
Assessing Core Competencies: Results of Critical Thinking Skills Testing

Graduating Seniors
2018 Fanuchånan

Academic and Student Affairs
Office of Institutional Effectiveness
303 University Drive
UOG Station, Mangilao, GU 96923
671-735-2585
www.uog.edu



Assessing Core Competencies: Results of Critical Thinking Skills Testing

2018 Fanuchânan

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Critical Thinking Skills Assessment - Graduating Seniors Median Scores

MEDIAN Scores

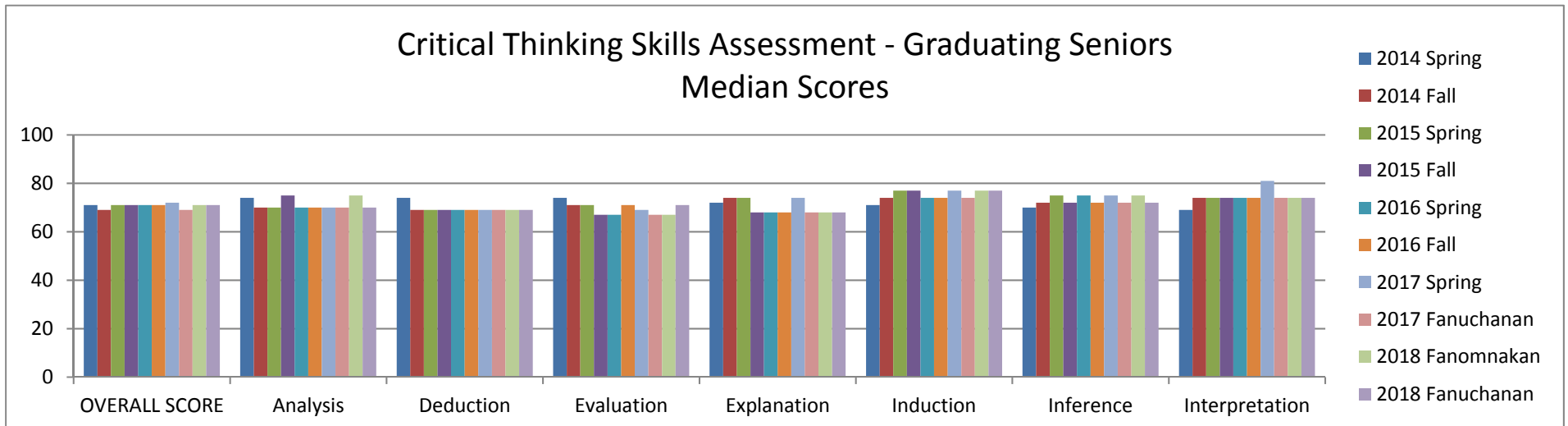
Skill/Attribute	2014	2014	2015	2015	2016	2016	2017	2017		2018	2018	Ten-
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fanuchanan	Fanomnakan	Fanuchanan	Average	
N	226	153	251	153	275	172	242	193	241	170	207.6	
OVERALL SCORE	71	69	71	71	71	71	72	69	71	71	71	
Analysis	74	70	70	75	70	70	70	70	75	70	71	
Deduction	74	69	69	69	69	69	69	69	69	69	70	
Evaluation	74	71	71	67	67	71	69	67	67	71	70	
Explanation	72	74	74	68	68	68	74	68	68	68	70	
Induction	71	74	77	77	74	74	77	74	77	77	75	
Inference	70	72	75	72	75	72	75	72	75	72	73	
Interpretation	69	74	74	74	74	74	81	74	74	74	74	

Aggregate sample of
CCTST Four Year College
Students, **average**

percentile score:	25	29	32	30	31	30	34	29	33	31	30
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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





Critical Thinking Skills Assessment - Graduating Seniors Mean Scores

MEAN Scores

Skill/Attribute	2014 Spring	2014 Fall	2015 Spring	2015 Fall	2016 Spring	2016 Fall	2017 Spring	2017 Fanuchanan	2017 Fanomnakan	2018 Fanuchanan	Ten-Semester Average
N	226	153	251	153	275	172	242	193	241	170	207.60
OVERALL SCORE	70.7	70.4	71.4	70.8	70.9	70.8	71.7	70.2	71.1	70.7	70.87
Analysis	74.8	71.9	73.2	73.0	73.0	72.9	72.5	71.7	73.1	72.0	72.81
Deduction	71.7	69.8	70.8	70.2	70.7	70.6	71.2	70.1	70.6	69.8	70.55
Evaluation	75.9	69.9	70.2	69.4	69.8	69.8	70.4	68.9	69.7	69.6	70.36
Explanation	73.1	71.0	71.1	71.1	71.1	70.8	71.8	69.7	71.3	71.1	71.21
Induction	70.3	75.3	76.1	75.7	75.3	75.1	76.2	74.4	75.8	76.0	75.02
Inference	72.8	72.9	74.5	73.4	73.6	73.1	74.5	73.0	73.9	73.6	73.53
Interpretation	70.7	75.8	76.7	77.2	76.4	76.4	77.9	75.6	76.9	77.1	76.07

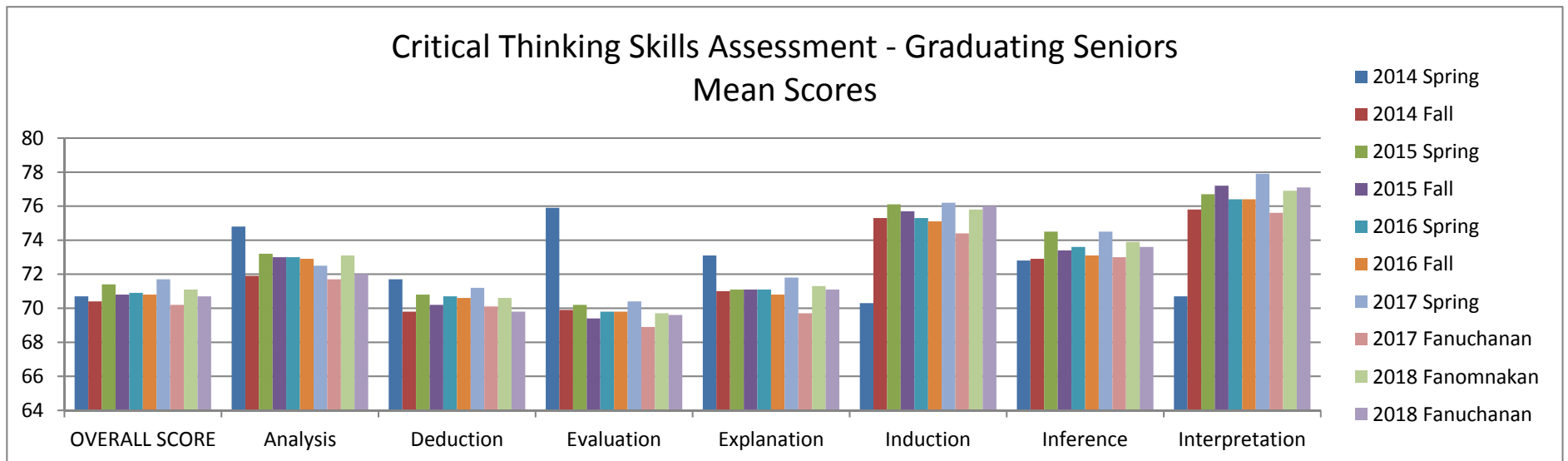
Aggregate sample of CCTST Four Year College

Students, **average**

percentile score: 25 29 32 30 31 30 34 29 33 31 30.40

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



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 solid 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 skills.

