

Critical Thinking Skills Among Hope College Students

Frost Center Friday
March 10, 2023

Agenda

- What is critical thinking?
- Why measure critical thinking?
- How we measure critical thinking
- Results
 - Heighten Critical Thinking Assessment
 - National Survey of Student Engagement (NSSE)
- Next Steps with current results
- Discussion, conversation, questions



What is Critical Thinking?

Making reasoned judgements and arguments

Analysis: examine - understand - explain

Synthesis: compare - contrast - classify - divide

Why do we measure critical thinking?

Anchor Plan Learning Outcome 5:

Analyze evidence or data to solve problems, reach informed conclusions or make sound judgments

Program Learning Outcomes:

Critical thinking within academic disciplines

Common Learning Outcome 1:

Think critically and communicate clearly

Common Learning Outcome 4:

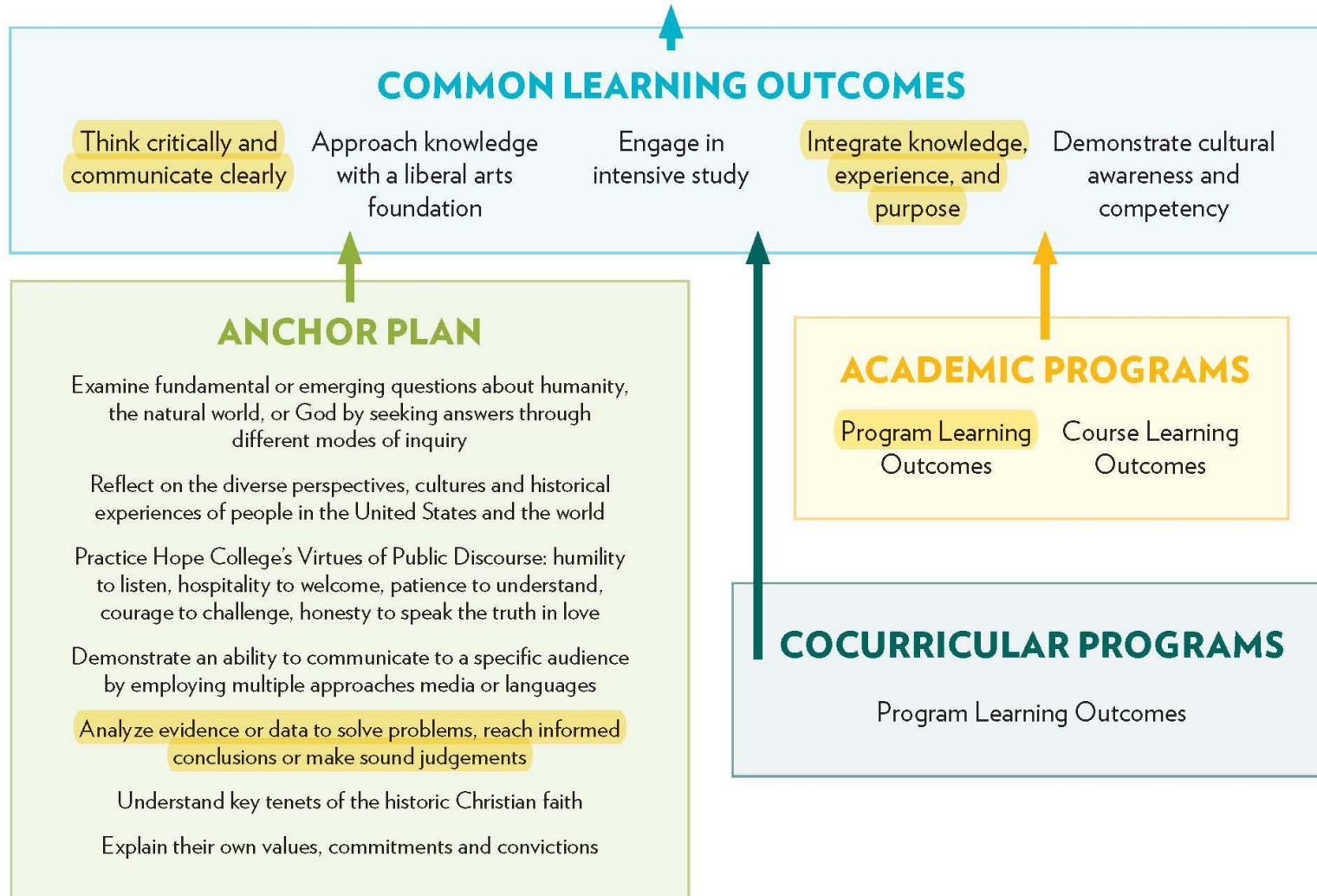
Integrate knowledge, experience, and purpose

Our Mission:

. . . to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence *in the liberal arts* and in the context of the historic Christian faith.

