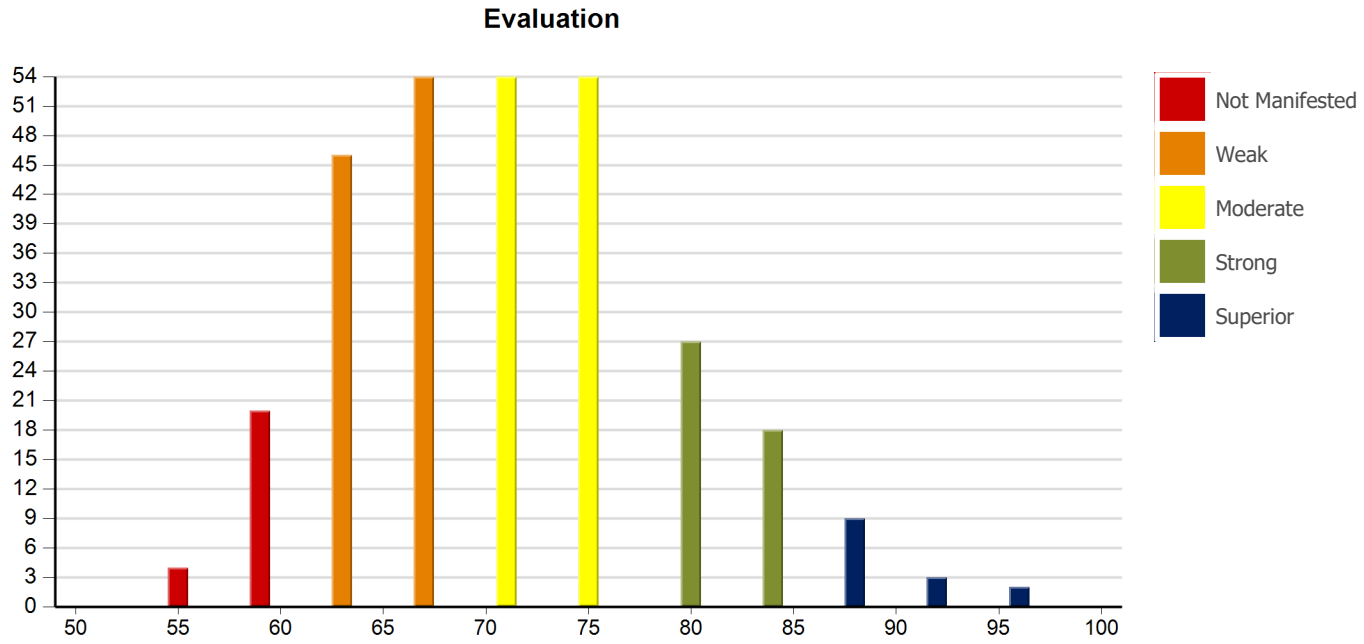
Descriptive Information: Evaluation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
291	71.2	71.0	8.1	0.5	55	96	67.0	75.0



Evaluative skills are used to assess the credibility of the claims people make or post, and to assess the quality of the reasoning people display when they make arguments or give explanations. We can also apply our evaluation skills to assess the quality of many other elements that are important for good thinking, such as analyses, interpretations, explanations, inferences, options, opinions, beliefs, hypotheses, proposals, and decisions. People with strong evaluation skills can judge the quality of arguments and the credibility of speakers and writers.

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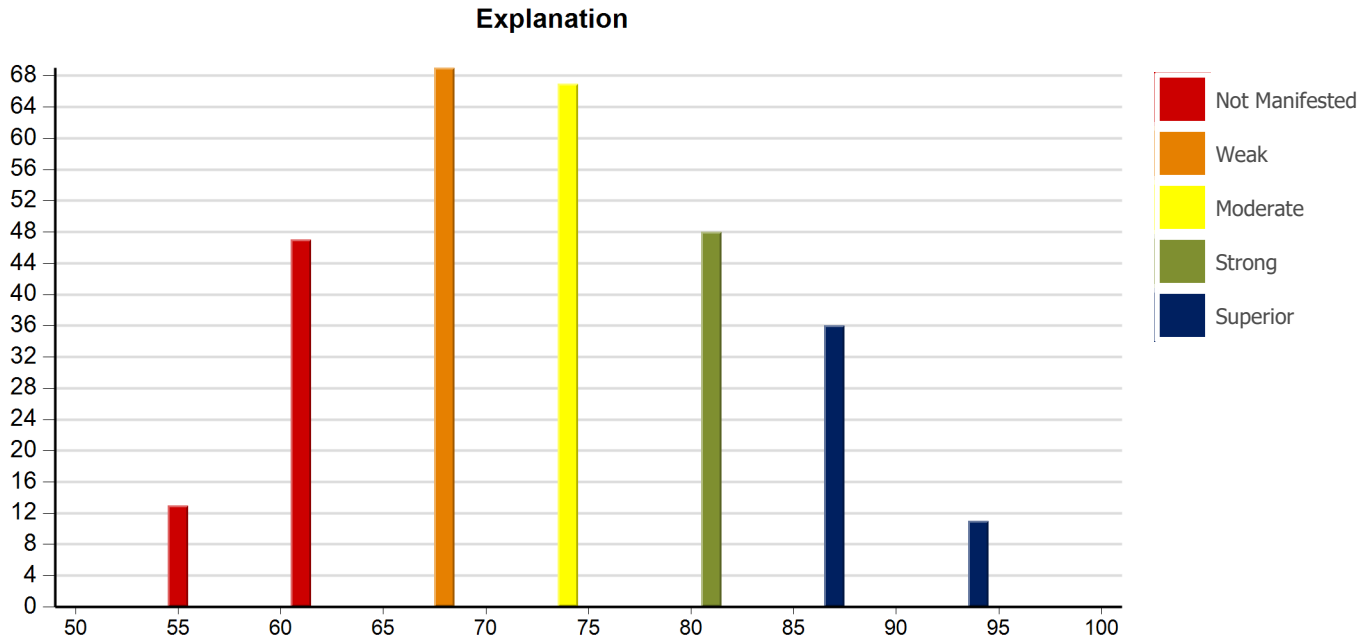
Descriptive Information: Explanation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
291	73.1	74.0	9.8	0.6	55	94	68.0	81.0



Explanation is the process of justifying what we have decided to do or what we have decided to believe. People with strong explanation skills provide the evidence, methods, and considerations they actually relied on when making their judgment. Explanations can include our assumptions, reasons, values, and beliefs. Strong explanations enable others to understand and to evaluate our decisions.

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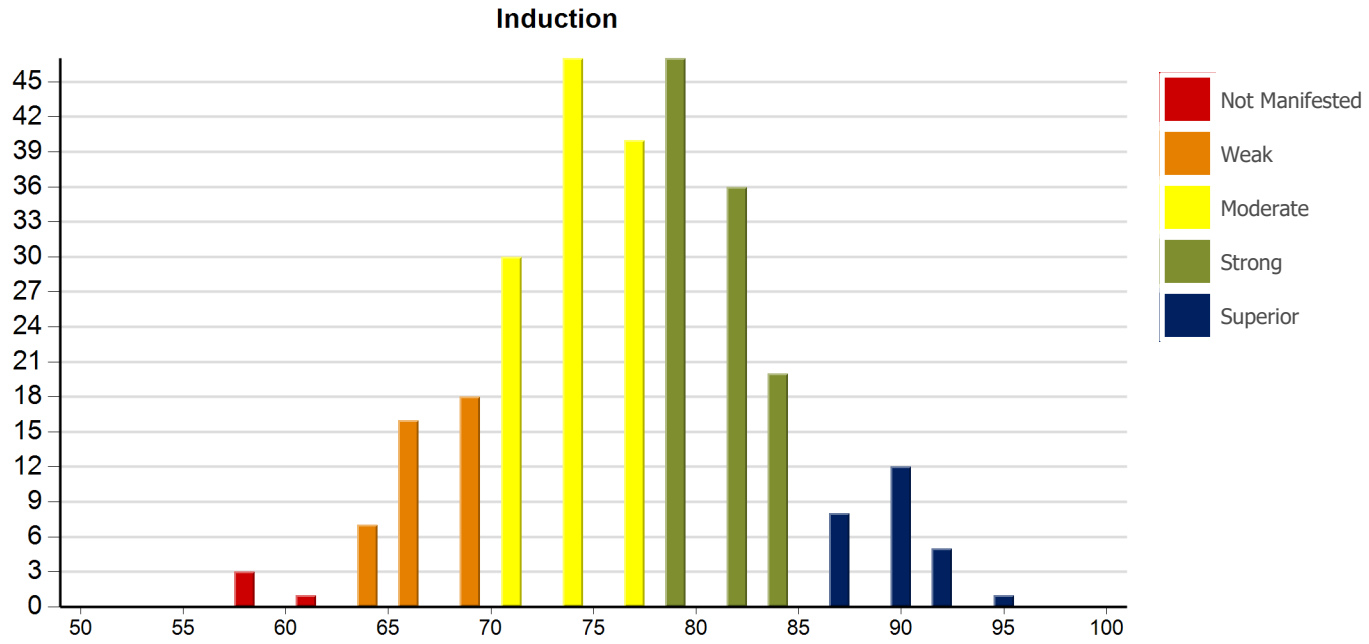
Descriptive Information: Induction

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
291	76.8	77.0	6.8	0.4	58	95	71.0	82.0



Inductive reasoning relies on estimating likely outcomes. Decision making in contexts of uncertainty relies on inductive reasoning. Inductive decisions can be based on analogies, case studies, prior experience, statistical analyses, simulations, hypotheticals, trusted testimony, and the patterns we may recognize in a set of events, experiences, symptoms or behaviors. Inductive reasoning always leaves open the possibility, however remote, that a highly probable conclusion might be mistaken. Although it does not yield certainty, inductive reasoning can provide a solid basis for confidence in our conclusions and a reasonable basis for action.

Customer: Univ Guam - Assessment
Test/Survey: California Critical Thinking Skills Test - 10.1.10
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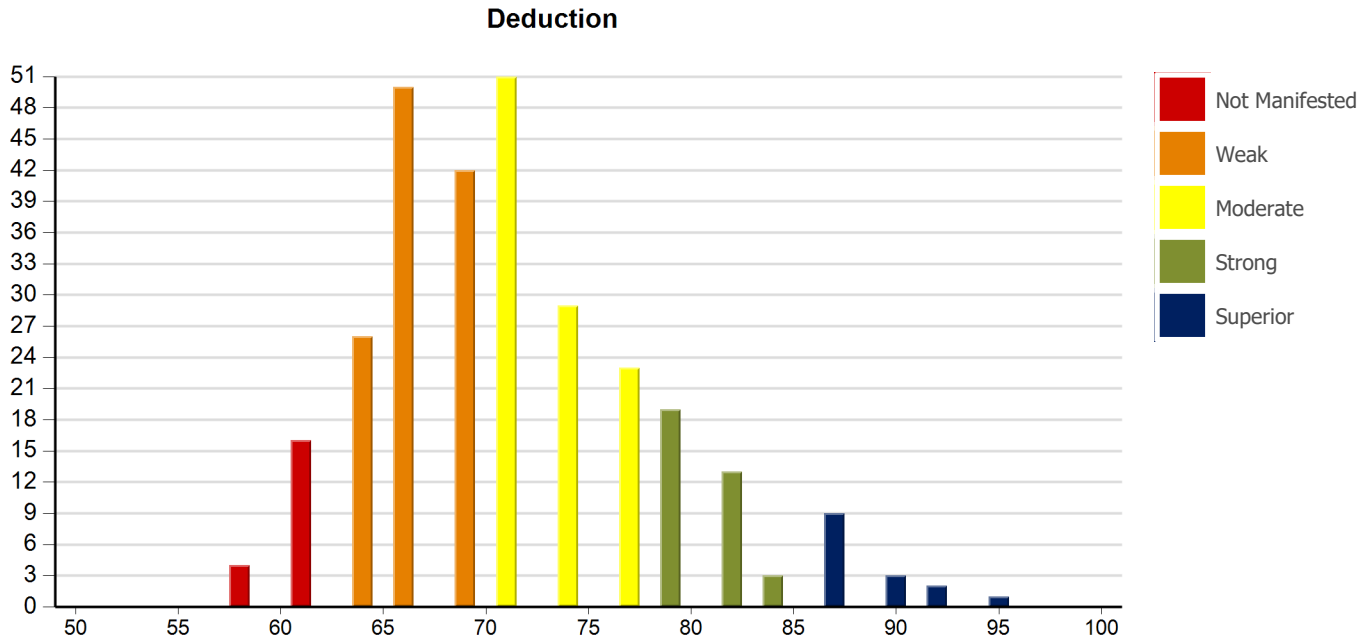
Assignment: 17 - 2019 Fanomnakan Graduating Seniors

Descriptive Information: Deduction

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
291	71.3	71.0	7.0	0.4	58	95	66.0	77.0



Deductive reasoning is rigorously logical and clear cut. Deductive skills are used whenever we determine the precise logical consequences of a given set of rules, conditions, beliefs, values, policies, principles, procedures, or terminology. Deductive reasoning is deciding what to believe or what to do in precisely defined contexts that rely on strict rules and logic. Deductive validity results in a conclusion which absolutely cannot be false, if the assumptions or premises from which we started all are true. Deductive validity leaves no room for uncertainty. That is, unless we decide to change the very meanings of our words or the grammar of our language.

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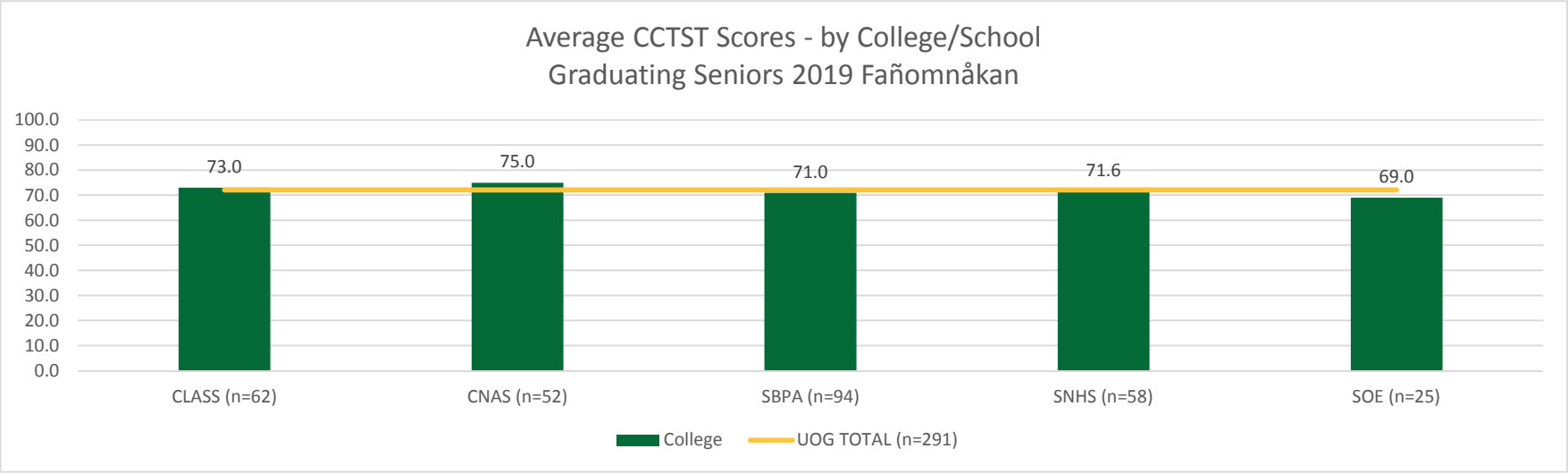
2019 Fañomnåkan California Critical Thinking Skills Test Average Scores by College/School