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.


	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

T: +1 671.735.2646 F: +1 671.734.3636 W: www.uog.edu
 Jesus and Eugenia Leon Guerrero Business and Public Administration Building
 Mailing Address: 303 University Drive UOG Station Mangilao, Guam 96913

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 Assignment: 15 - Fall 2018 SR and FR

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	170	70.7	71	5.8	0.4
Analysis	170	72.0	70	7.1	0.5
Interpretation	170	77.1	74	8.5	0.6
Inference	170	73.6	72	6.1	0.5
Evaluation	170	69.6	71	7.3	0.6
Explanation	170	71.1	68	9.0	0.7
Induction	170	76.0	77	6.7	0.5
Deduction	170	69.8	69	6.2	0.5

Skill/Attribute Name	Minimum	Maximum	Quartile 1	Quartile 3
OVERALL	59	90	68	73
Analysis	55	95	65	75
Interpretation	55	100	74	81
Inference	61	94	69	78
Evaluation	55	92	63	75
Explanation	55	100	68	74
Induction	61	97	71	80
Deduction	56	90	66	74

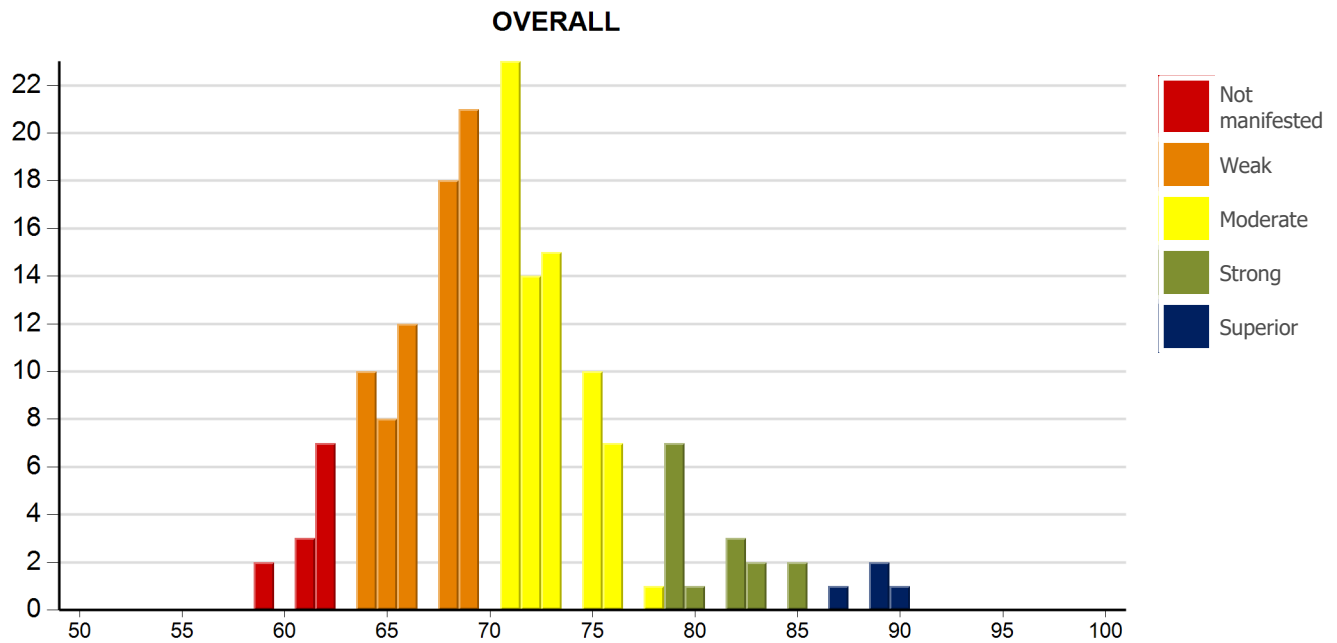
Based on the distribution of the overall score percentiles for the test takers in this group, as compared to an aggregate sample of CCTST Four Year College Students, the average percentile score of this group of test takers is 31.



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Descriptive Information: OVERALL

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
170	70.7	71.0	5.8	0.4	59	90	68.0	73.0



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.

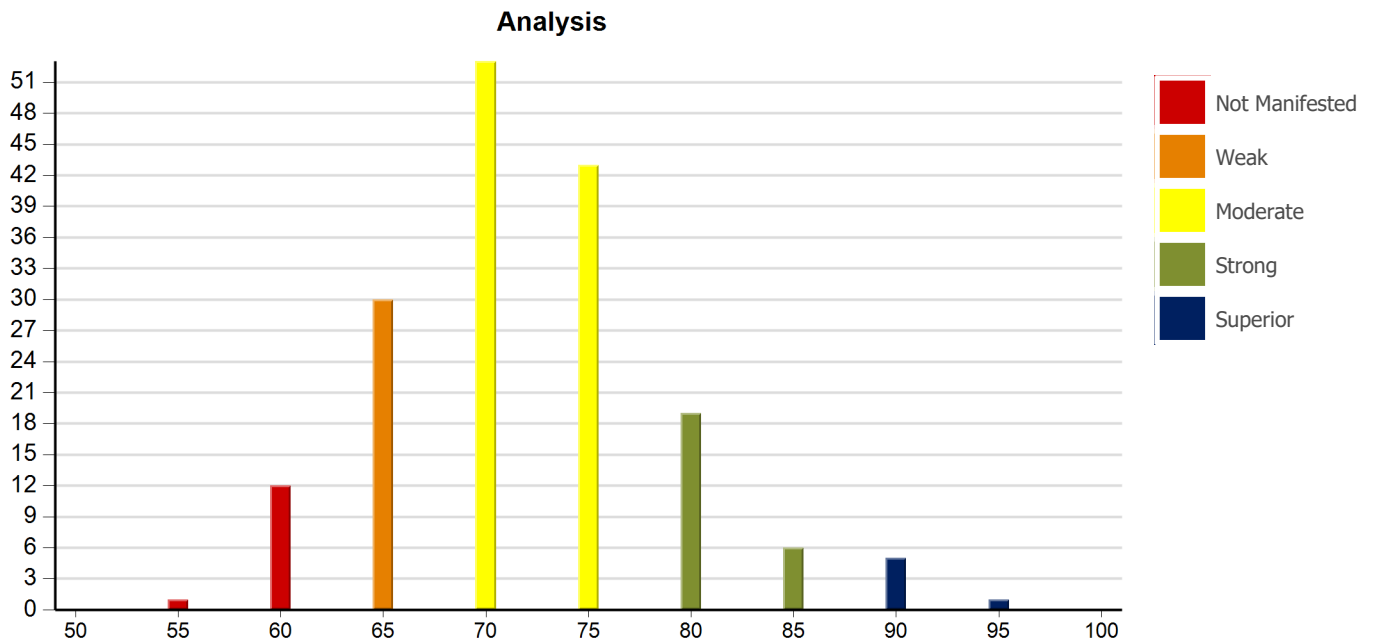
The descriptive information reported below indicates strengths and weaknesses in specific areas. These results are useful for understanding group characteristics, for comparing and contrasting similar groups on specific attributes or skills, and for guiding the development of more targeted educational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



