



CRITICAL THINKING ASSESSMENT DATA ANALYSIS 2021 CHAPMAN UNIVERSITY

Summary of Analysis

In AY 2020-2021, 32 of 50 undergraduate major degree programs participated in assessing 1519 student work samples. The institution expects all undergraduate programs to participate in the core competencies assessment. Of these assessments, 1082 (71%) work samples were rated as “exceeding expectations, 360 (24%) work samples were rated as “meeting expectations,” and 77 (5%) work samples were rated as “not meeting expectations.” Please note that some programs do not distinguish between “exceeded” and “met” expectations.

Core Competency	Total	Exceeded	Met	Did Not Meet
Critical Thinking (32 Programs)	1519	1082	360	77
	100%	71%	24%	5%

Of the 32 programs, one program reported as expected levels of achievement for critical thinking as not being met. The program has stated that Critical Thinking “remains an area where we need to continue to work with students at every level of the curriculum from introductory courses through the senior capstone project” and their “supervising professors need to focus attention on this core competency.”

Year-over-Year Assessment Data Analysis

	2019	2020	2021
Number of programs reporting assessment	38	22	32
Total number of assessments	1250	715	1519
Number of student work that exceeded or met expectations	1107 (88%)	650 (91%)	1442 (95%)
Number of student work that did not meet expectations	153 (12%)	65 (9%)	77 (5%)

The number of programs reporting assessments and the number of assessments for critical thinking for 2021 is higher than the number of assessment for 2020, which is more than what we predicted in 2020. However, the numbers are still relatively low, due to COVID.

The percentage of those that either exceeded or met expectations continues to increase. The slight decrease in the percentage of those that did not meet expectations—12% for 2019, 9% for 2020, and 5% for 2021—has been noted.