College/School	OVERALL Average	OVERALL St Dev	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
CLASS (n=62)	73.0	7.4	40.2	73.4	78.2	75.3	73.1	74.5	77.8	72.0
CNAS (n=52)	75.0	6.4	47.6	76.2	80.0	77.3	74.2	77.5	79.6	73.9
SBPA (n=94)	71.0	6.3	31.8	72.4	77.3	73.3	70.0	71.6	75.8	70.3
SNHS (n=58)	71.6	5.4	33.7	72.9	79.4	73.7	70.2	72.1	76.8	70.4
SOE (n=25)	69.0	4.7	24.1	71.0	75.5	72.0	67.6	68.8	72.1	70.2
UOG TOTAL (n=291)	72.1	6.5	36.1	73.3	78.3	74.4	71.2	73.1	76.8	71.3



Average time spent on test: 36 minutes (*45 minute time limit)*

Source: California Critical Thinking Skills Test Results

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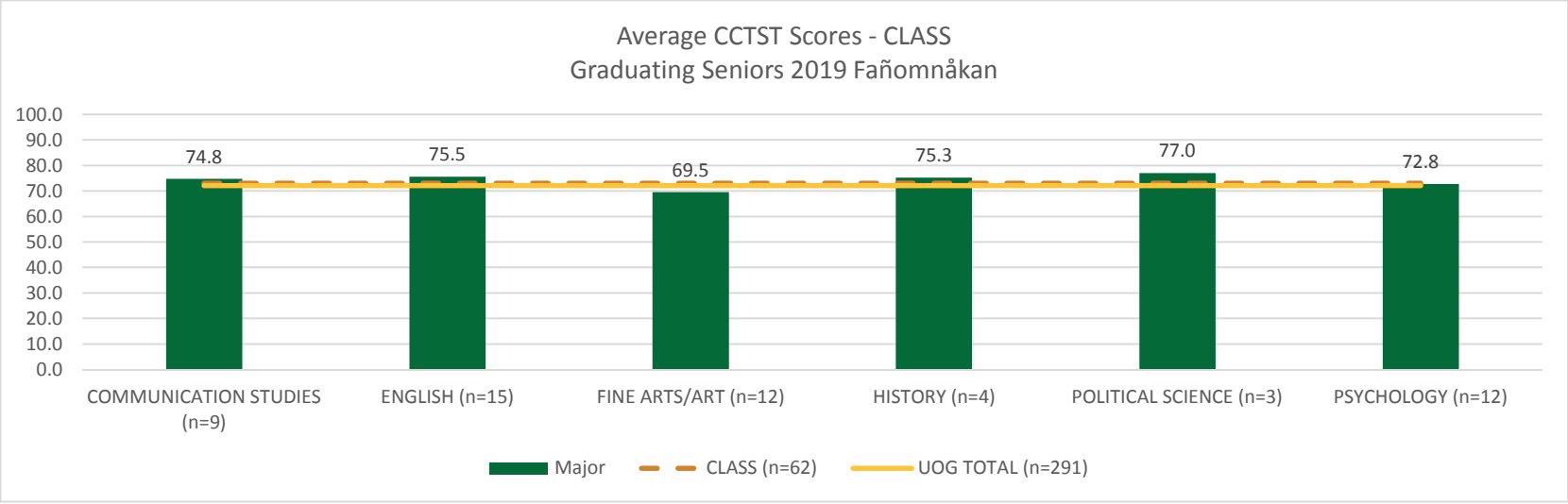
2019 Fañomnåkan California Critical Thinking Skills Test Average Scores - CLASS

College/School	OVERALL Average	OVERALL St Dev	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
COMMUNICATION STUDIES (n=9)	74.8	7.3	45.8	73.3	79.2	74.7	75.3	77.8	79.1	74.1
ENGLISH (n=15)	75.5	6.6	50.3	75.3	79.1	79.2	75.5	75.1	80.3	74.3
FINE ARTS/ART (n=12)	69.5	5.7	27.2	70.0	78.0	71.2	68.8	71.1	75.2	68.0
HISTORY (n=4)	75.3	5.7	49.0	75.0	76.0	78.3	77.5	79.0	81.0	72.8
POLITICAL SCIENCE (n=3)	77.0	10.1	56.0	76.7	81.0	82.3	75.3	78.7	80.0	77.3
PSYCHOLOGY (n=12)	72.8	8.5	38.2	74.2	78.6	74.3	73.3	74.8	77.8	71.8
CLASS (n=62)	73.0	7.4	40.2	73.4	78.2	75.3	73.1	74.5	77.8	72.0
UOG TOTAL (n=291)	72.1	6.5	36.1	73.3	78.3	74.4	71.2	73.1	76.8	71.3

Not enough data to report on the following majors: Anthropology, Fine Arts/Music, Fine Arts/Theater, Japanese Studies, Pacific Asian Studies, and Sociology



Source: California Critical Thinking Skills Test Results

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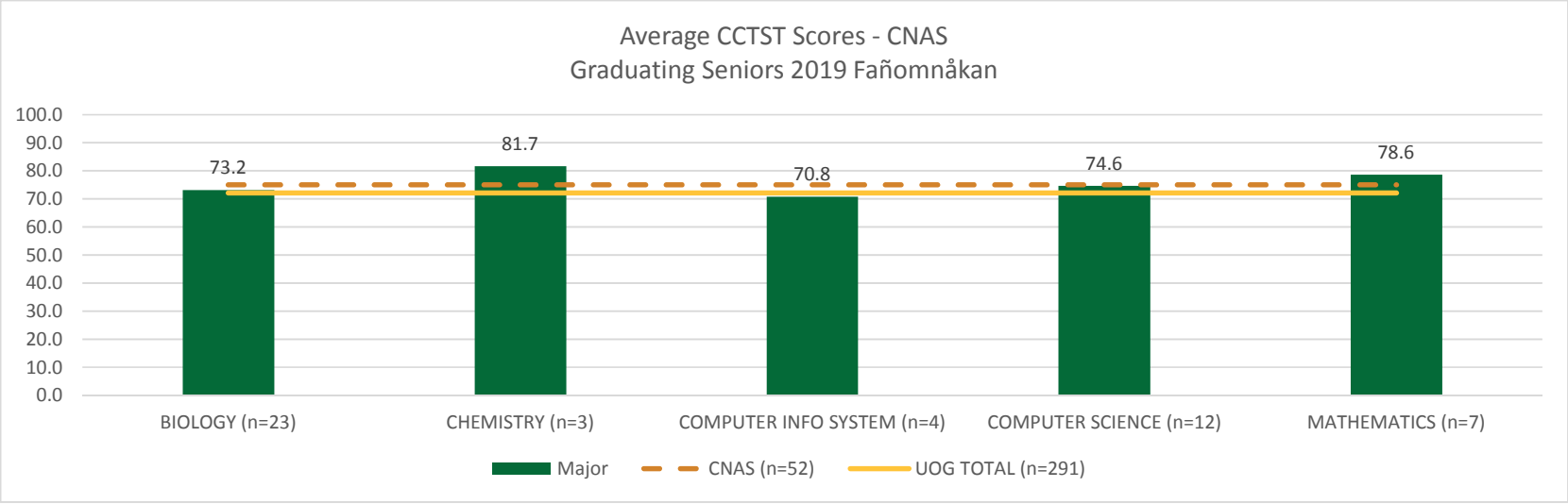
2019 Fañomnåkan California Critical Thinking Skills Test Average Scores - CNAS

College/School	OVERALL Average	OVERALL St Dev	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
BIOLOGY (n=23)	73.2	5.2	40.3	73.9	79.1	75.9	72.7	75.7	79.7	70.5
CHEMISTRY (n=3)	81.7	2.9	76.3	80.0	91.7	83.0	81.0	80.7	87.3	79.3
COMPUTER INFO SYSTEM (n=4)	70.8	6.1	31.0	71.3	74.3	72.3	71.3	72.5	73.5	72.0
COMPUTER SCIENCE (n=12)	74.6	6.6	45.7	77.5	77.5	76.8	73.7	79.7	76.8	76.0
MATHEMATICS (n=7)	78.6	7.2	62.1	79.3	83.4	80.3	77.7	81.6	82.9	77.4
CNAS (n=52)	75.0	6.4	47.6	76.2	80.0	77.3	74.2	77.5	79.6	73.9
UOG TOTAL (n=291)	72.1	6.5	36.1	73.3	78.3	74.4	71.2	73.1	76.8	71.3

Not enough data to report on the following majors: Agriculture and Life Sciences and Tropical Agriculture Research

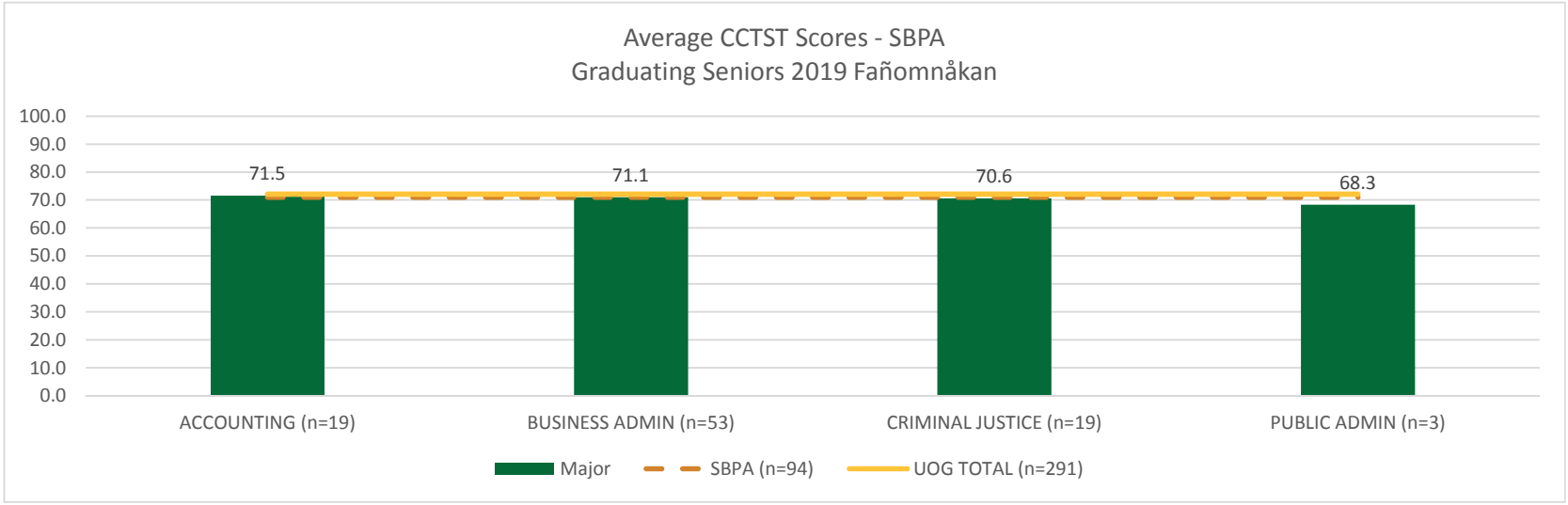


Source: California Critical Thinking Skills Test Results

UNIVERSITY OF GUAM
ACADEMIC & STUDENT AFFAIRS
Office of Institutional Effectiveness

2019 Fañomnåkan California Critical Thinking Skills Test Average Scores - SBPA

College/School	OVERALL Average	OVERALL St Dev	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
ACCOUNTING (n=19)	71.5	7.8	33.9	74.2	79.3	74.6	69.2	72.2	76.0	71.0
BUSINESS ADMIN (n=53)	71.1	5.7	32.2	71.8	76.8	73.1	70.7	71.6	76.0	70.3
CRIMINAL JUSTICE (n=19)	70.6	7.1	30.5	72.6	76.4	73.2	69.3	71.8	75.5	69.7
PUBLIC ADMIN (n=3)	68.3	2.5	18.7	71.7	81.0	69.0	68.3	67.7	72.3	68.7
SBPA (n=94)	71.0	6.3	31.8	72.4	77.3	73.3	70.0	71.6	75.8	70.3
UOG TOTAL (n=291)	72.1	6.5	36.1	73.3	78.3	74.4	71.2	73.1	76.8	71.3



Source: California Critical Thinking Skills Test Results

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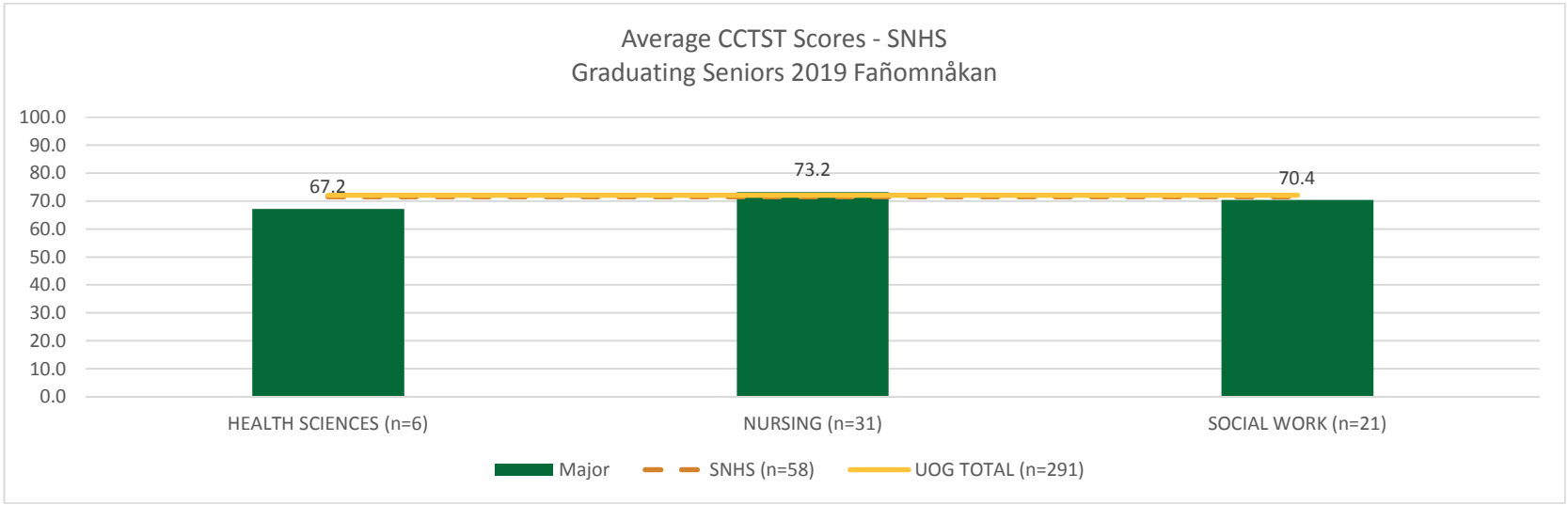
Office of Institutional Effectiveness

2019 Fañomnåkan California Critical Thinking Skills Test Average Scores - SNHS

College/School	OVERALL Average	OVERALL St Dev	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
HEALTH SCIENCES (n=6)	67.2	5.6	19.8	68.3	72.0	70.0	69.2	69.8	72.7	66.7
NURSING (n=31)	73.2	5.4	39.8	74.7	80.9	75.0	71.4	74.7	78.5	71.7
SOCIAL WORK (n=21)	70.4	4.4	28.8	71.7	79.2	72.8	68.8	69.0	75.4	69.7
SNHS (n=58)	71.6	5.4	33.7	72.9	79.4	73.7	70.2	72.1	76.8	70.4
UOG TOTAL (n=291)	72.1	6.5	36.1	73.3	78.3	74.4	71.2	73.1	76.8	71.3