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Descriptive Information: Analysis

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
170	72.0	70.0	7.1	0.5	55	95	65.0	75.0



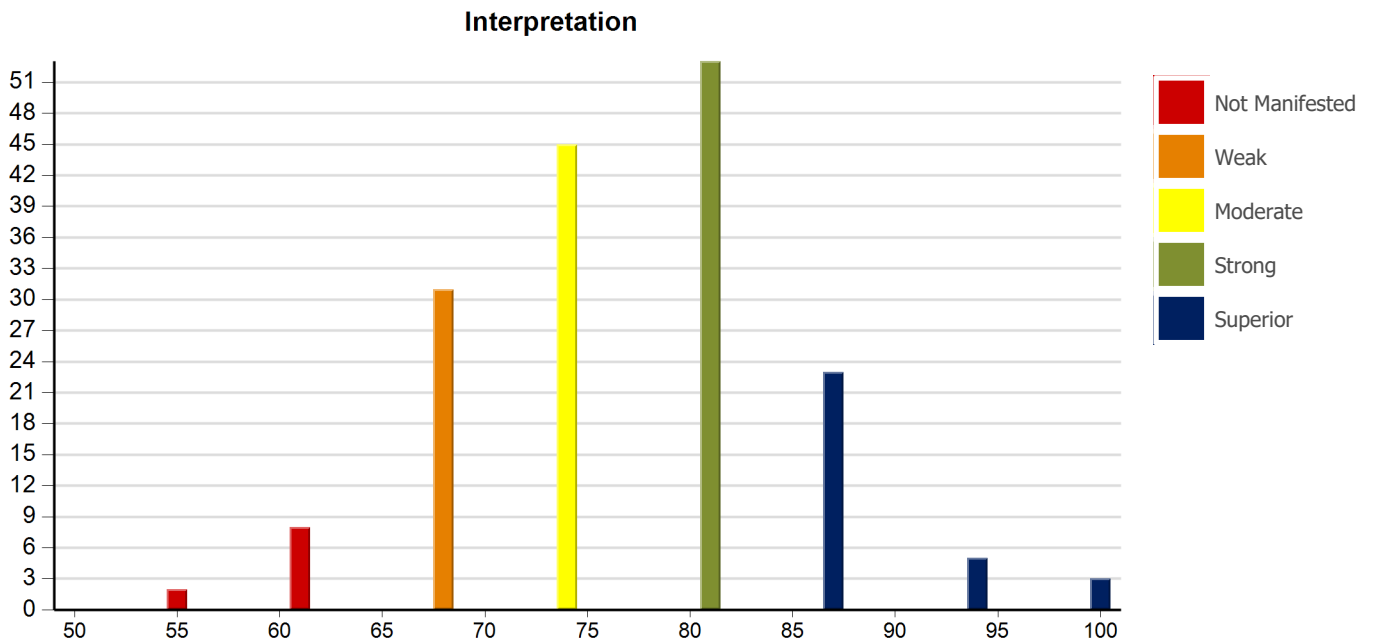
Analytical skills are used to identify assumptions, reasons, themes, and the evidence used in making arguments or offering explanations. Analytical skills enable us to consider all the key elements in any given situation, and to determine how those elements relate to one another. People with strong analytical 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
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 Assignment: 15 - Fall 2018 SR and FR

Descriptive Information: Interpretation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
170	77.1	74.0	8.5	0.6	55	100	74.0	81.0



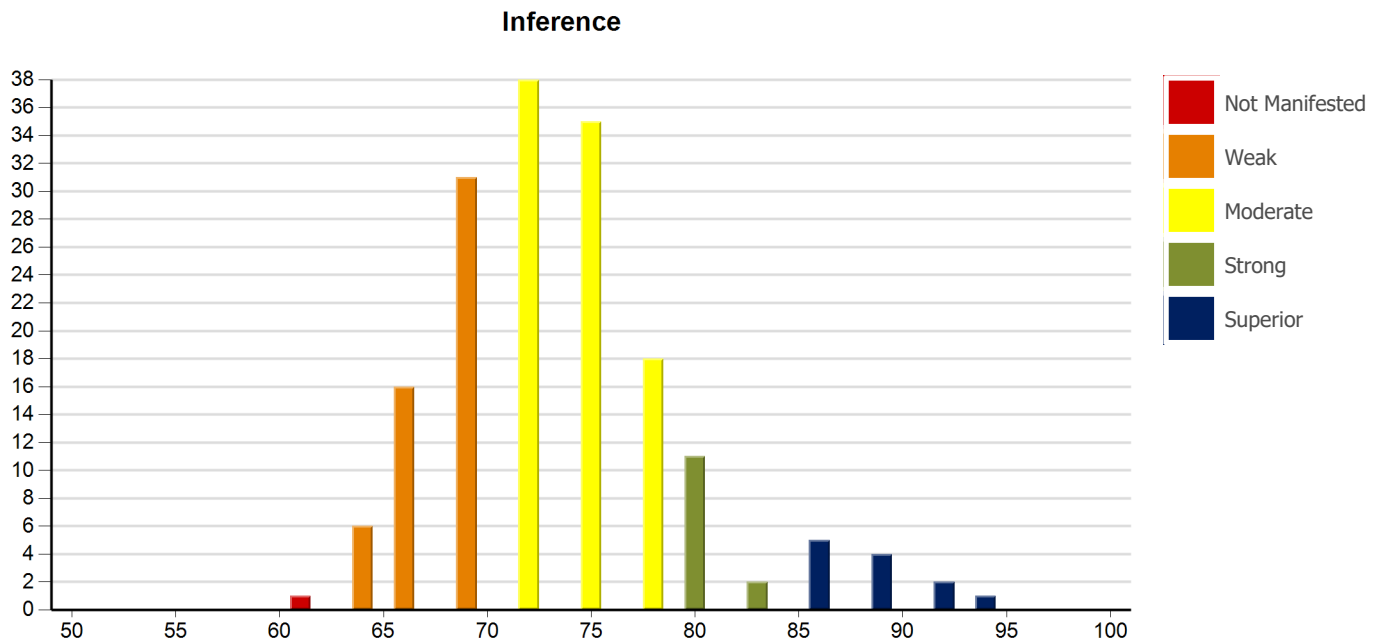
Interpretation is the process of discovering, determining, or assigning meaning. Interpretation skills can be applied to anything, e.g. written messages, charts, diagrams, maps, graphs, memes, and verbal and non-verbal exchanges. People apply their interpretive skills to behaviors, events, and social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