STUDENT LEARNING OUTCOMES

The mission of Hope College is to educate students for lives of leadership and service in a global society through academic and cocurricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.



Learn more about
Hope student learning
outcomes at

hope.edu/assessment

How Hope measures critical thinking

Approach

Measure

Formative (how)

Direct (test/student work)

Heighten Critical Thinking Assessment

Heighten Critical Thinking Assessment

Summative (how much)

Indirect (survey)

Heighten Critical Thinking Assessment

National Survey of Student

National Survey of Student

Engagement (NSSE)

Engagement (NSSE)

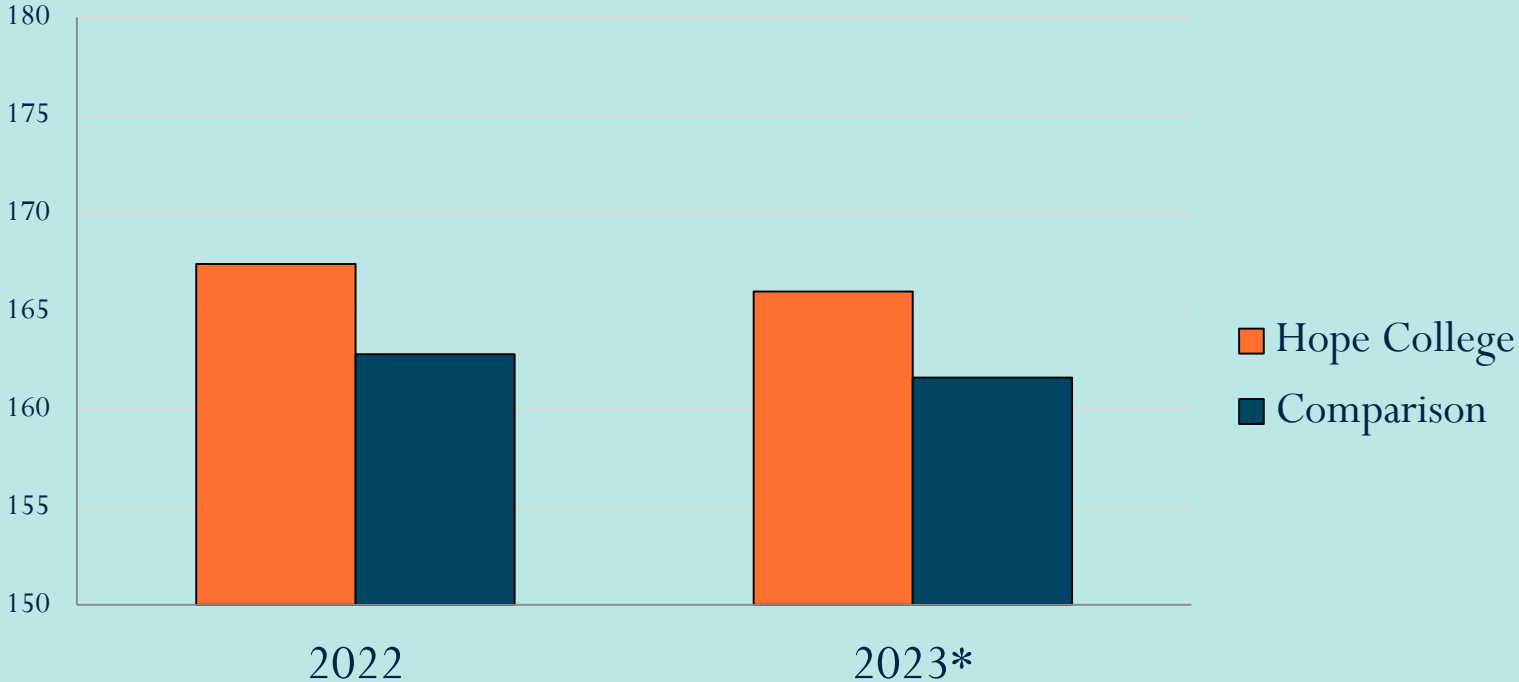
Critical Thinking- Measurements

Heighten Critical Thinking Assessment

- Overall critical thinking score