Source: California Critical Thinking Skills Test Results

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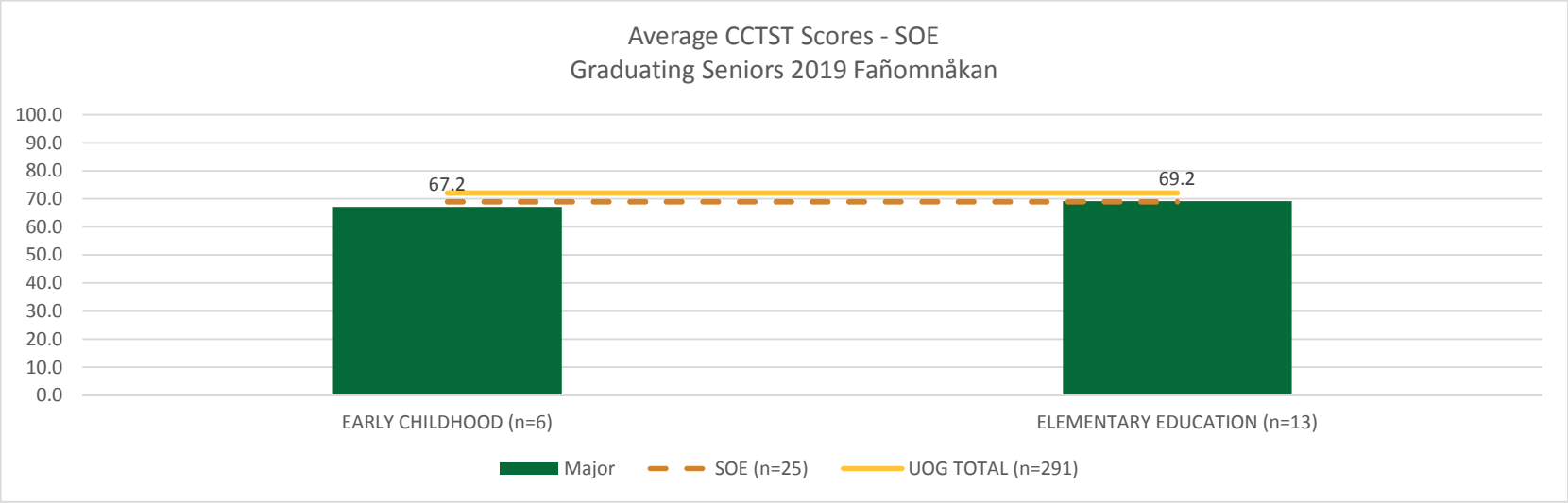
2019 Fañomnåkan California Critical Thinking Skills Test Average Scores - SOE

College/School	OVERALL Average	OVERALL St Dev	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
EARLY CHILDHOOD (n=6)	67.2	2.9	15.7	70.8	73.0	71.0	65.0	66.5	71.7	67.0
ELEMENTARY EDUCATION (n=13)	69.2	5.1	25.8	72.7	75.8	72.3	67.1	67.8	71.1	71.8
SOE (n=25)	69.0	4.7	24.1	71.0	75.5	72.0	67.6	68.8	72.1	70.2
UOG TOTAL (n=291)	72.1	6.5	36.1	73.3	78.3	74.4	71.2	73.1	76.8	71.3

Not enough data to report on the following majors: Chamoru Language Education, Gen Science-Secondary Education, Physical Education/School Health, and Special Education



Source: California Critical Thinking Skills Test Results

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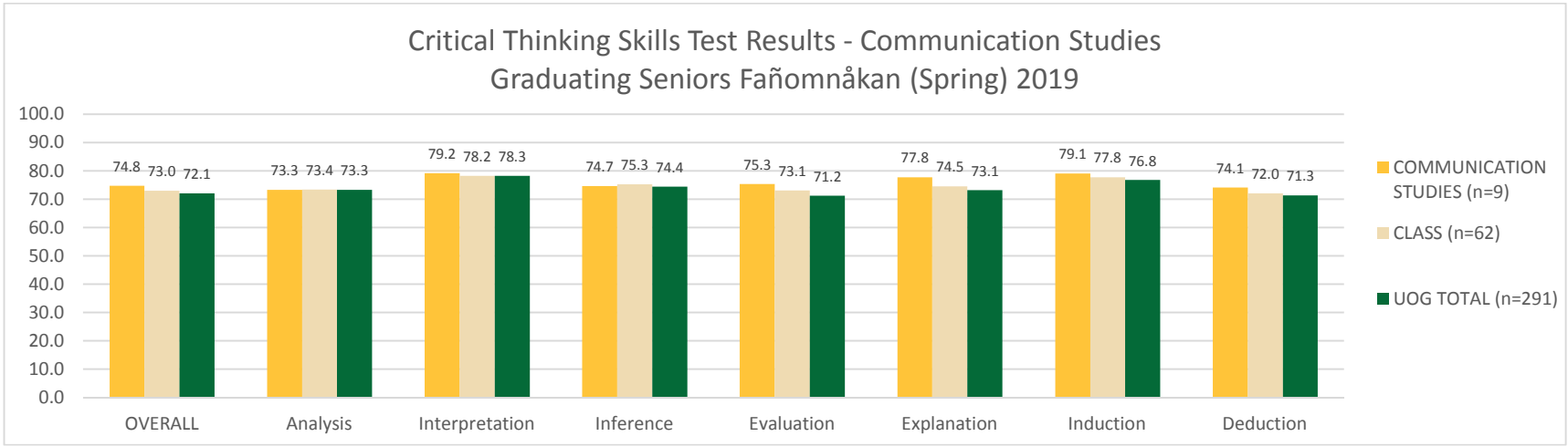
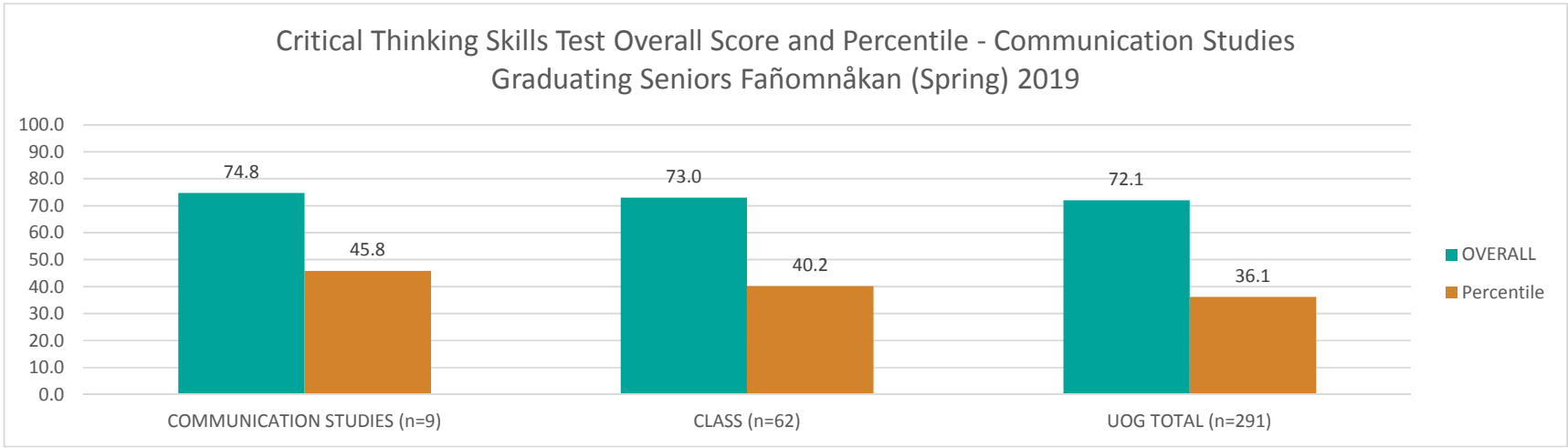
Office of Institutional Effectiveness





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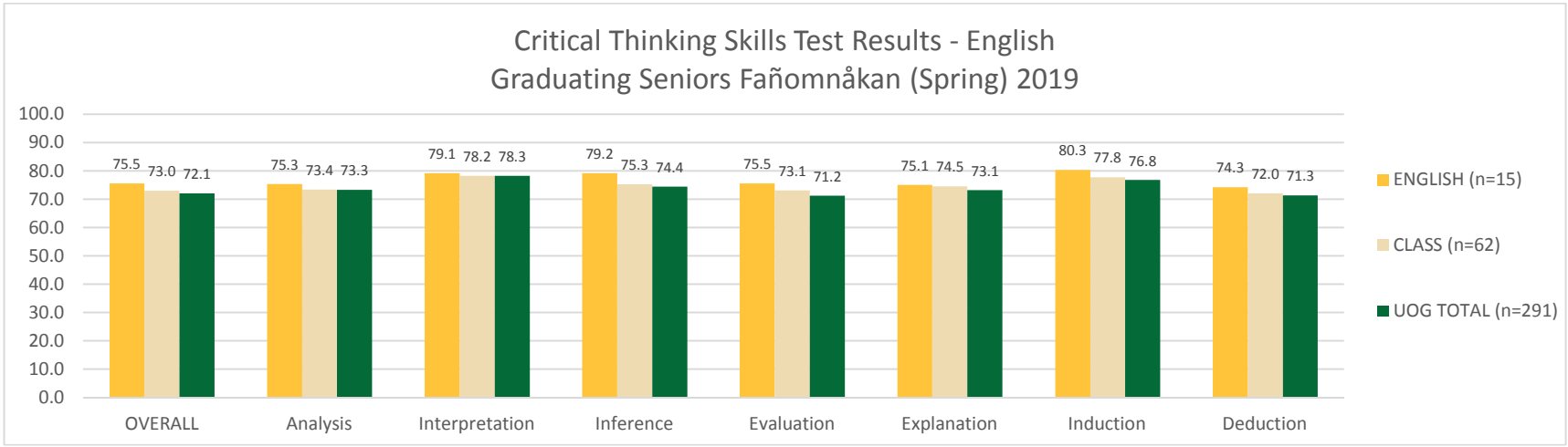

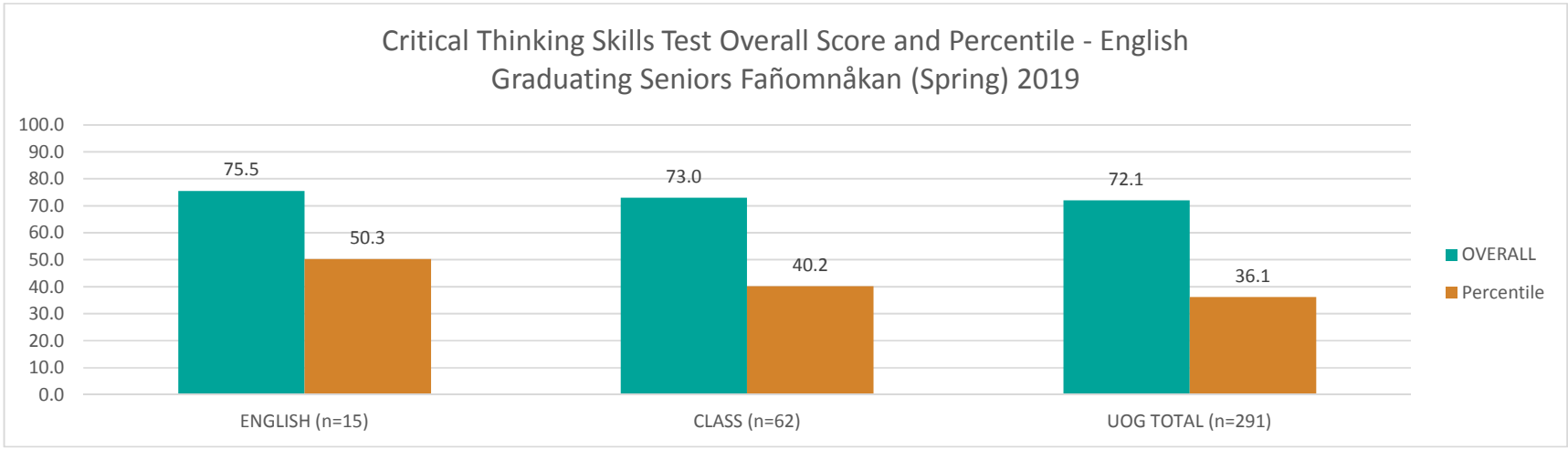

Source: California Critical Thinking Skills Test Results

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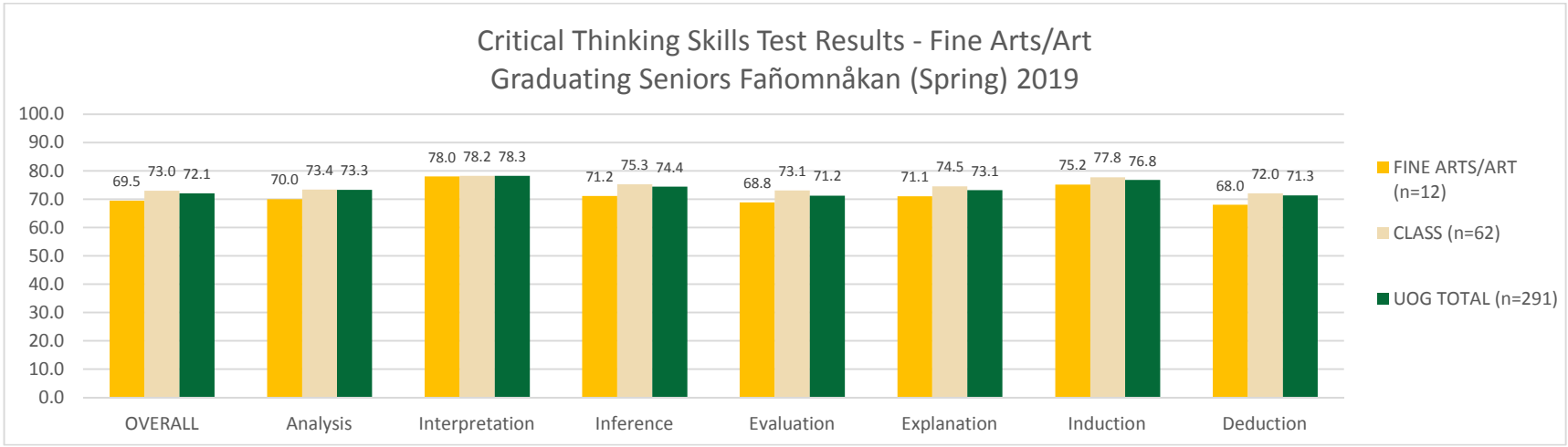
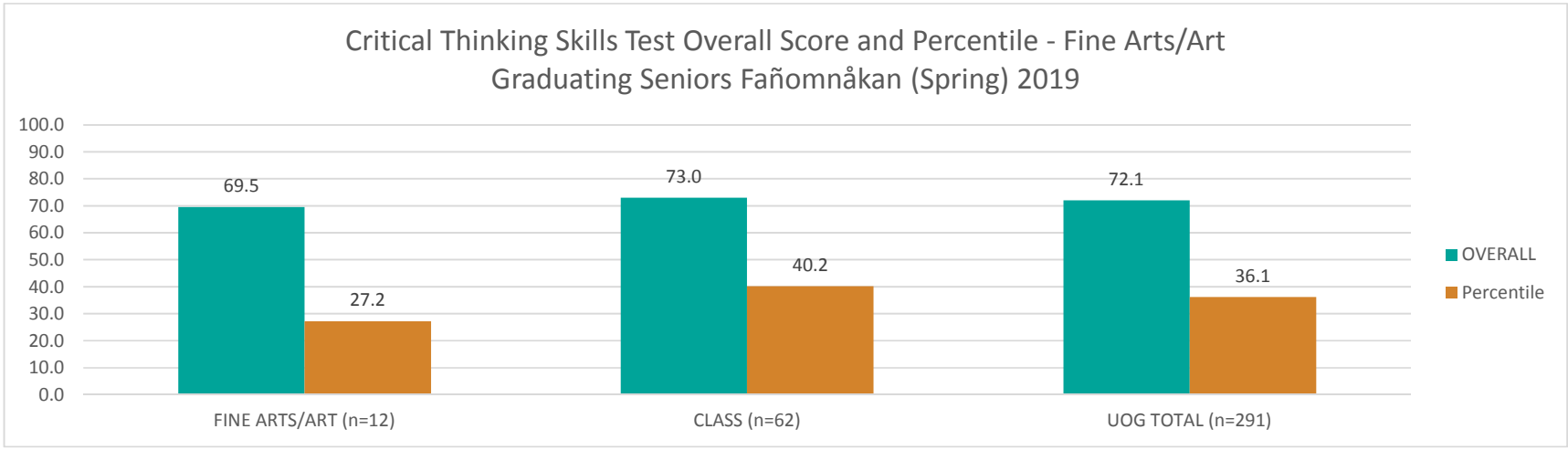
Office of Institutional Effectiveness