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 Assignment: 15 - Fall 2018 SR and FR

Descriptive Information: Inference

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
170	73.6	72.0	6.1	0.5	61	94	69.0	78.0



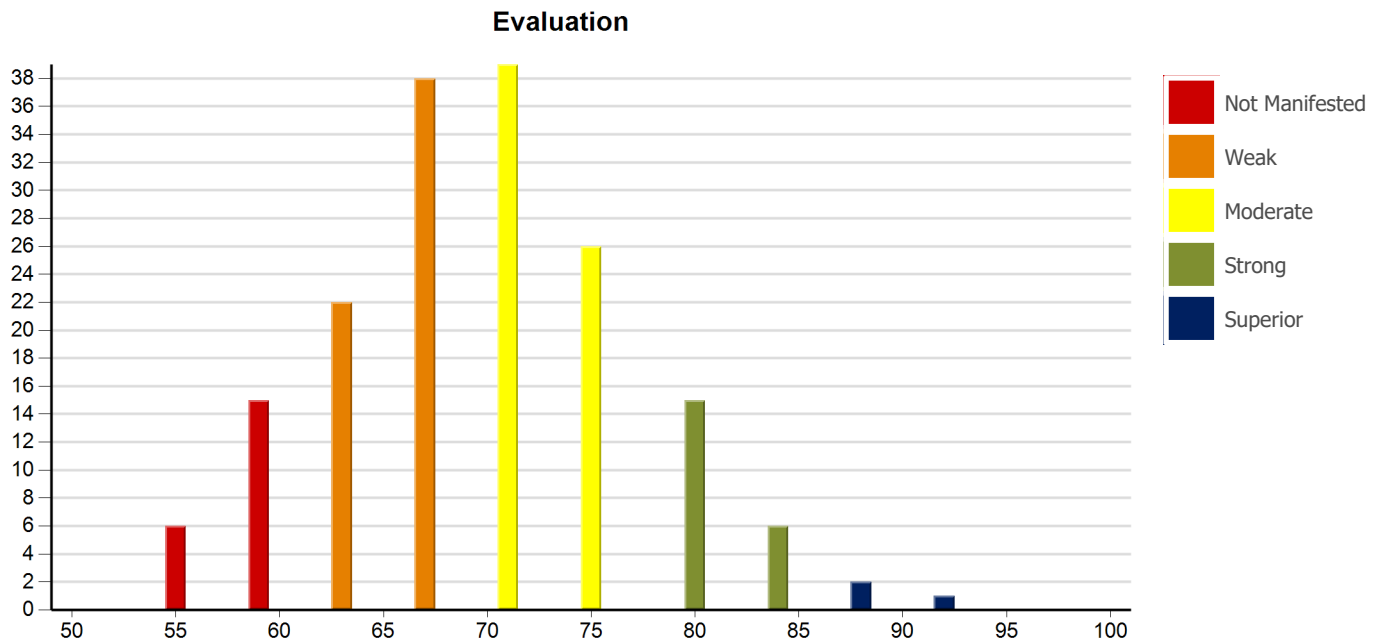
Inference skills enable us to draw conclusions from reasons, evidence, observations, experiences, or our values and beliefs. Using Inference, we can predict the most likely consequences of the options we may be considering. Inference enables us to see the logical consequences of the assumptions we may 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.



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 Assignment: 15 - Fall 2018 SR and FR

Descriptive Information: Evaluation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
170	69.6	71.0	7.3	0.6	55	92	63.0	75.0



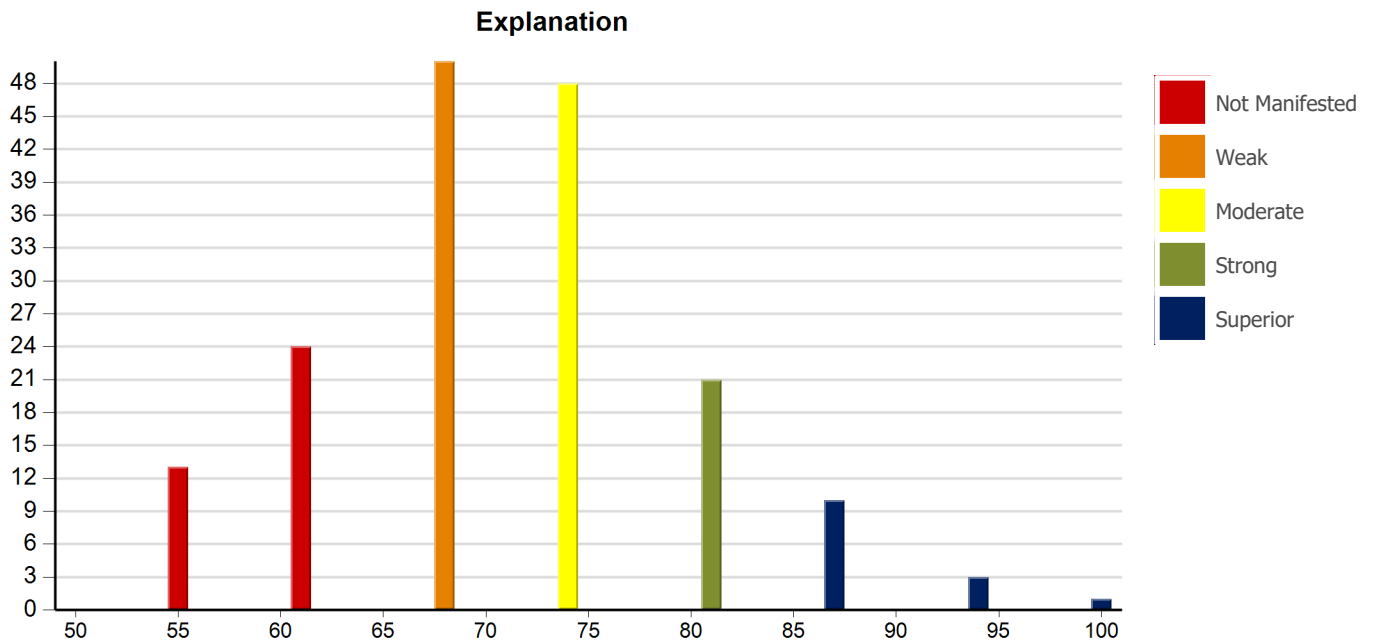
Evaluative skills are used to assess the credibility of the claims people make or post, and to assess the quality of the reasoning people display when they make arguments or give explanations. We can also apply our evaluation skills to assess the quality of many other elements that are important for 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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 Assignment: 15 - Fall 2018 SR and FR