- Analytic and synthetic skills scores

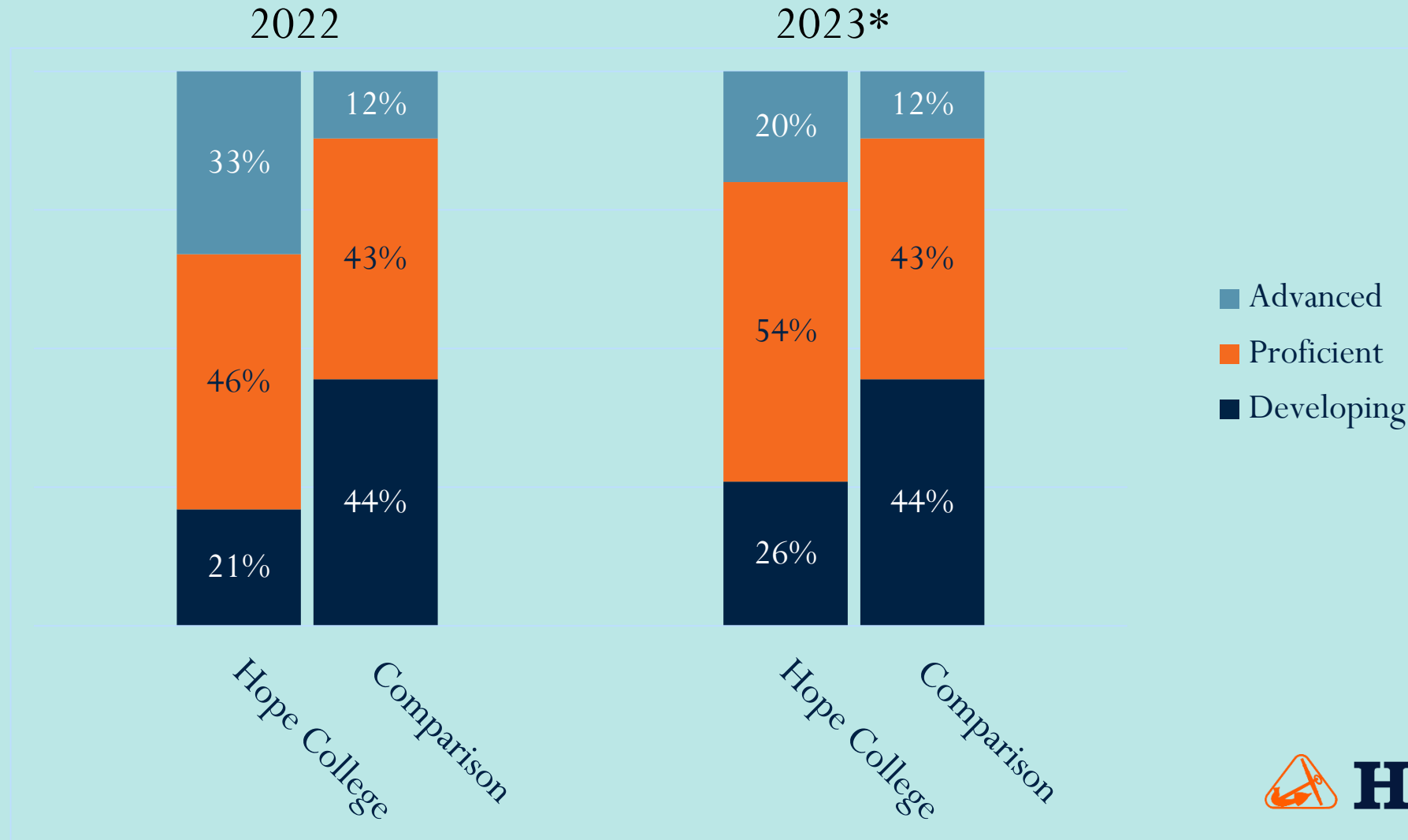
Heighten Critical Thinking

Overall Scaled



*Preliminary Data

Heighten Critical Thinking



*Preliminary Data

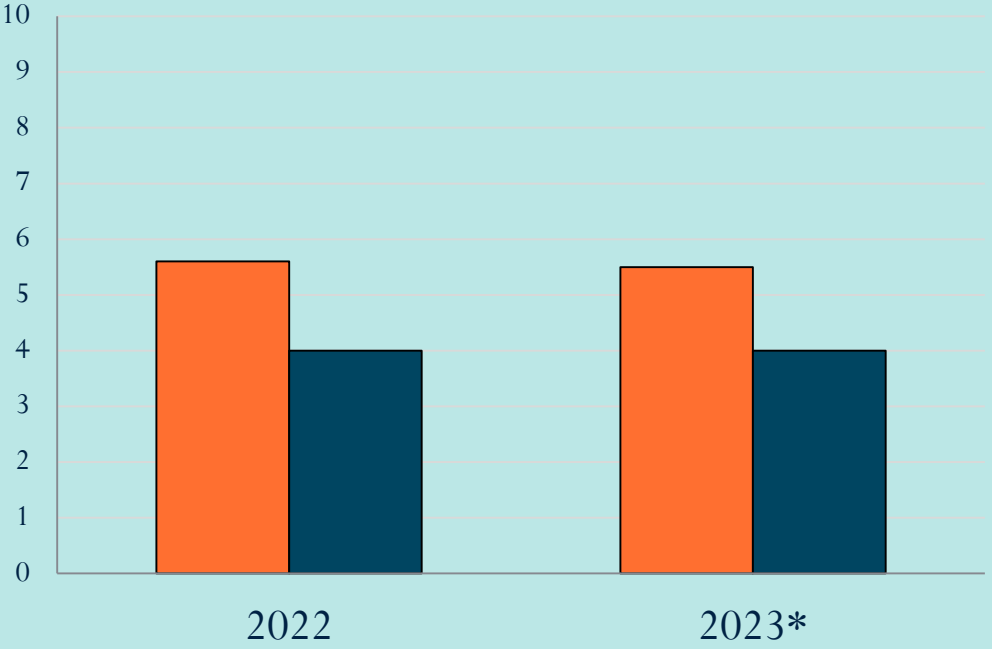


Hope COLLEGE

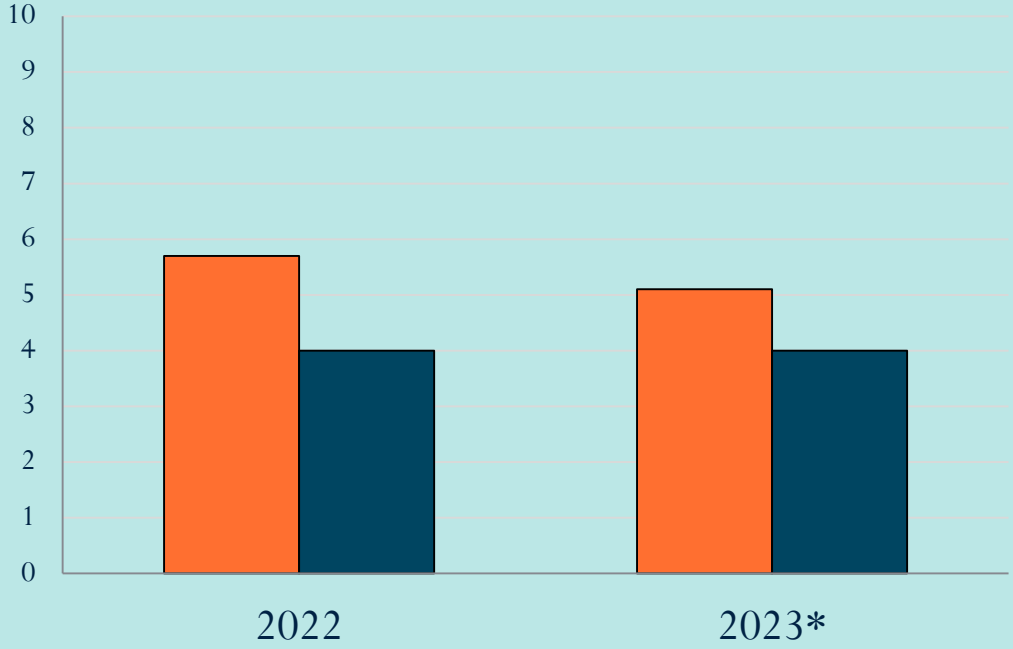
FROST CENTER FOR
DATA AND RESEARCH

Heighten Critical Thinking

Analytic



Synthetic



Hope College