Source: California Critical Thinking Skills Test Results

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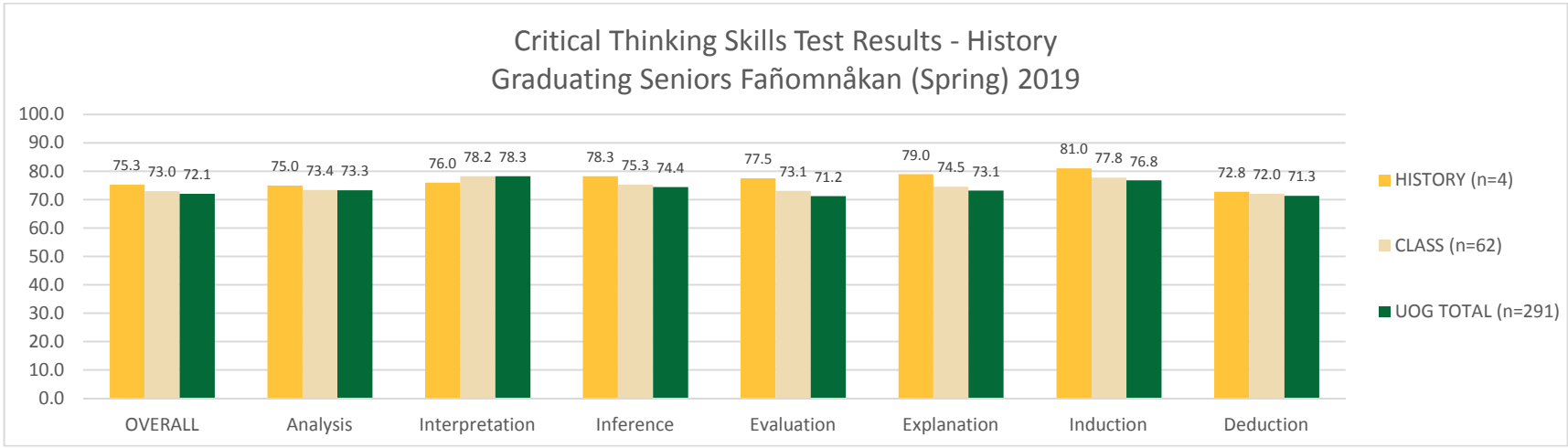

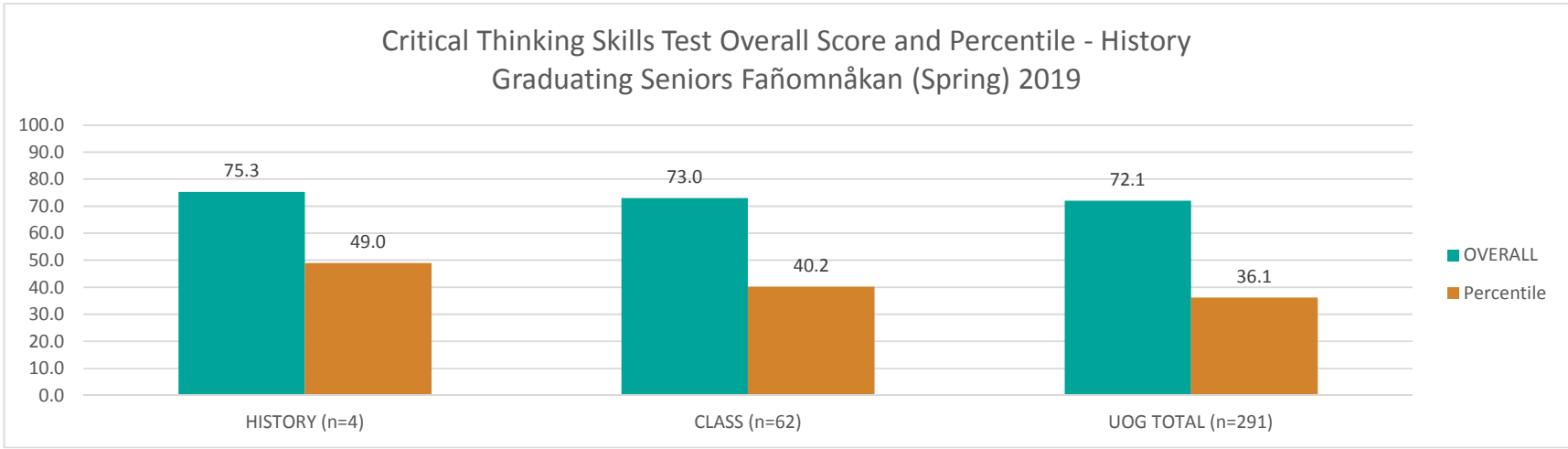

Source: California Critical Thinking Skills Test Results

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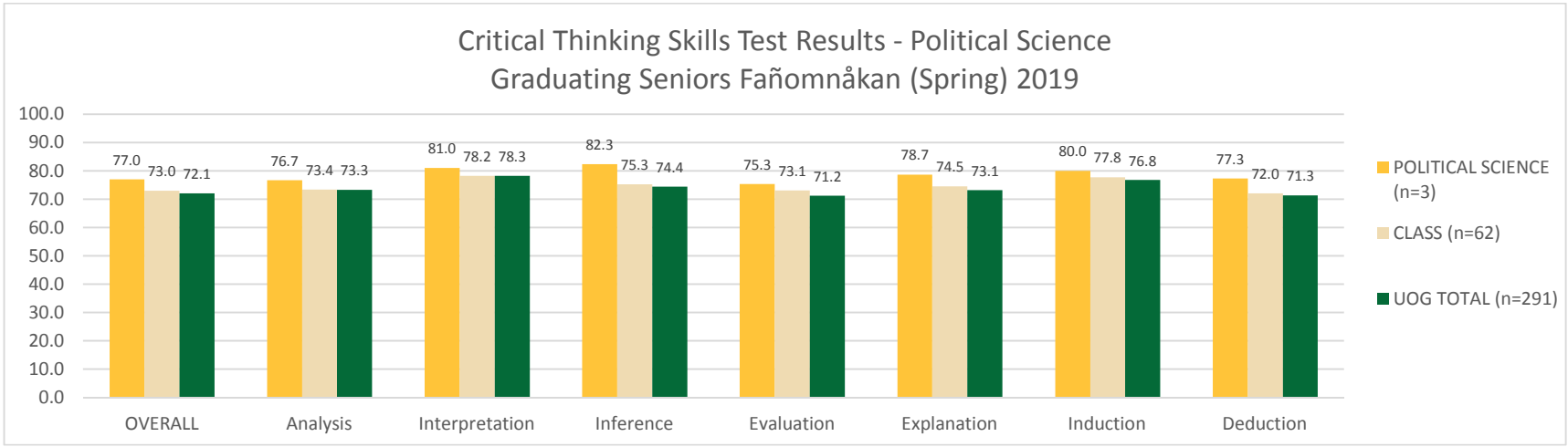
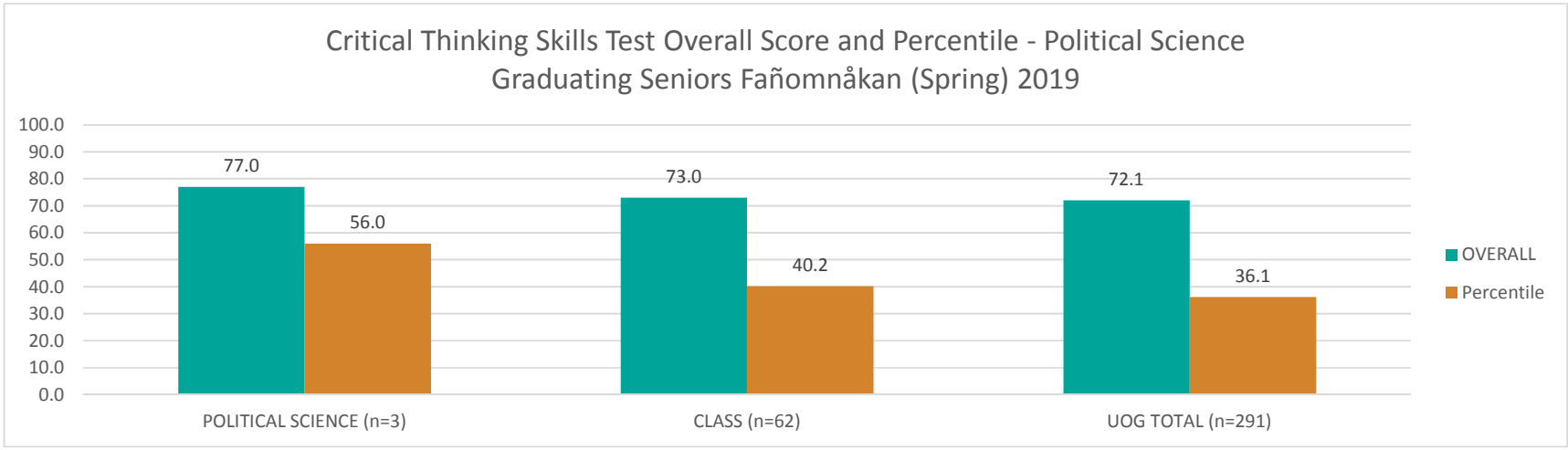
Office of Institutional Effectiveness





Source: California Critical Thinking Skills Test Results

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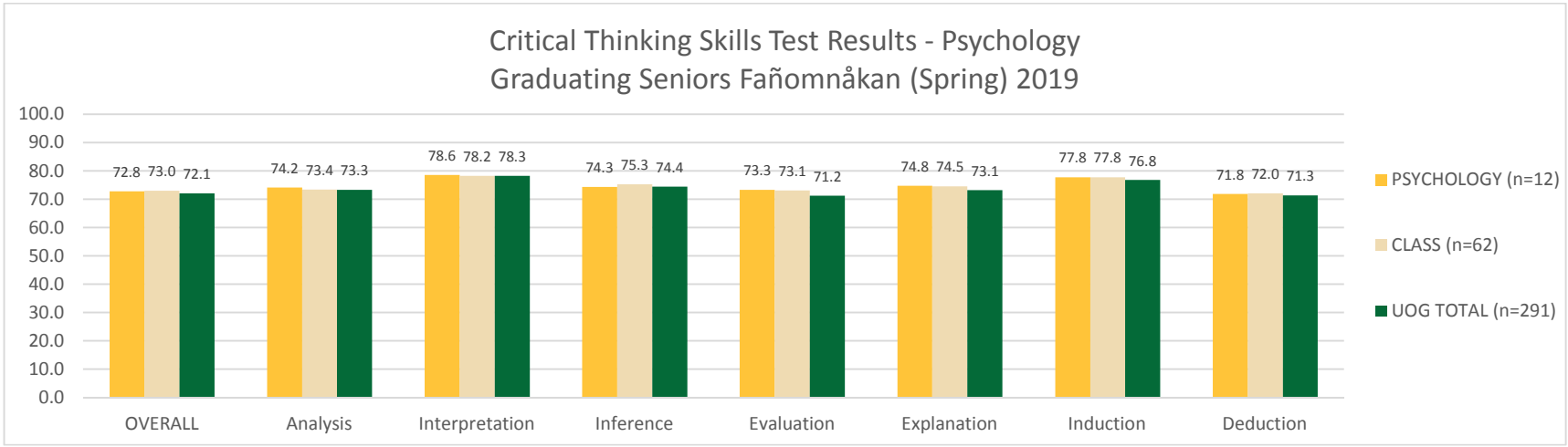

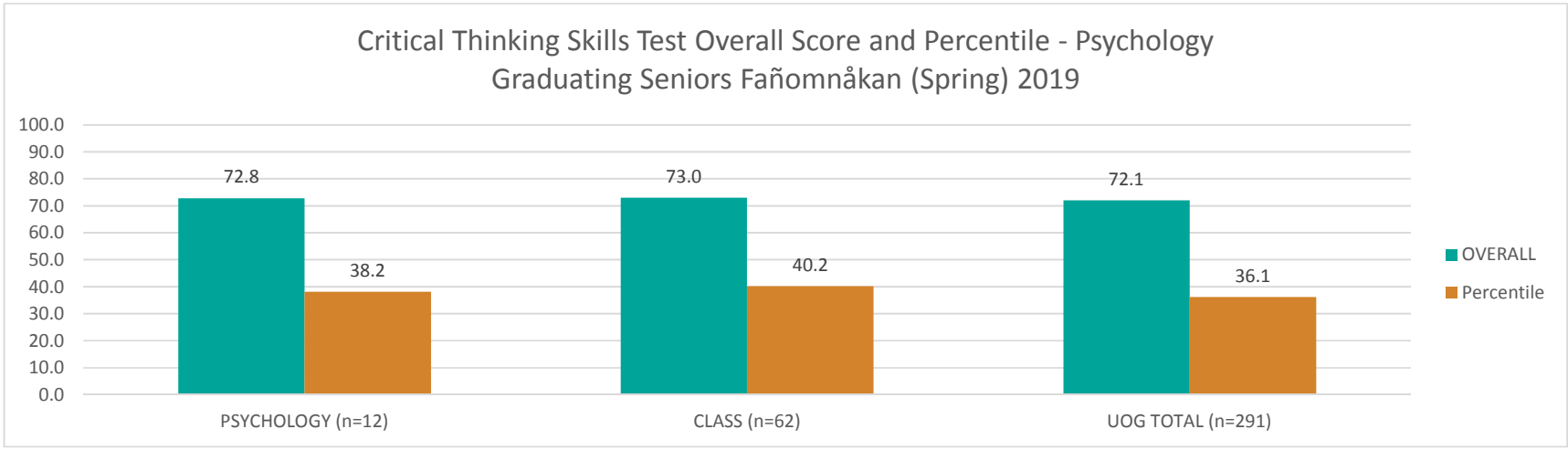

Source: California Critical Thinking Skills Test Results

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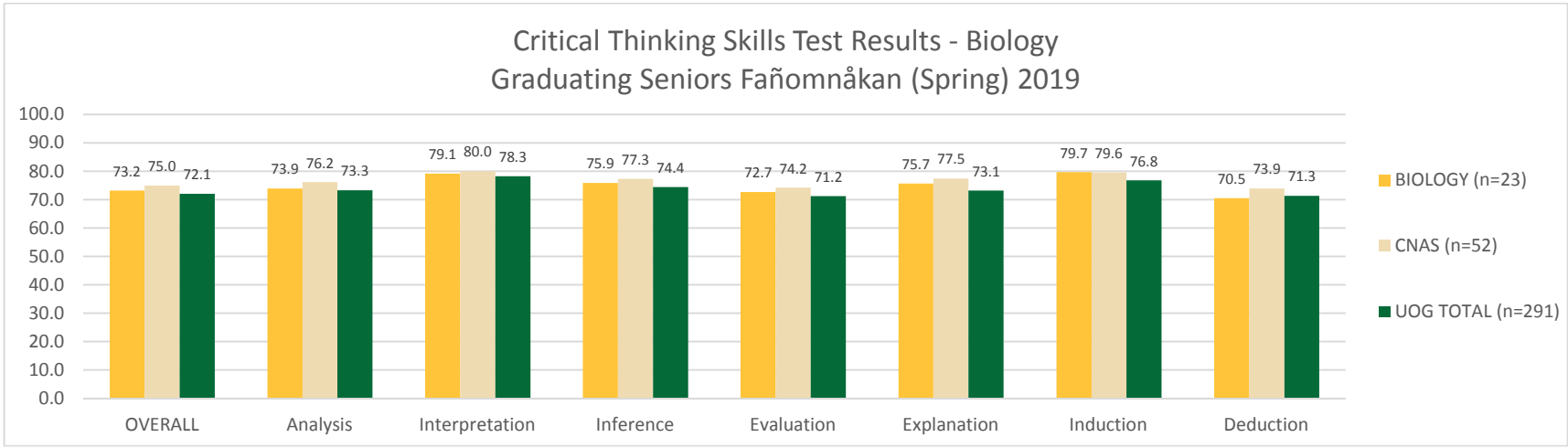