Descriptive Information: Explanation

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
170	71.1	68.0	9.0	0.7	55	100	68.0	74.0



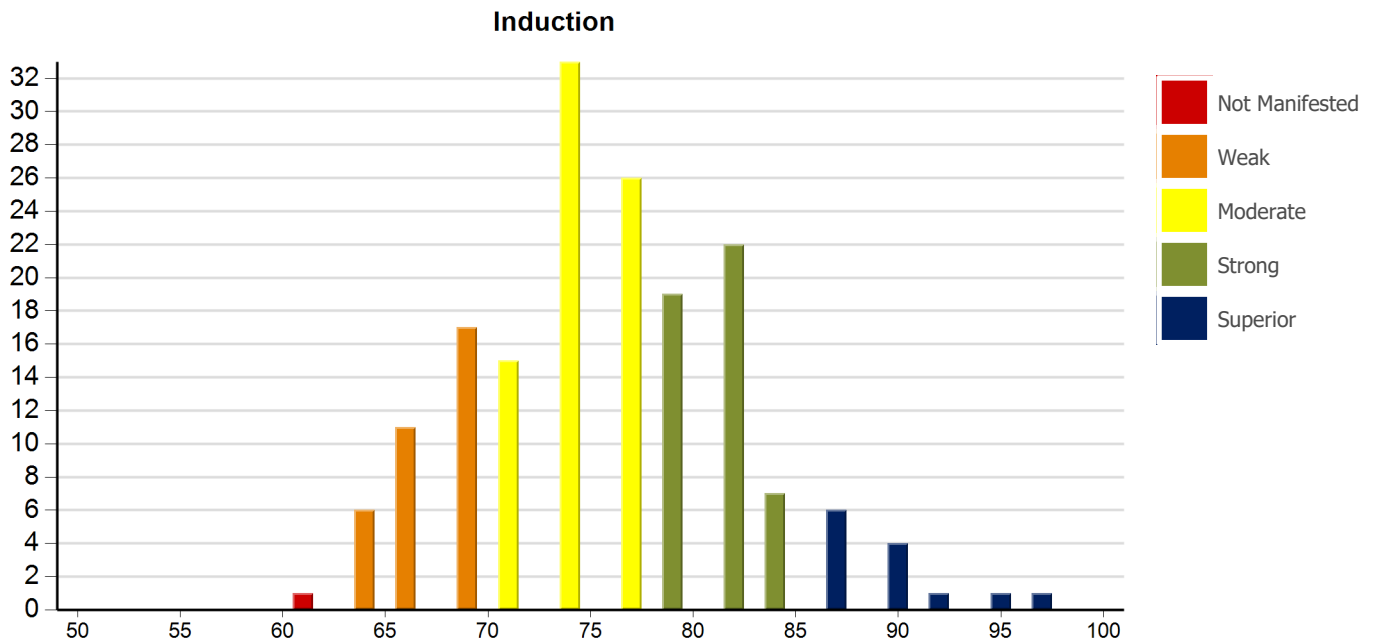
Explanation is the process of justifying what we have decided to do or what we have decided to believe. People with strong explanation skills provide the evidence, methods, and considerations they actually relied on when making their judgment. Explanations can include our assumptions, reasons, values,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



Customer: Univ Guam - Assessment
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 Assignment: 15 - Fall 2018 SR and FR

Descriptive Information: Induction

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
170	76.0	77.0	6.7	0.5	61	97	71.0	80.0



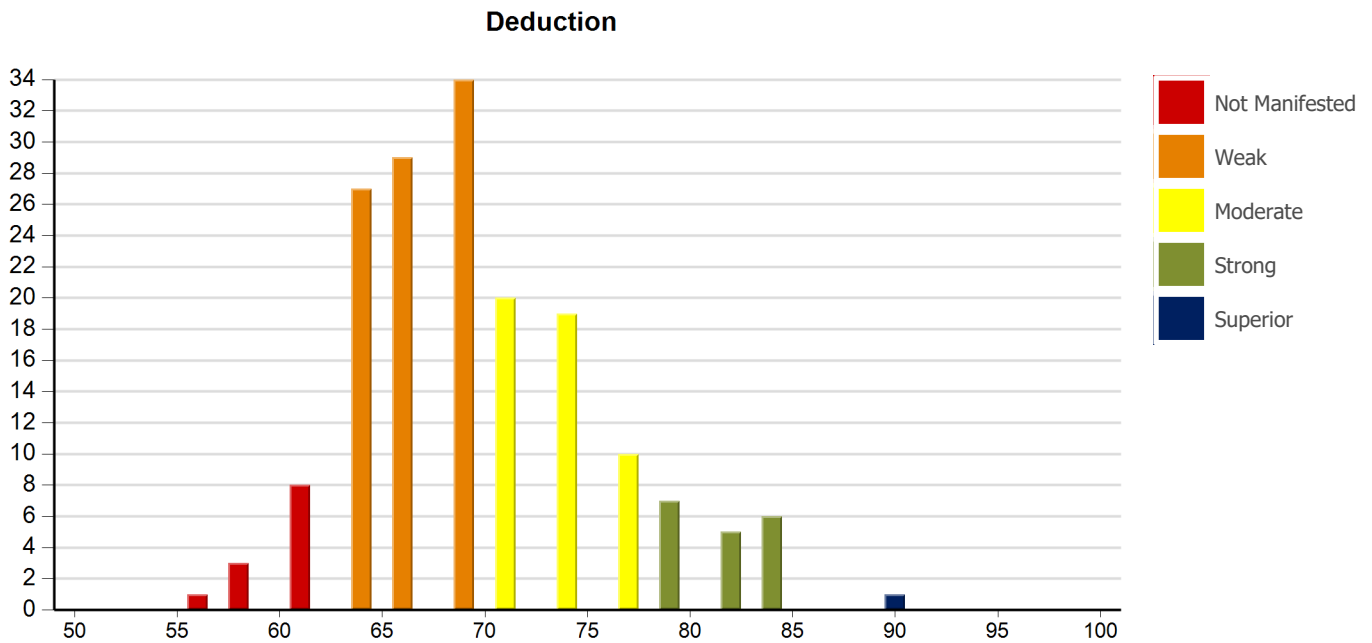
Inductive reasoning relies on estimating likely outcomes. Decision making in contexts of uncertainty relies on inductive reasoning. Inductive decisions can be based on analogies, case studies, prior experience, statistical analyses, simulations, hypotheticals, trusted testimony, and the patterns we may 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.