Comparison

*Preliminary Data

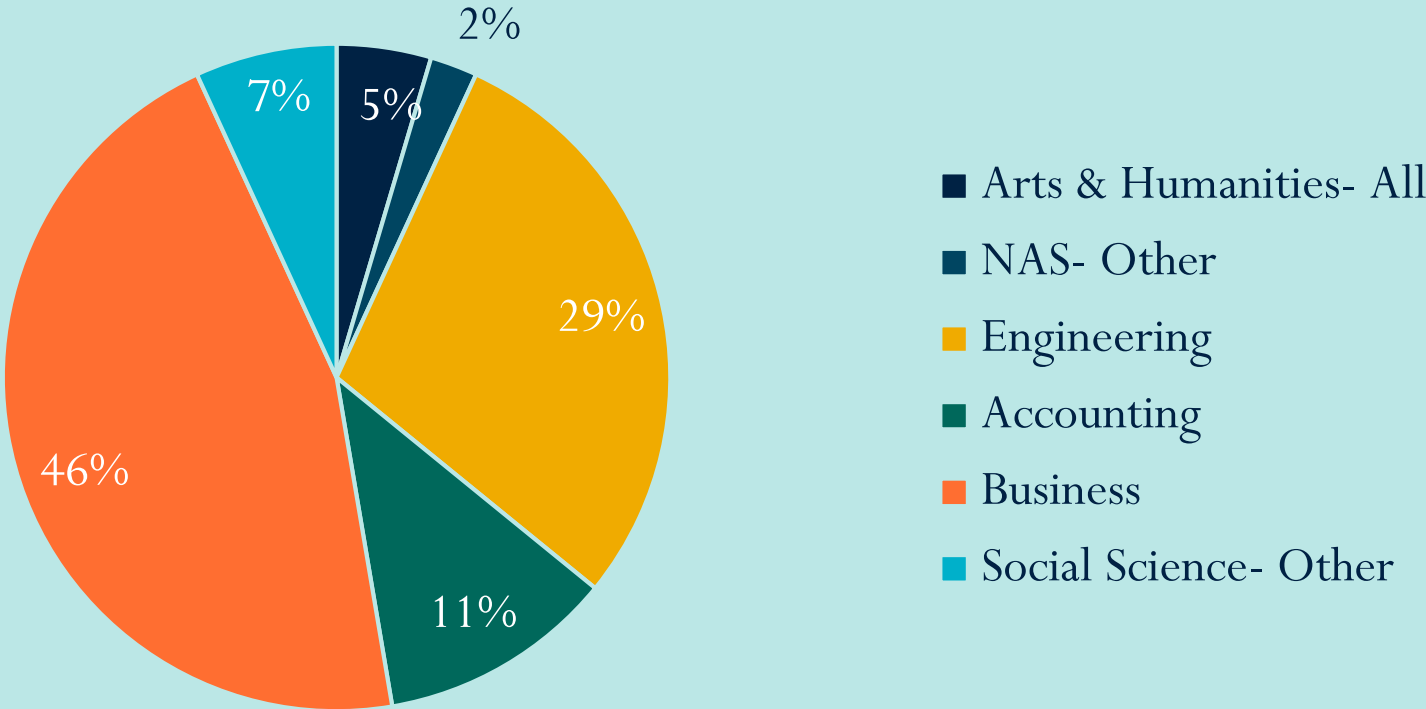
Critical Thinking - Heighten

Hope Senior Strengths (2022)

- 79% were either advanced or proficient
 - Benchmark group: 55% (12% and 43%)
- 21% were developing
 - Benchmark group: 44%
- Institutional mean higher (above the middle 80%) than all participating institutions
- Sub scores above 80% of comparison group