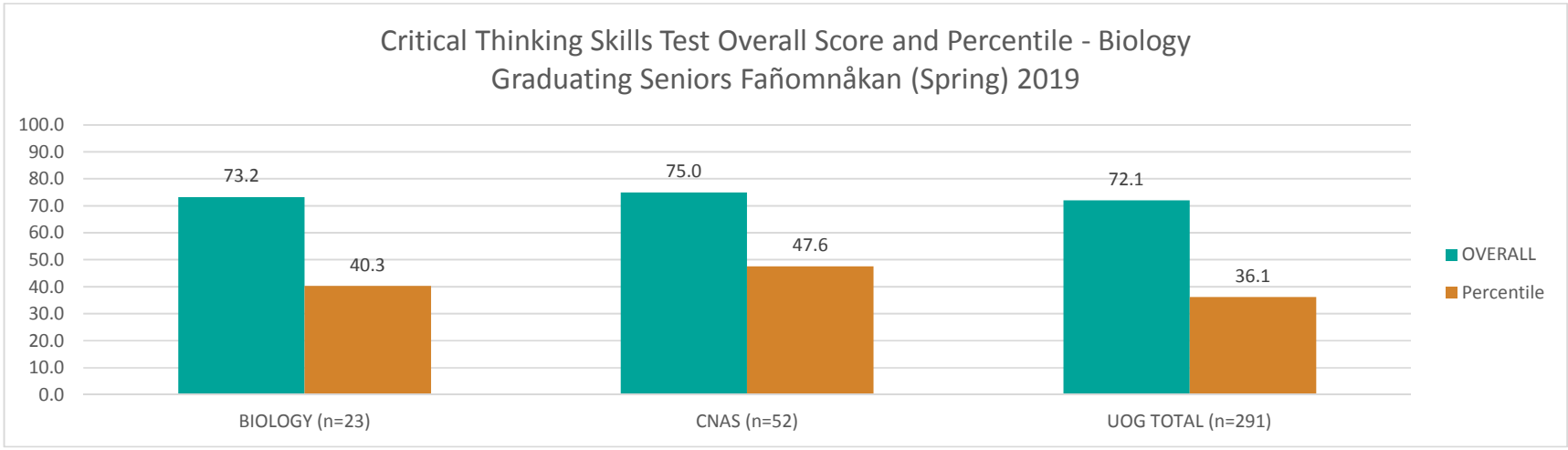

Source: California Critical Thinking Skills Test Results

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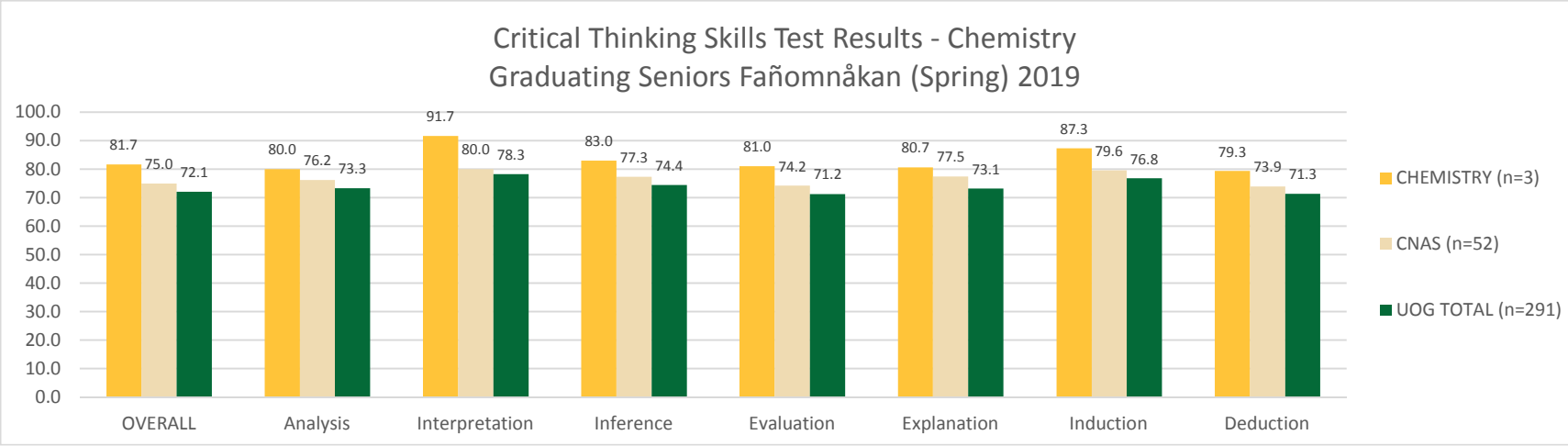
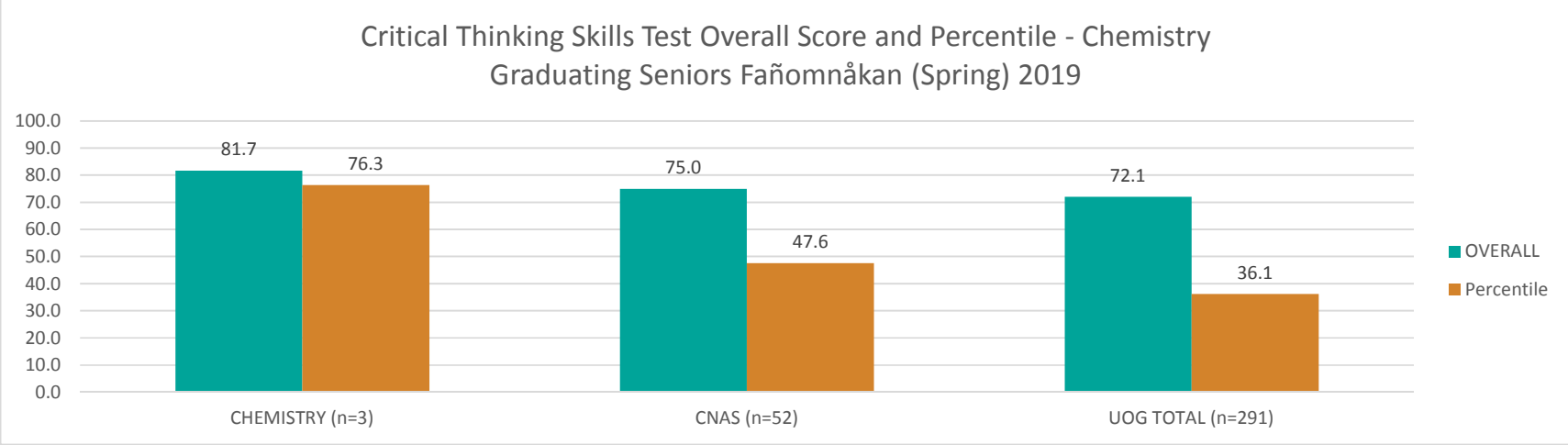
Office of Institutional Effectiveness





Source: California Critical Thinking Skills Test Results

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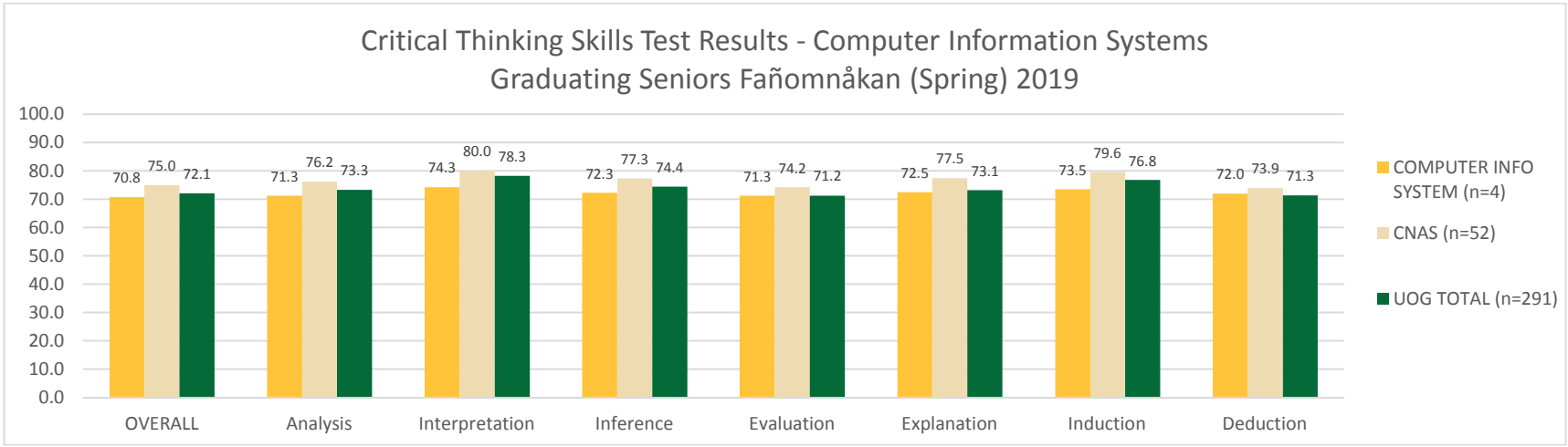
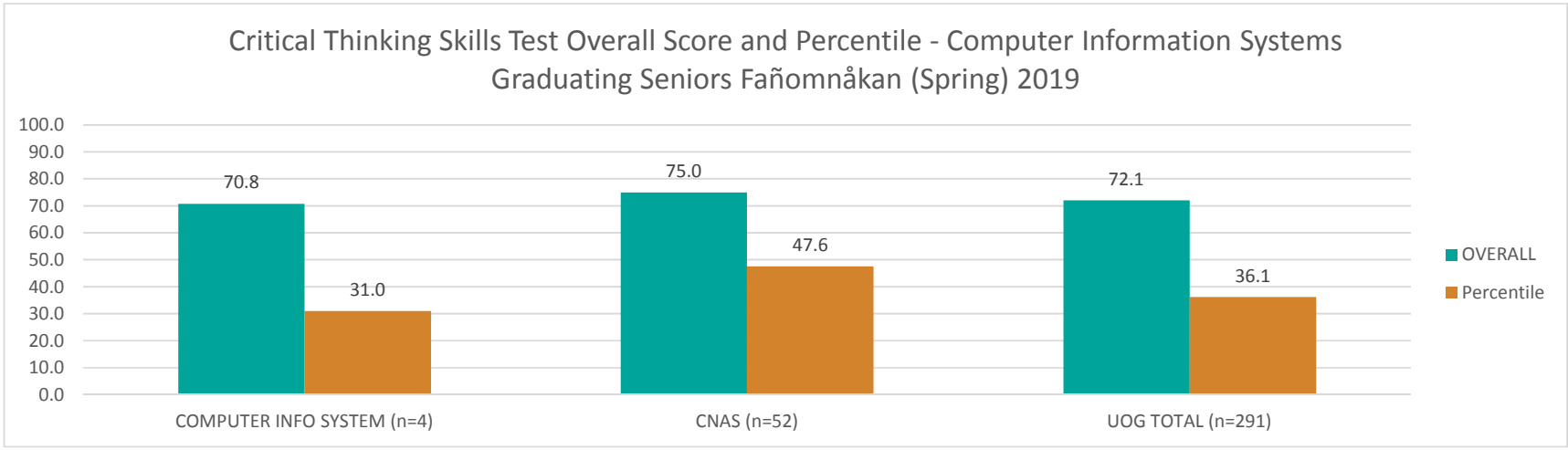
Office of Institutional Effectiveness





Source: California Critical Thinking Skills Test Results

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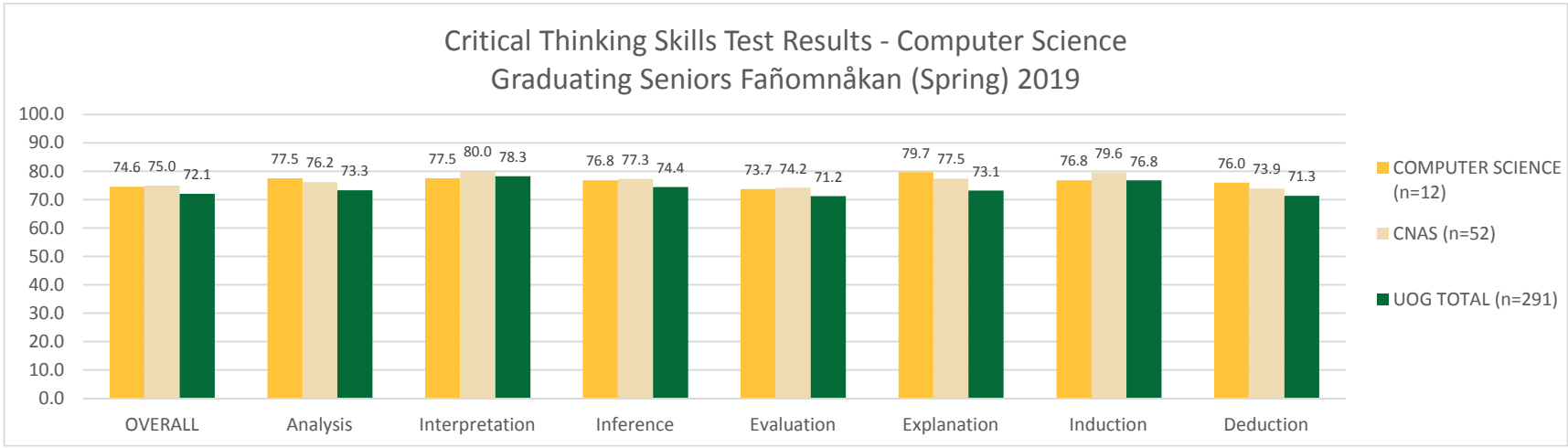
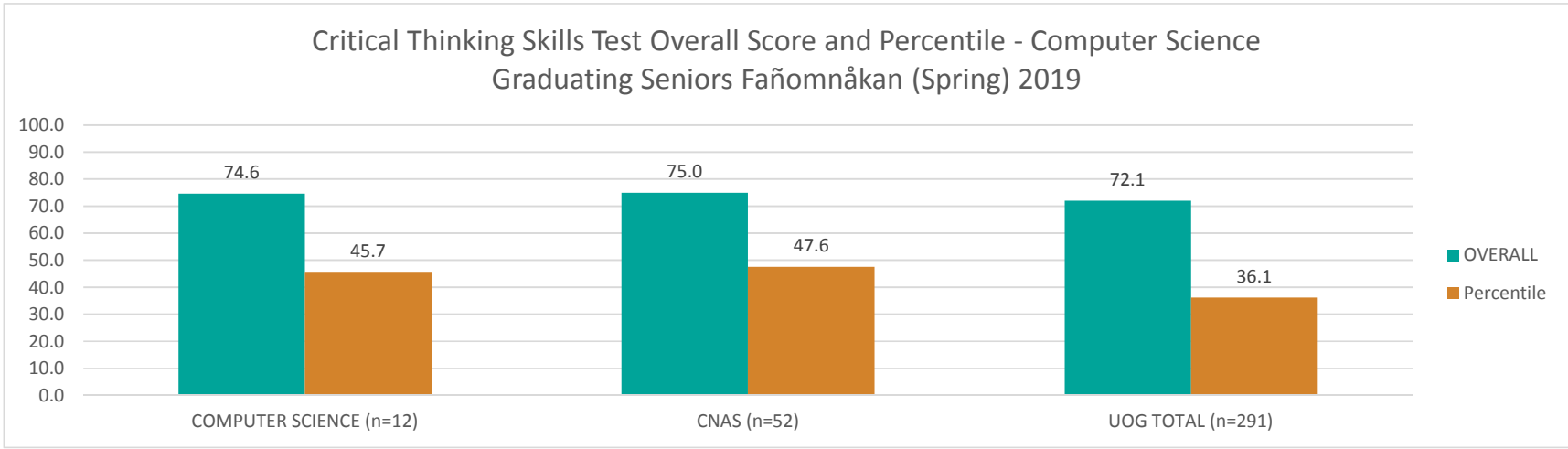
ACADEMIC & STUDENT AFFAIRS
Office of Institutional Effectiveness