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 Test/Survey: California Critical Thinking Skills Test - 10.1.10
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 Assignment: 15 - Fall 2018 SR and FR

Descriptive Information: Deduction

N	Mean	Median	Standard Deviation	SE Mean	Minimum	Maximum	Quartile 1	Quartile 3
170	69.8	69.0	6.2	0.5	56	90	66.0	74.0

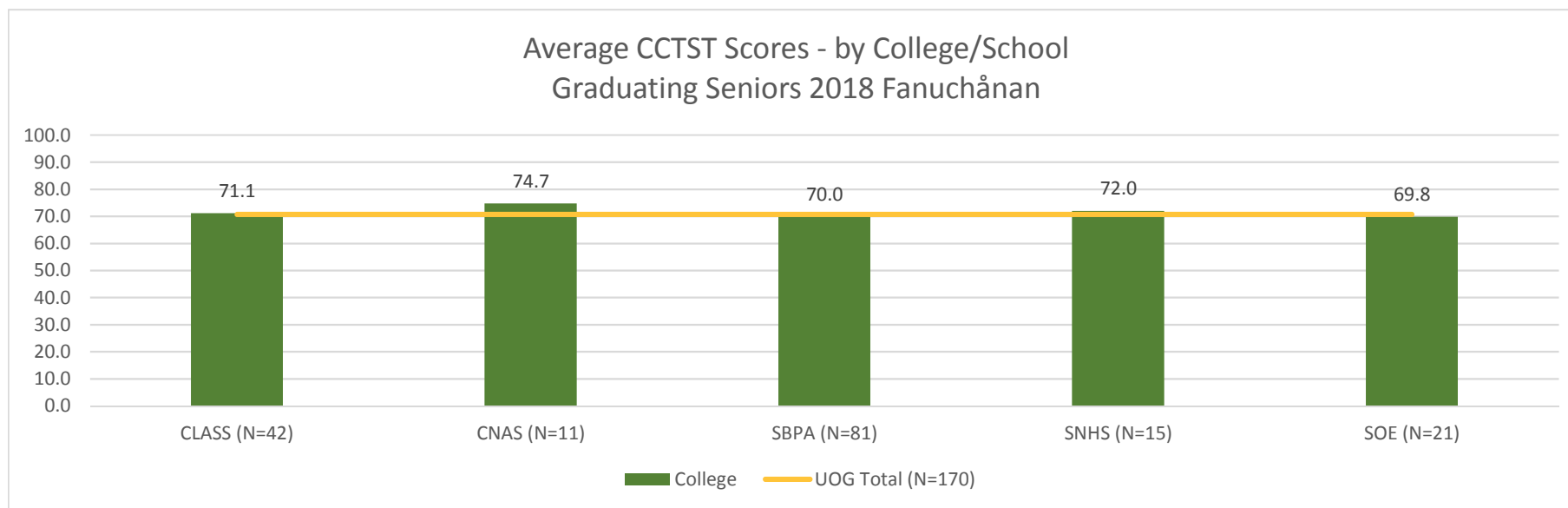


Deductive reasoning is rigorously logical and clear cut. Deductive skills are used whenever we determine the precise logical consequences of a given set of rules, conditions, beliefs, values, policies, principles, procedures, or terminology. Deductive reasoning is deciding what to believe or what to 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.



2018 Fanuchånan California Critical Thinking Skills Test Average Scores by College/School

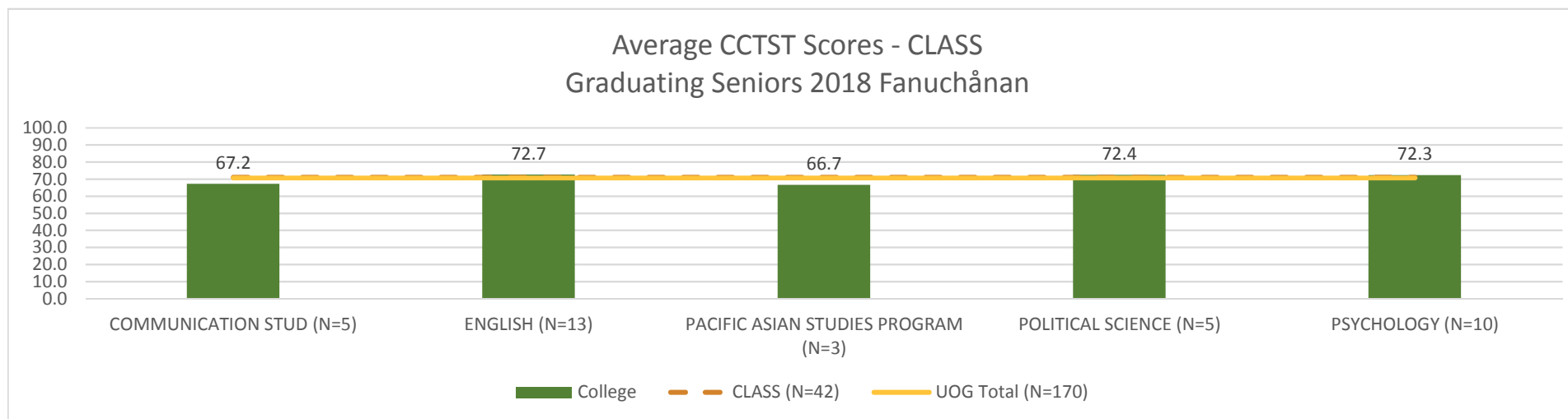
College/School	OVERALL	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
CLASS (N=42)	71.1	32.1	71.4	76.0	74.3	71.2	74.1	77.0	69.5
CNAS (N=11)	74.7	43.7	75.0	79.5	78.5	72.4	74.1	77.8	75.1
SBPA (N=81)	70.0	27.7	71.7	77.0	72.8	68.2	69.0	75.3	69.1
SNHS (N=15)	72.0	35.9	74.0	78.6	75.2	71.5	71.7	77.4	70.5
SOE (N=21)	69.8	28.2	71.2	77.1	72.0	69.4	71.2	74.5	69.4
UOG Total (N=170)	70.7	30.6	72.0	77.1	73.6	69.6	71.1	76.0	69.8