Sample Major Distribution- Heighten

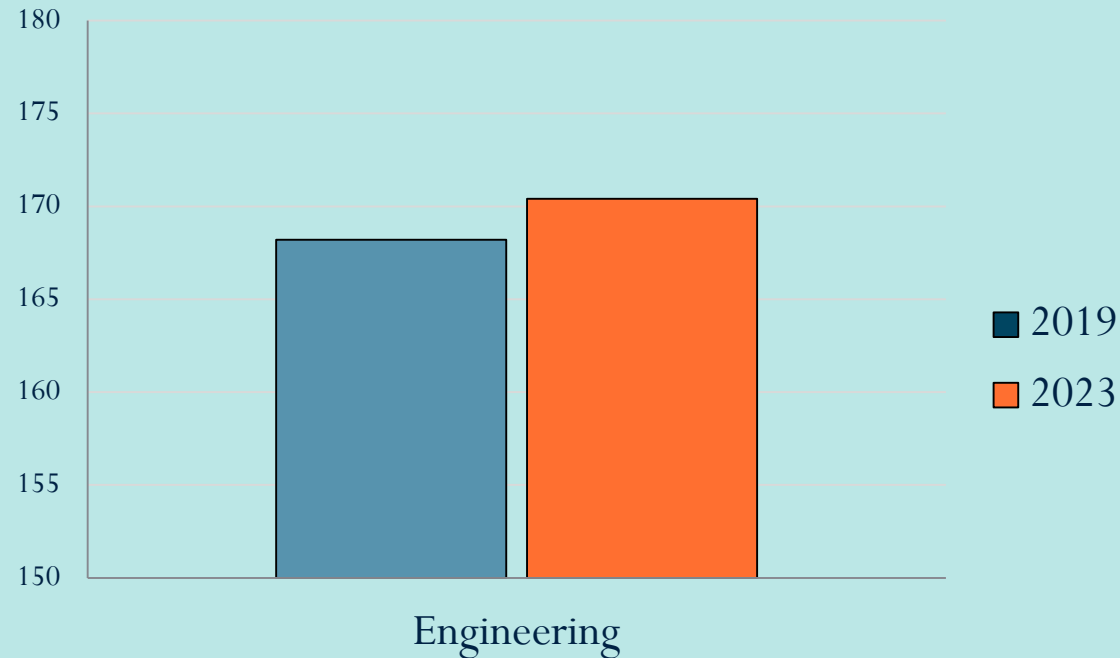
Major Distribution- 2023*



*Preliminary Data

Critical Thinking Cohort Assessment- Case Study Engineering

Cohort size: 32



Difference = +2.34

Increase as a percentage = 7.8%

Critical Thinking- Measurements

National Survey of Student Engagement (NSSE)

- Higher Order Learning
- Reflective and Integrative Learning
- Quantitative Reasoning