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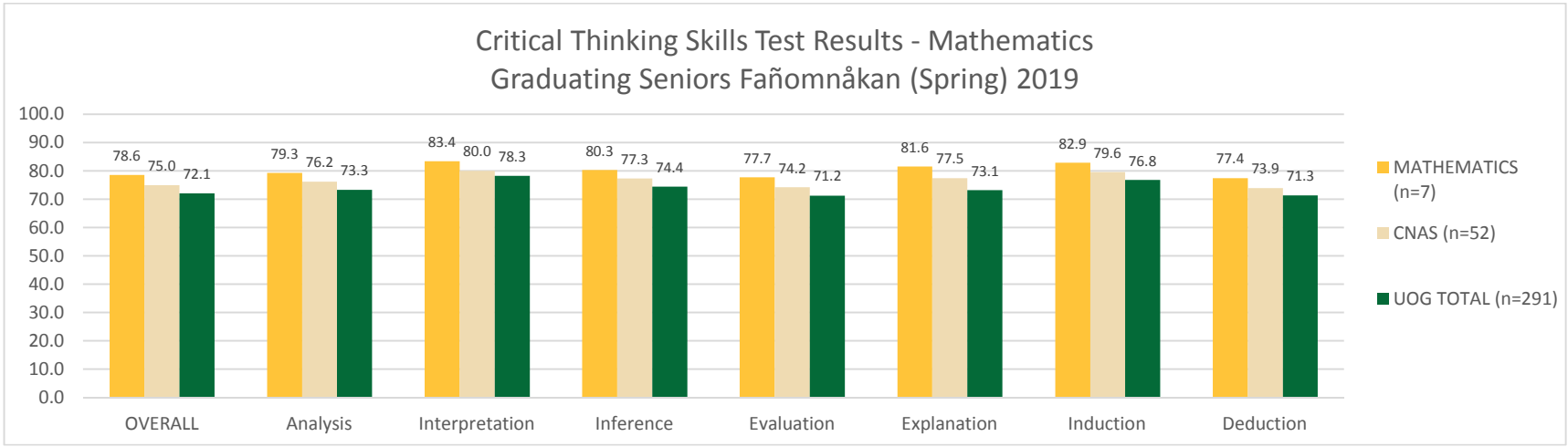

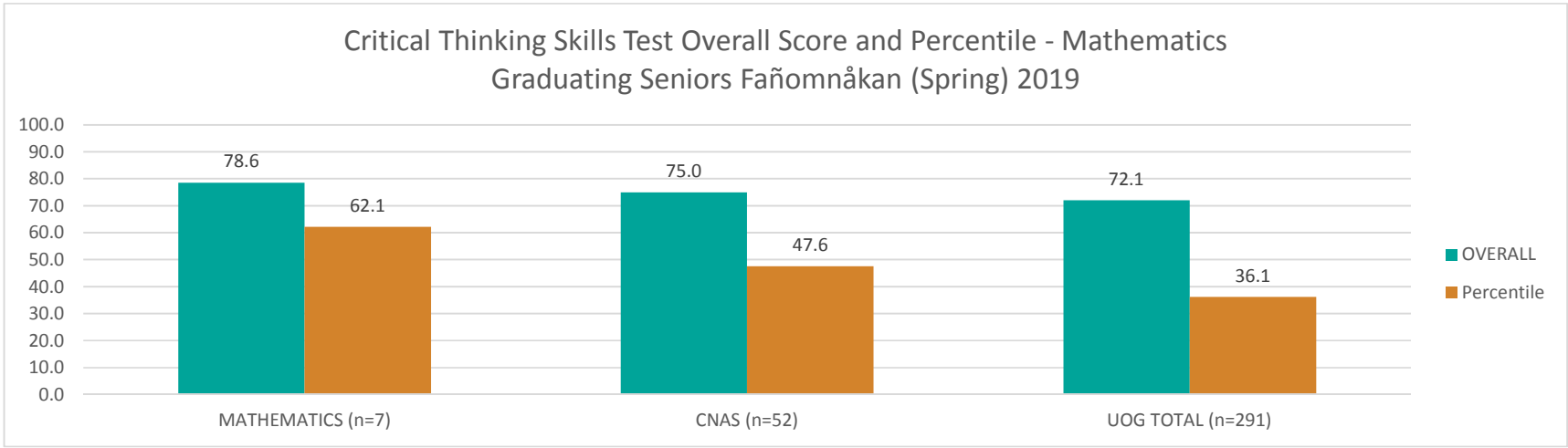

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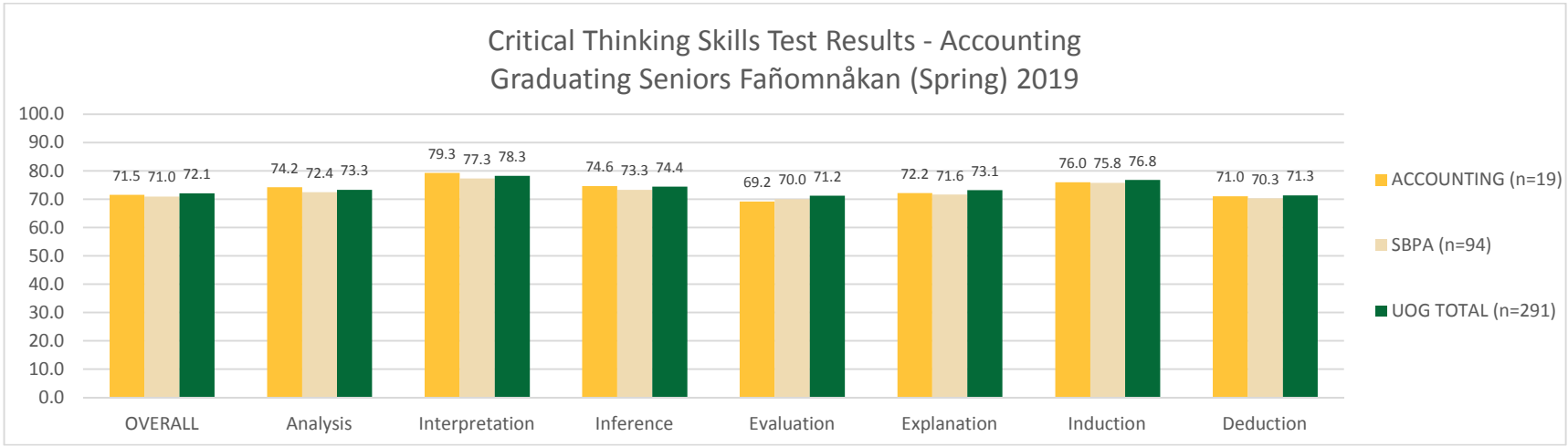

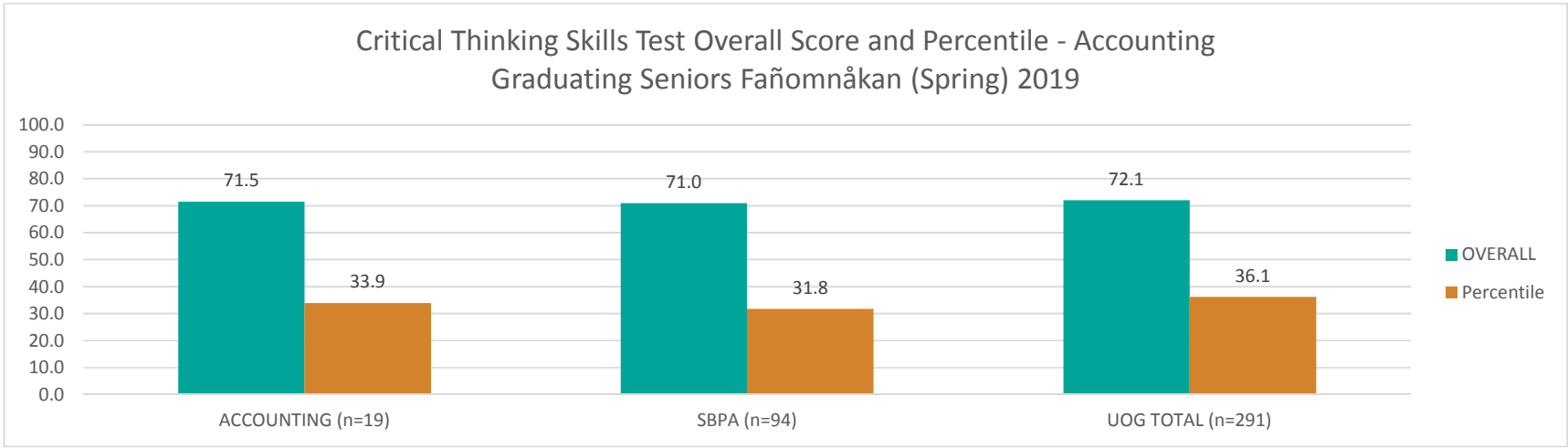

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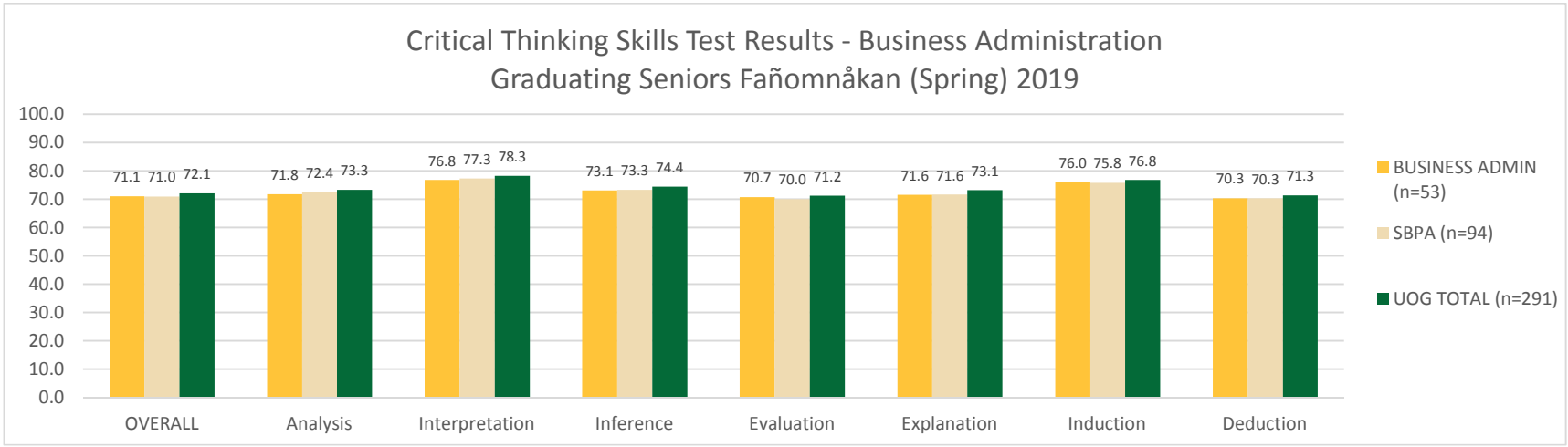

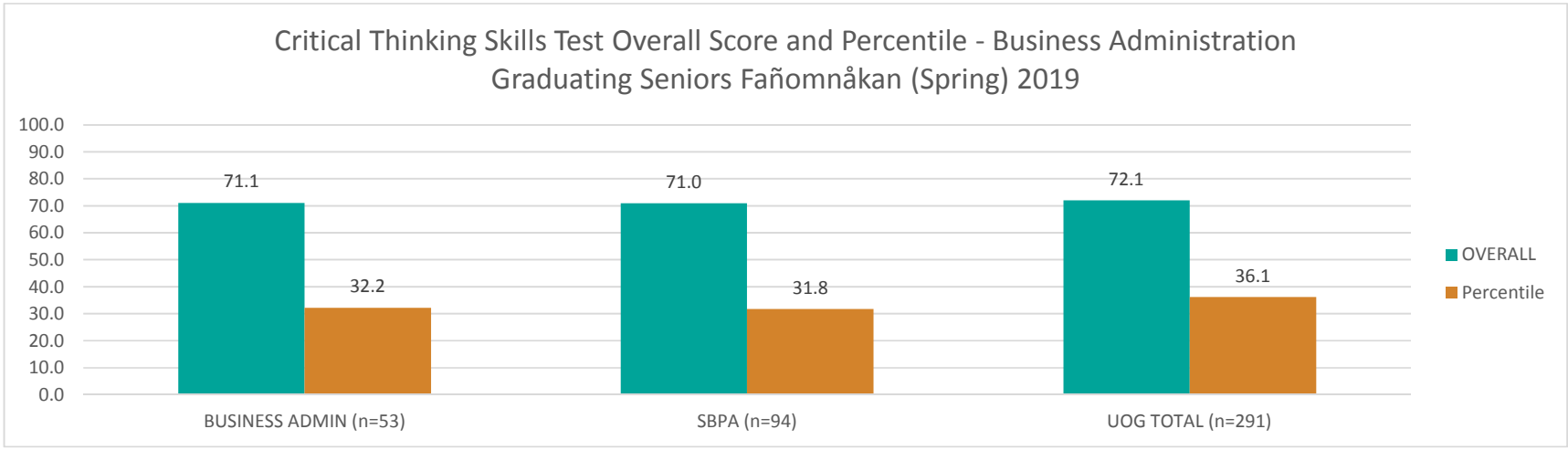

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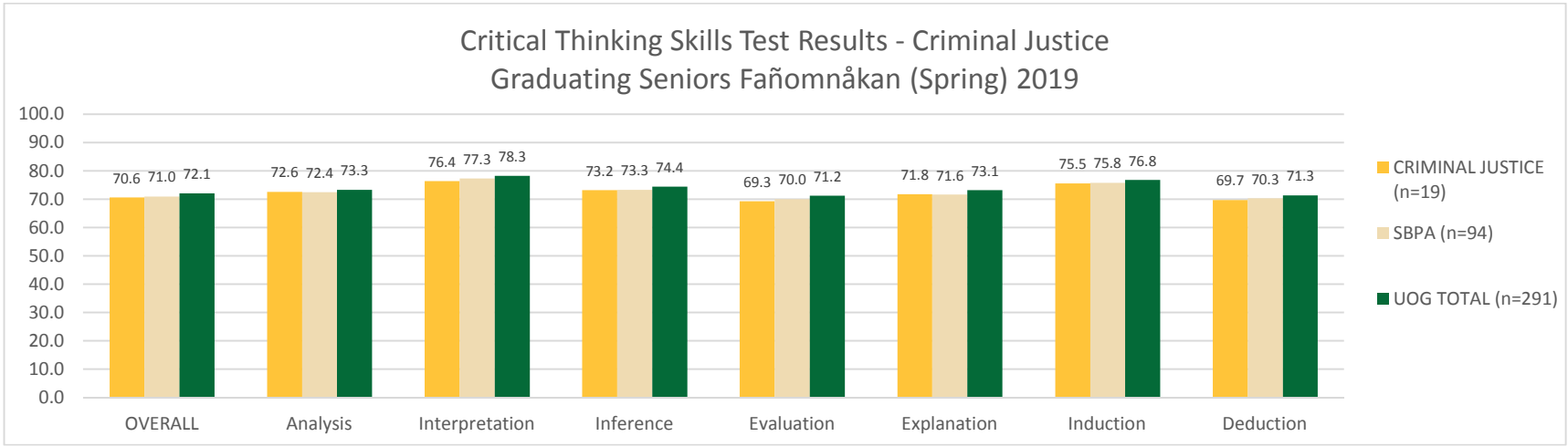