2018 Fanuchånan California Critical Thinking Skills Test Average Scores - CLASS

College/School	OVERALL	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
COMMUNICATION STUD (N=5)	67.2	19.4	64.0	70.4	70.2	67.8	69.2	73.4	65.8
ENGLISH (N=13)	72.7	38.8	75.8	77.8	75.6	73.2	77.2	78.5	71.2
FINE ARTS/ART (N=1)	*								
FINE ARTS/MUSIC (N=2)	*								
HISTORY (N=1)	*								
PACIFIC ASIAN STUDIES PROGRAM (N=3)	66.7	14.3	65.0	72.3	70.0	67.0	70.0	73.0	64.3
POLITICAL SCIENCE (N=5)	72.4	35.0	71.0	78.0	76.0	71.2	75.6	79.8	68.4
PSYCHOLOGY (N=10)	72.3	36.0	73.0	78.2	75.9	71.2	73.6	78.2	70.5
SOCIOLOGY (N=2)	*								
CLASS (N=42)	71.1	32.1	71.4	76.0	74.3	71.2	74.1	77.0	69.5
UOG Total (N=170)	70.7	30.6	72.0	77.1	73.6	69.6	71.1	76.0	69.8



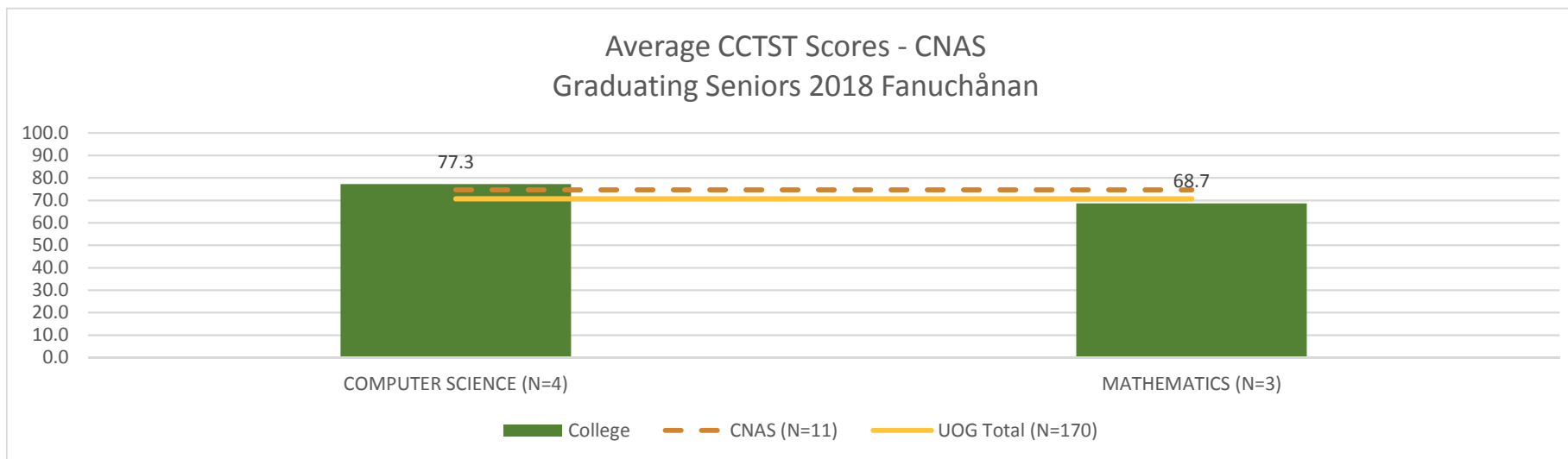
*Not enough data to report

Source: California Critical Thinking Skills Test Results



2018 Fanuchånan California Critical Thinking Skills Test Average Scores - CNAS

College/School	OVERALL	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
BIOLOGY (N=1)	*								
CHEMISTRY (N=1)	*								
COMPUTER INFO SYSTEM (N=1)	*								
COMPUTER SCIENCE (N=4)	77.3	54.5	76.3	79.3	82.5	76.5	80.5	81.8	75.8
CONSUMER & FAM SCI (N=1)	*								
MATHEMATICS (N=3)	68.7	19.3	66.7	74.3	72.0	68.3	65.3	75.0	67.0
CNAS (N=11)	74.7	43.7	75.0	79.5	78.5	72.4	74.1	77.8	75.1
UOG Total (N=170)	70.7	30.6	72.0	77.1	73.6	69.6	71.1	76.0	69.8