Hope College Seniors

2018 $n = 282$

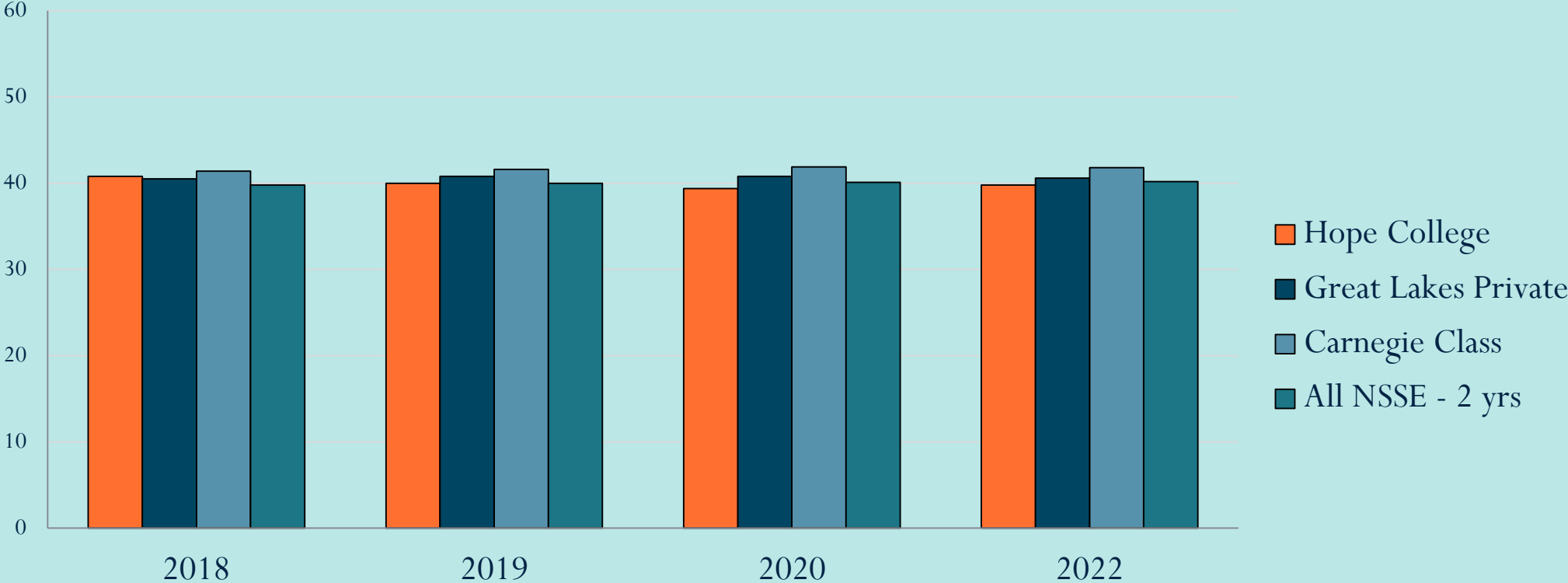
2019 $n = 324$

2020 $n = 305$

2022 $n = 307$

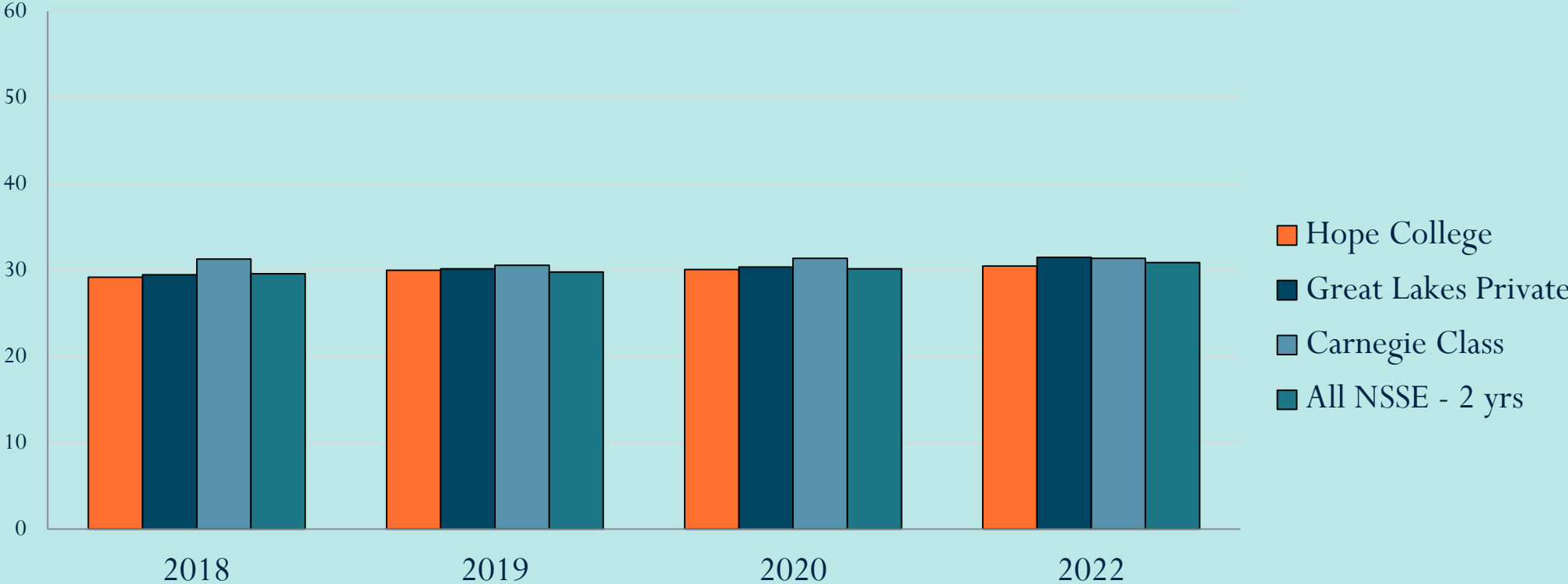
Critical Thinking (Seniors)- NSSE

Higher-Order Learning



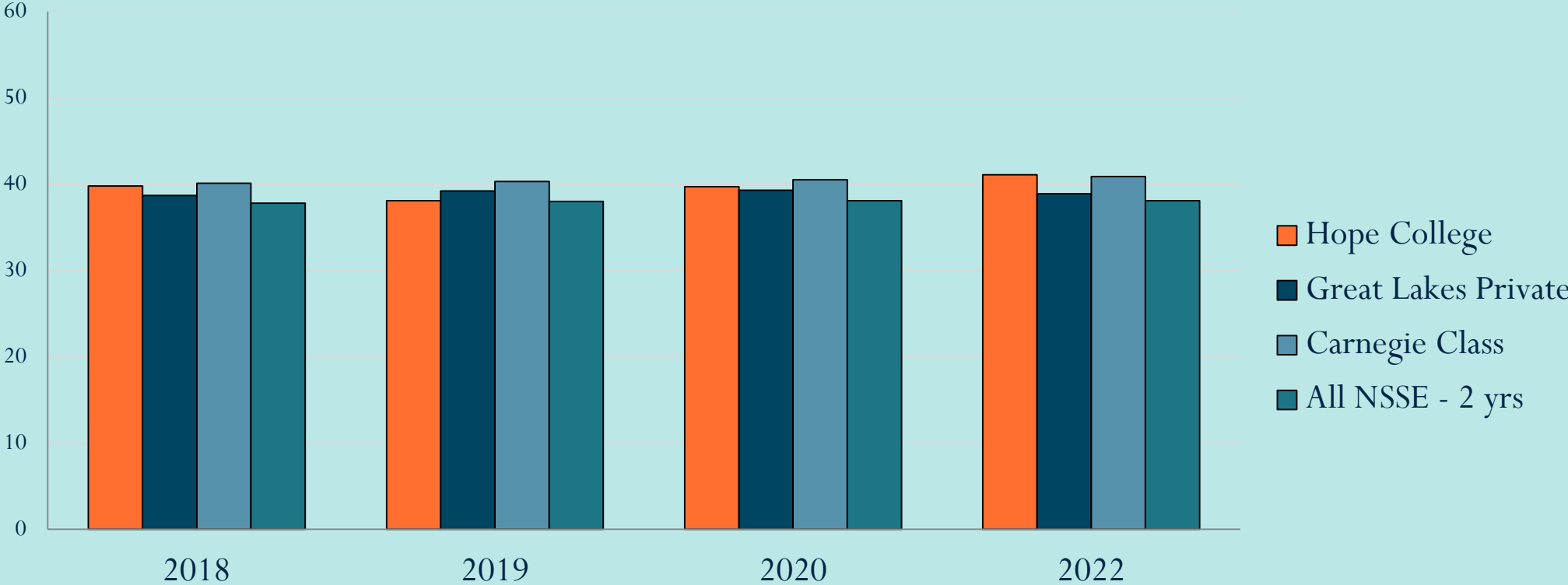
Critical Thinking (Seniors)- NSSE

Quantitative Reasoning



Critical Thinking (Seniors)- NSSE

Reflective & Integrative Learning



Recommendations to Support Critical Thinking among Hope Students*

Faculty and Staff

Normalize being comfortable with difference in interpretation

Model tolerance of ambiguity

Take into account sources that are in disagreement

Force critical thinking skills vs. providing the “right answers”

Administration support for broader assessment of critical thinking and professional development for instructors

* Assessment Committee, August 2022 assessment of Common Learning Outcome 1

https://drive.google.com/file/d/1ExqD5QOJO853y_fcrBdQpPmqIZ31pvAg/view?usp=sharing

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hope.edu/assessment

Discussion, Conversation, Questions

- Who at Hope College (positions or departments) would benefit from the information shared today?
- Thinking about your own work at Hope, how might you use what you've learned today?
- How might Hope's critical thinking assessment data continuously inform decisions for the benefit of our students?