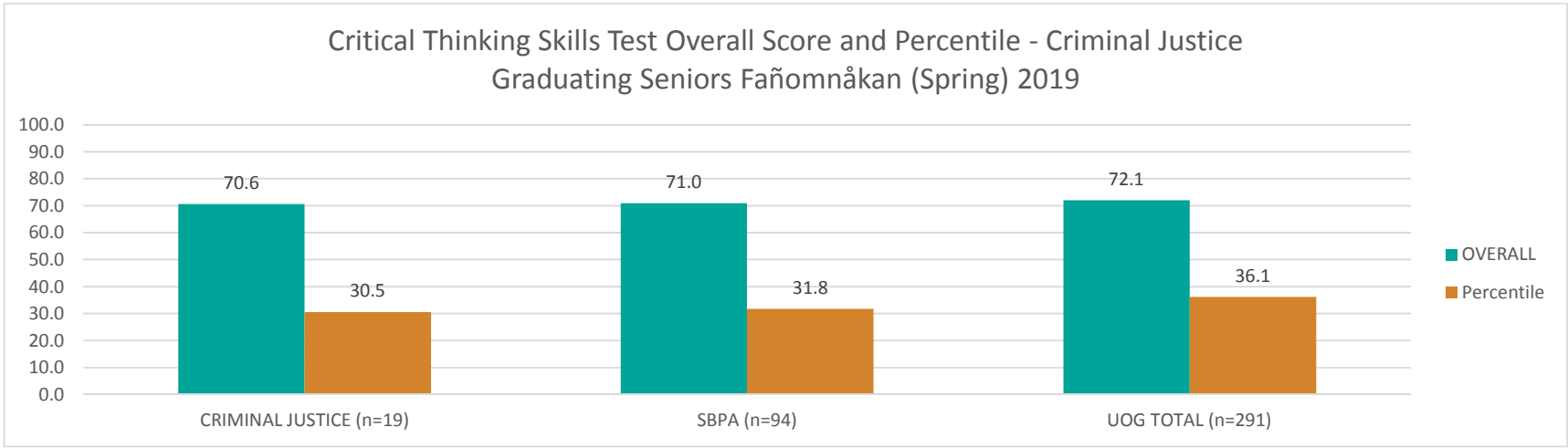

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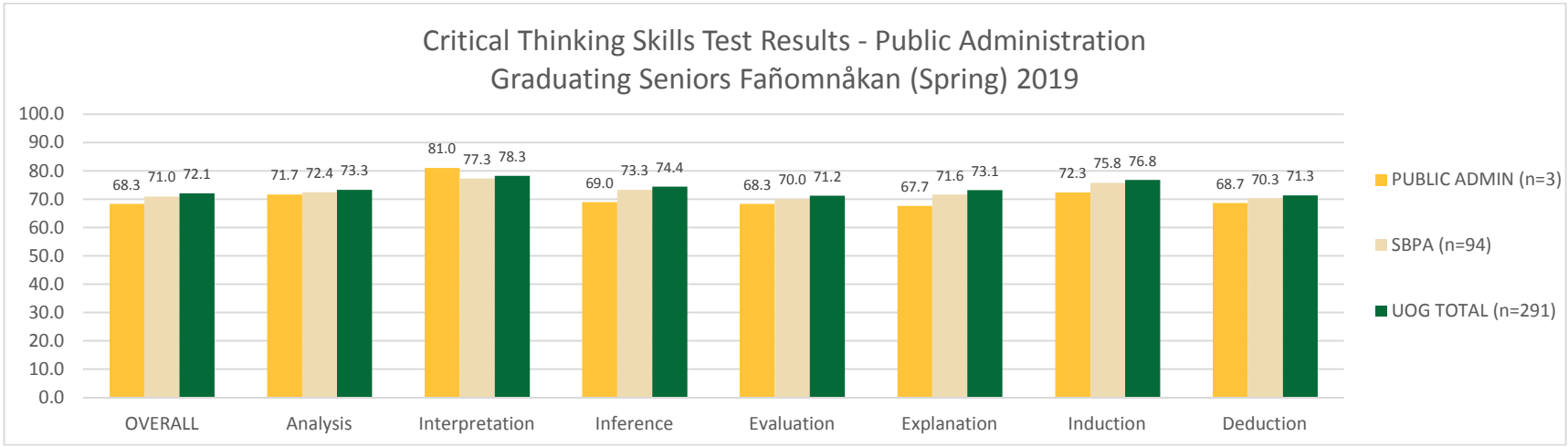

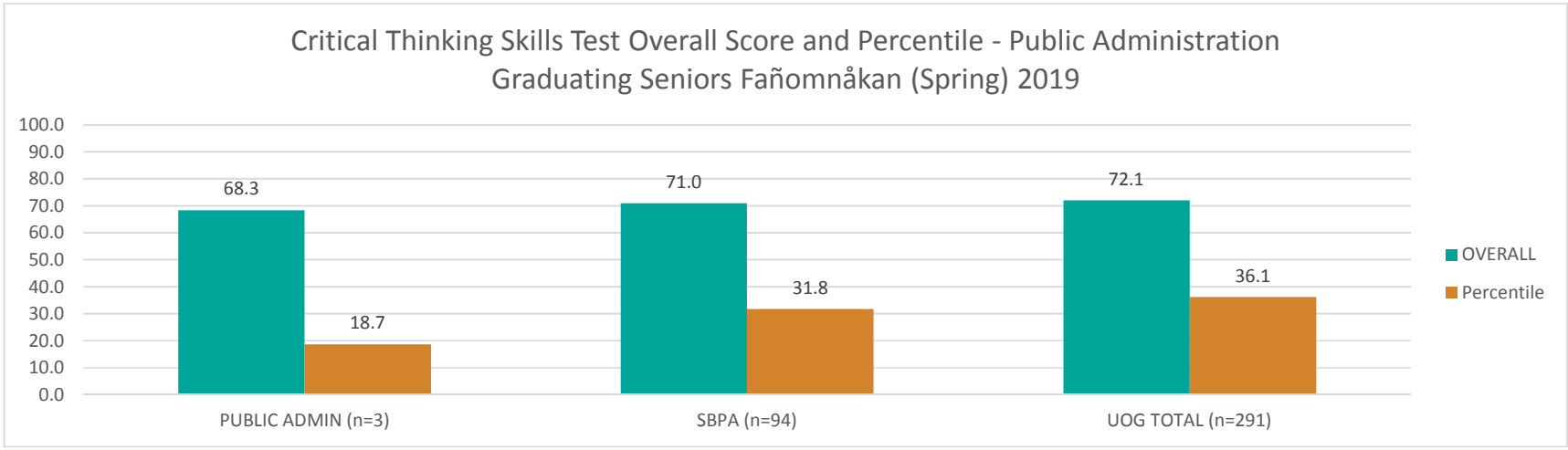

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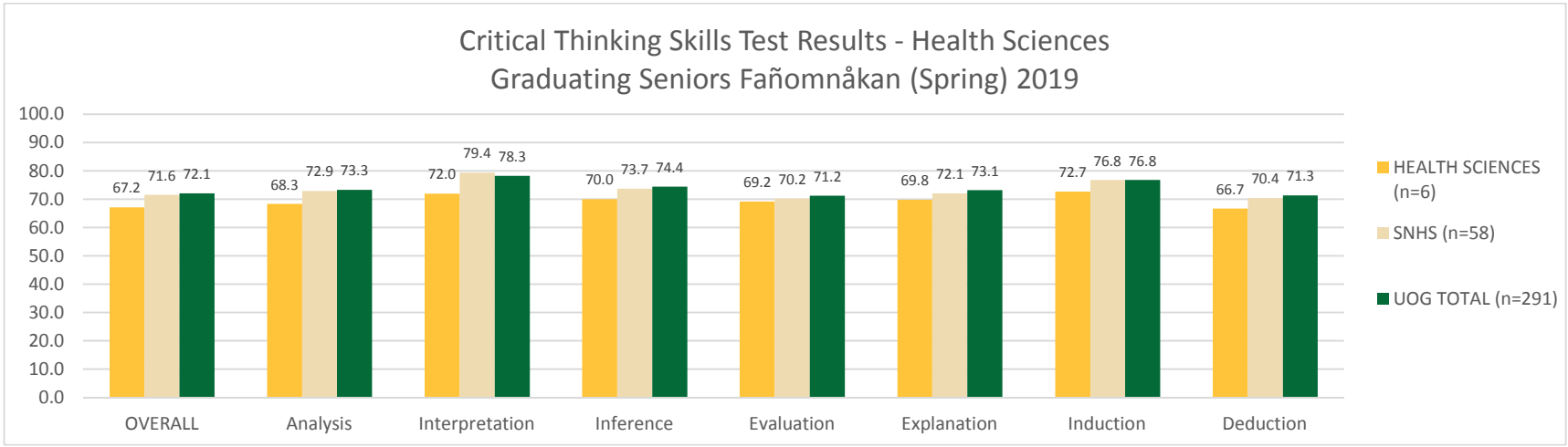

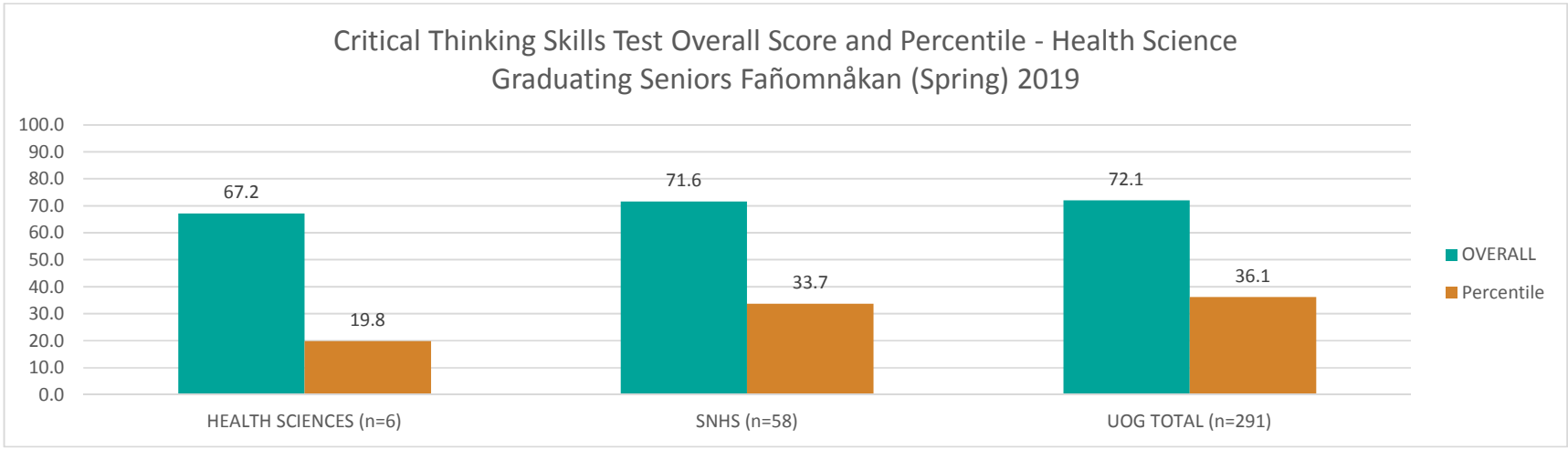

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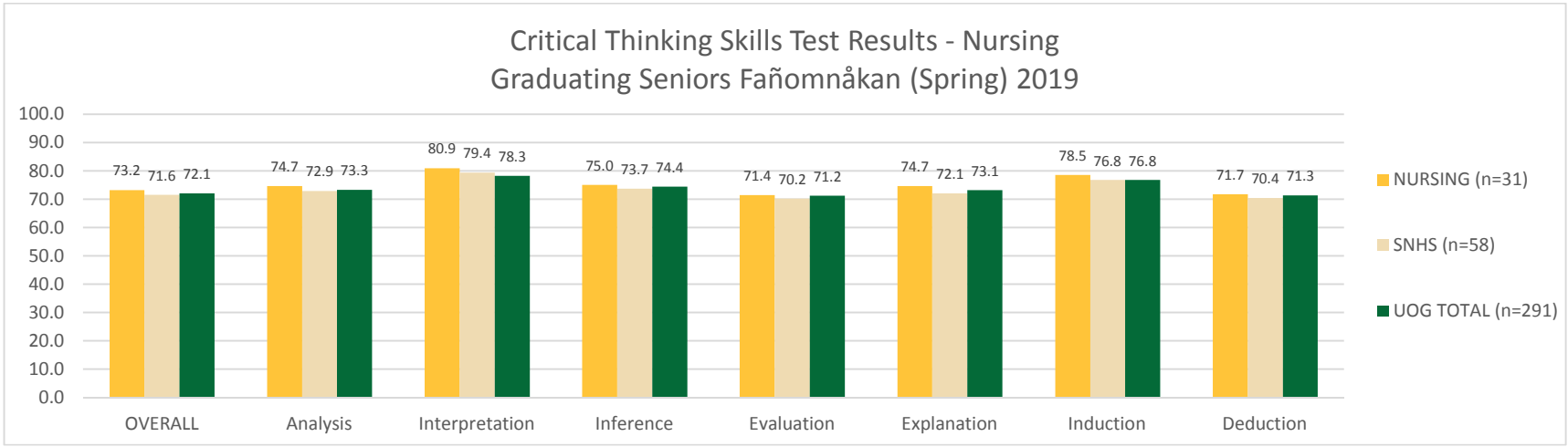

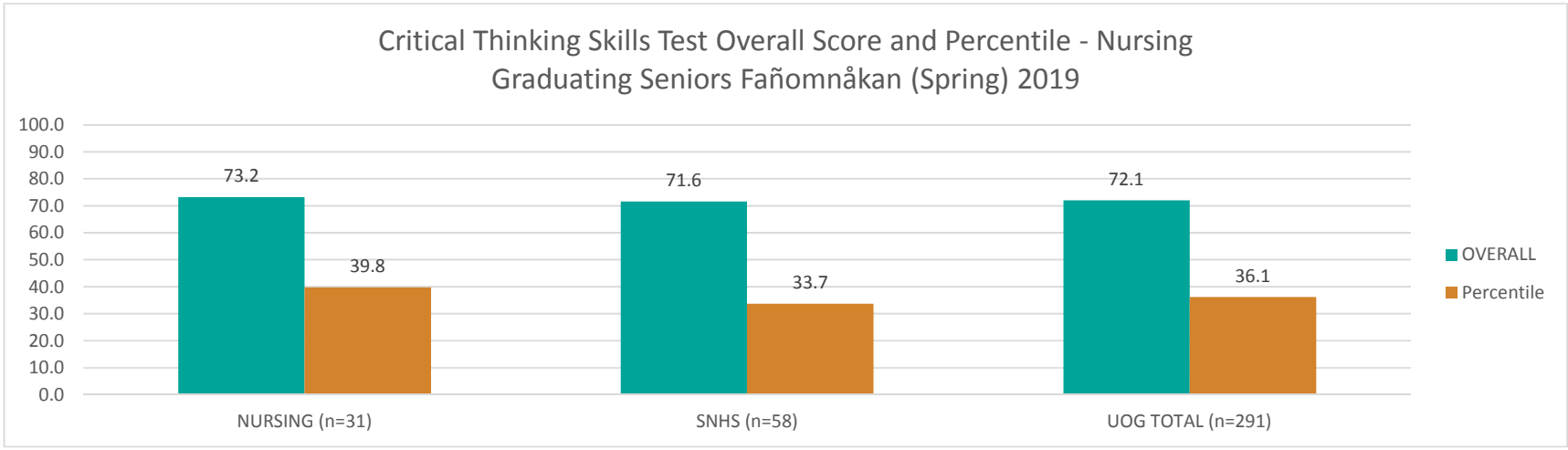

Source: California Critical Thinking Skills Test Results

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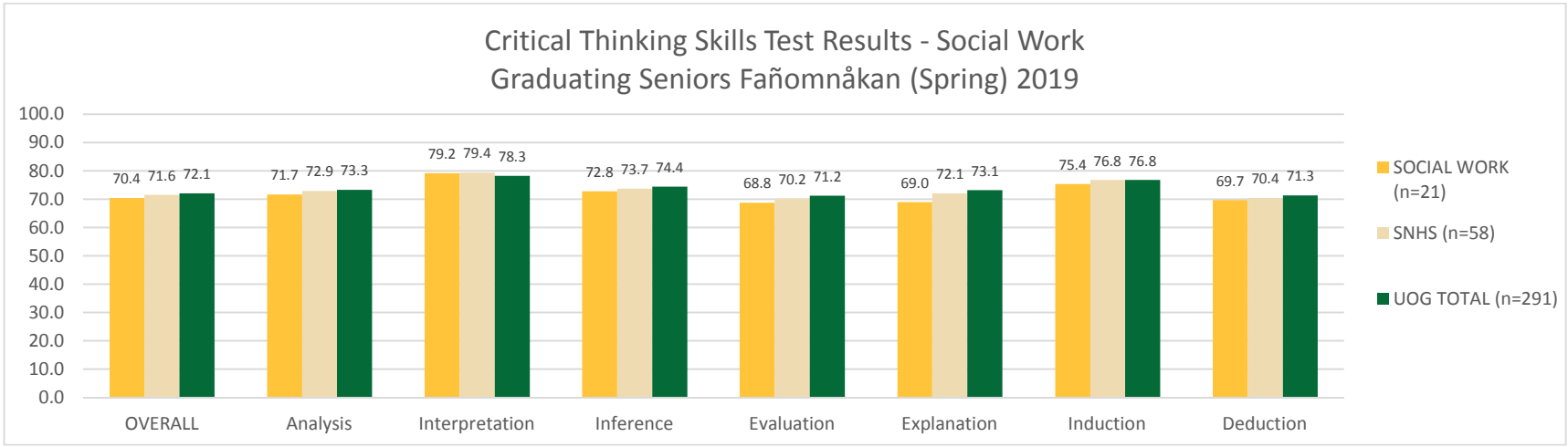
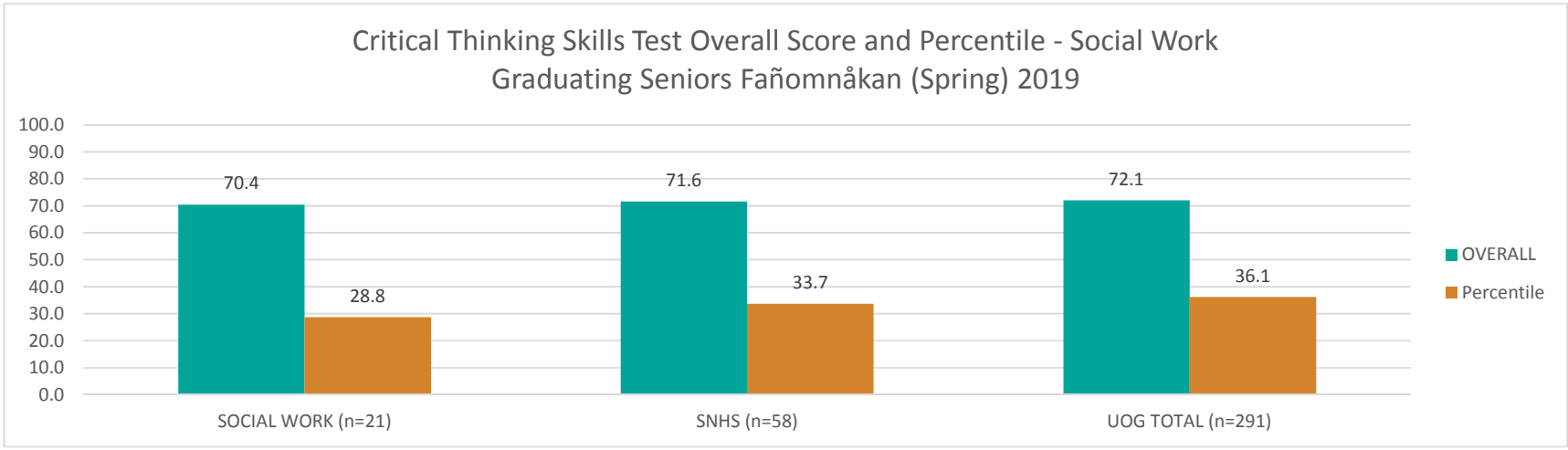
Office of Institutional Effectiveness





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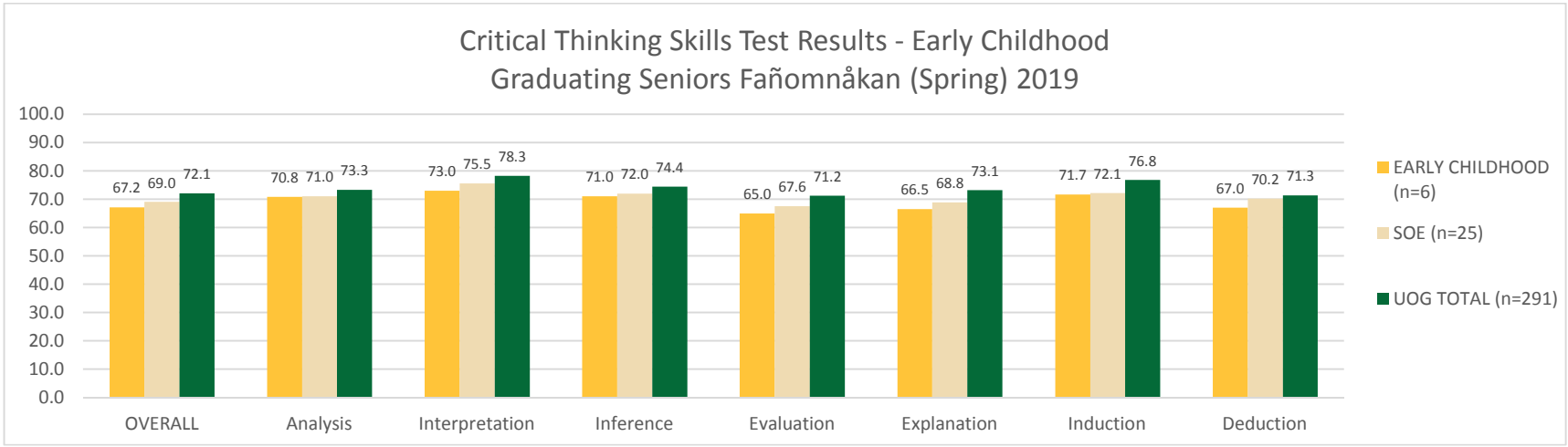

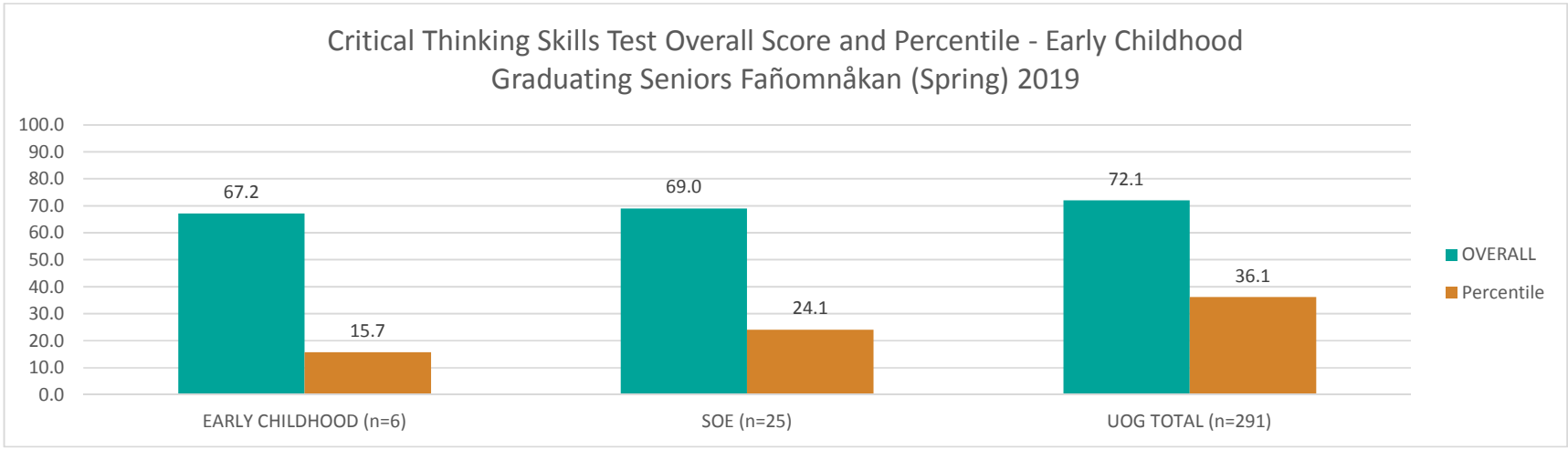

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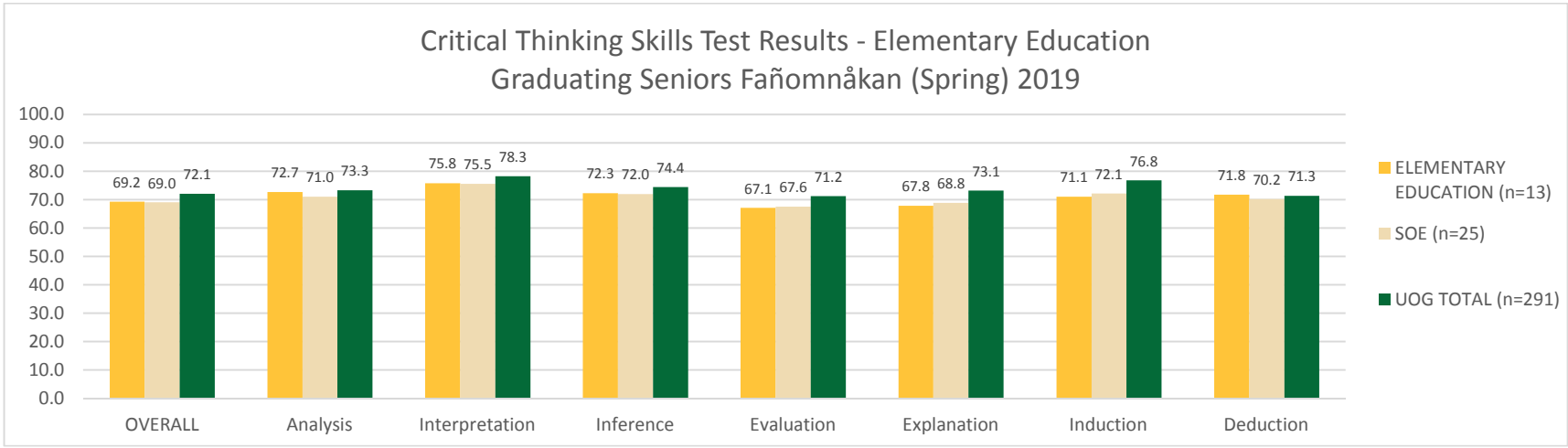

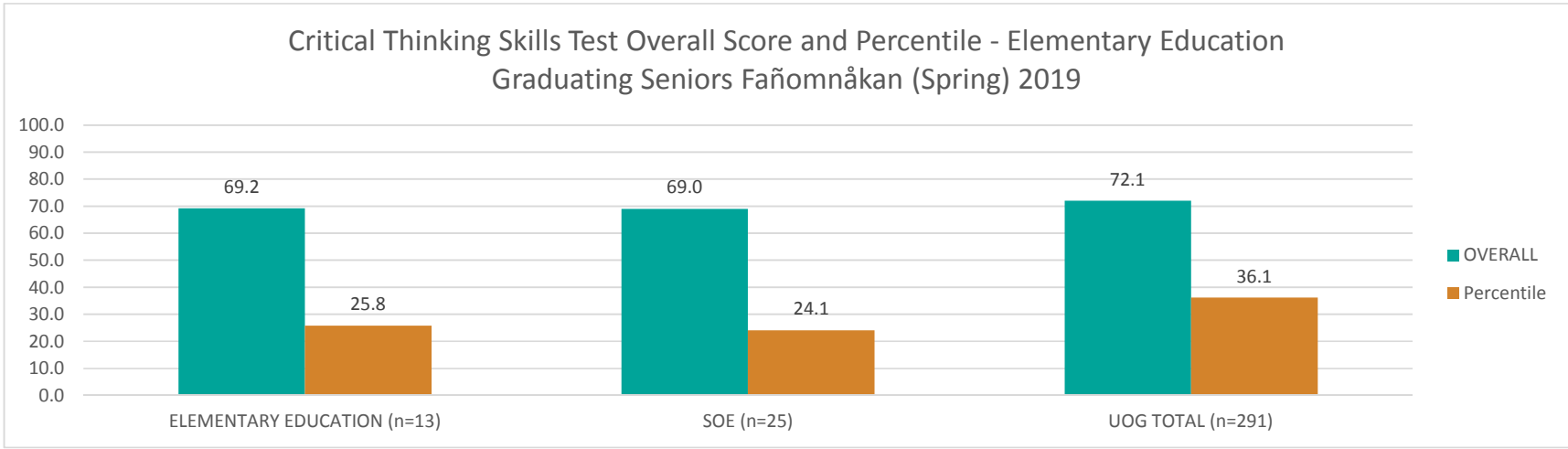

Source: California Critical Thinking Skills Test Results

University of Guam
Unibetsedåt Guahan
Office of Institutional Effectiveness
UOG Station
Mangilao, GU 96923

ACADEMIC & STUDENT AFFAIRS

January 9, 2019

[redacted]

Dear [redacted],

Hafa Adai and congratulations on your upcoming graduation! *We need your assistance!* As specified in the UOG catalog and website, the University established the following institutional student learning outcomes (ILOs) for all students who receive a degree from the University of Guam:

- Mastery of critical thinking and problem solving
- Mastery of quantitative analysis
- Effective oral and written communication
- Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
- Responsible use of knowledge, natural resources, and technology
- An appreciation of the arts and sciences
- An interest in personal development and lifelong learning

These ILOs align to the following core competencies:

- Critical Thinking
- Quantitative Analysis
- Oral Communication
- Written Communication
- Information Literacy

As an **administrative requirement for your bachelor's degree and to comply with accreditation requirements**, my office will be measuring critical thinking skills, quantitative analysis skills, and information literacy skills of graduating seniors.

To measure critical thinking, quantitative analysis, and information literacy, we will be using the Internet-based California Critical Thinking Skills Test (**CCTST**), the Quantitative Literacy and Reasoning Assessment (**QLRA**), and the Threshold Achievement Test for Information Literacy (**TATIL**), respectively. The results from these multiple-choice tests will provide the University with information directly from students to help us improve our curriculum and student success with the mastery of critical thinking, quantitative analysis skills, and information literacy.

Lab 107B in the Computer Center on campus has been reserved on the following dates for you to choose from to stop in and take the tests: January 14th – February 9th, 2019.

***Please see attached schedule for more information on exact dates and times**

University of Guam
Unibetsedåt Guahan
Office of Institutional Effectiveness
UOG Station
Mangilao, GU 96923

Choose from following dates in the calendar below to come to the Computer Center and expect to stay for 50-55 minutes for each test. For control purposes, **a photo ID is required**.

CCTST: Using the Internet, we will have you log into the test via Insight Assessment then you will be asked a series of multiple-choice questions within a 45-minute time allotment.

QLRA: Using your Moodle account, you will log into the test then be asked a series of multiple-choice questions within a 50-minute time allotment. The use of a calculator and scratch paper is permitted. **Please note: You will need to have access to your Moodle Account**.

TATIL: Using the Internet, we will log you into the test via Threshold Assessment then you will be asked a series of multiple-choice questions with a 50-minute time allotment.

Individual results will be confidential and will not be publicly reported, although you will be able to view your results at the end of each test so that you will know how you scored. The results of these tests **will not** be used to influence or impact any grade for any of the classes you are taking. Taking these tests is an administrative requirement for graduation and we ask that you extend your best effort and attention. Failure to comply will result in the holding of transcripts and diploma upon graduation.

More information about the CCTST is available at www.insightassessment.com
More information about the QLRA is available at http://serc.carleton.edu/qlra/index.html
More information about the TATIL is available at https://thresholdachievement.com/

If you would like to request accommodations when taking theses assessments, please contact Ms. Sallie Sablan at least two weeks prior to testing. Student Services Center, Office #4 / E-Mail: sssablan@triton.uog.edu / Tel: 735-2460

If you have any questions about this study or our interest in using the results, please e-mail Trini Macduff at oie@triton.uog.edu or call 735-2646.

Thank you very much for participating in this study. Biba UOG!

Deborah Leon Guerrero
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