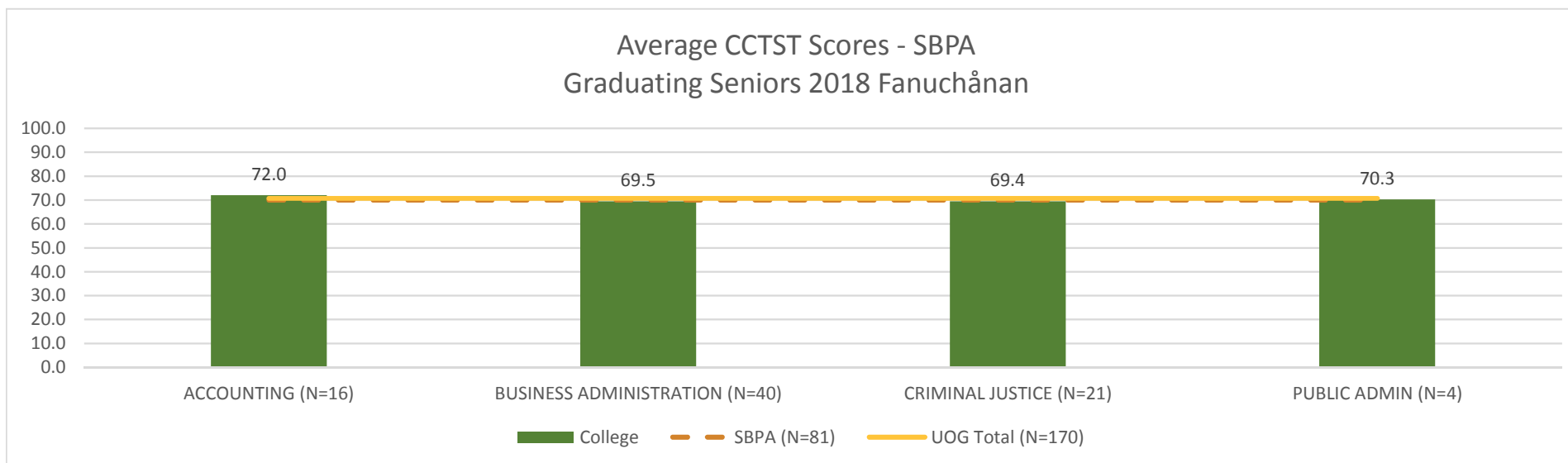


*Not enough data to report



2018 Fanuchånan California Critical Thinking Skills Test Average Scores - SBPA

College/School	OVERALL	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
ACCOUNTING (N=16)	72.0	36.1	74.4	74.4	74.8	71.7	74.2	76.7	71.3
BUSINESS ADMINISTRATION (N=40)	69.5	25.4	71.1	77.7	72.3	67.3	67.5	75.2	68.4
CRIMINAL JUSTICE (N=21)	69.4	25.5	71.0	77.0	71.8	67.9	68.3	74.4	68.9
PUBLIC ADMIN (N=4)	70.3	28.5	70.0	80.8	75.0	65.0	66.3	75.8	69.0
SBPA (N=81)	70.0	27.7	71.7	77.0	72.8	68.2	69.0	75.3	69.1
UOG Total (N=170)	70.7	30.6	72.0	77.1	73.6	69.6	71.1	76.0	69.8



*Not enough data to report

Source: California Critical Thinking Skills Test Results



2018 Fanuchånan California Critical Thinking Skills Test Average Scores - SNHS

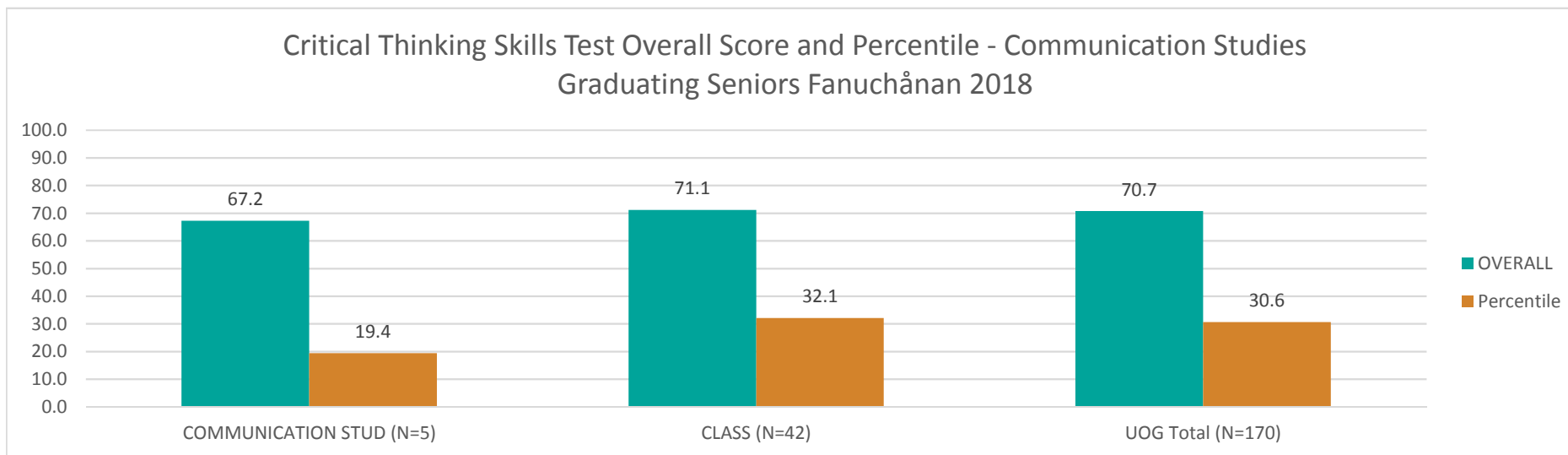
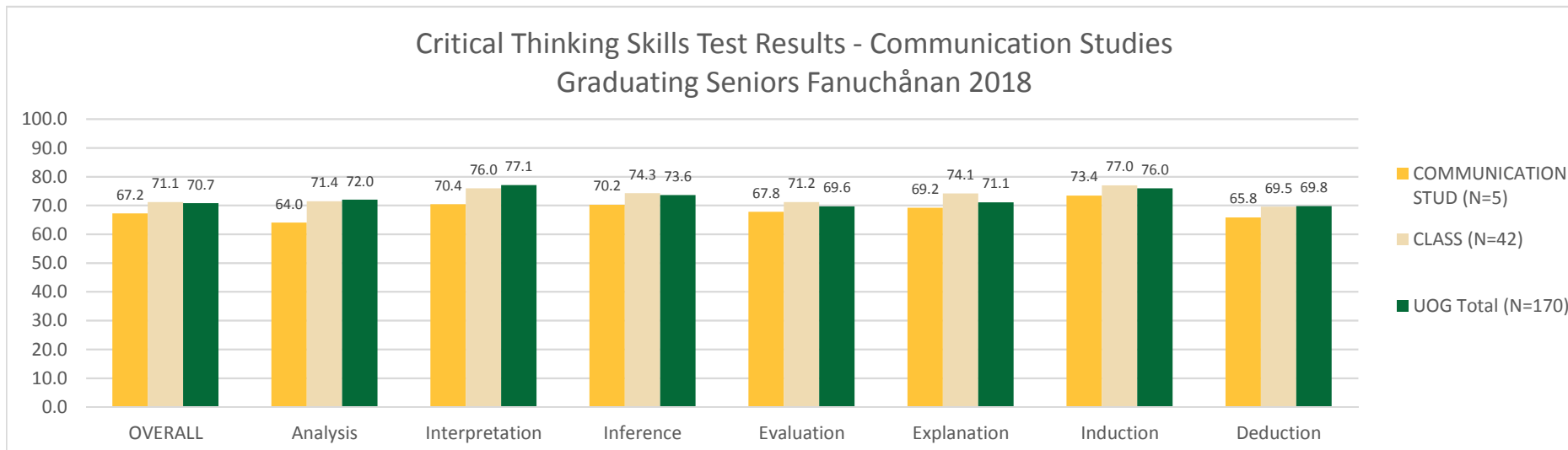
College/School	OVERALL	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
HEALTH SCIENCE (N=13)	72.2	35.4	73.8	79.3	74.8	71.8	72.3	77.9	70.4
NURSING (N=1)	*								
SOCIAL WORK (N=1)	*								
SNHS (N=15)	72.0	35.9	74.0	78.6	75.2	71.5	71.7	77.4	70.5
UOG Total (N=170)	70.7	30.6	72.0	77.1	73.6	69.6	71.1	76.0	69.8

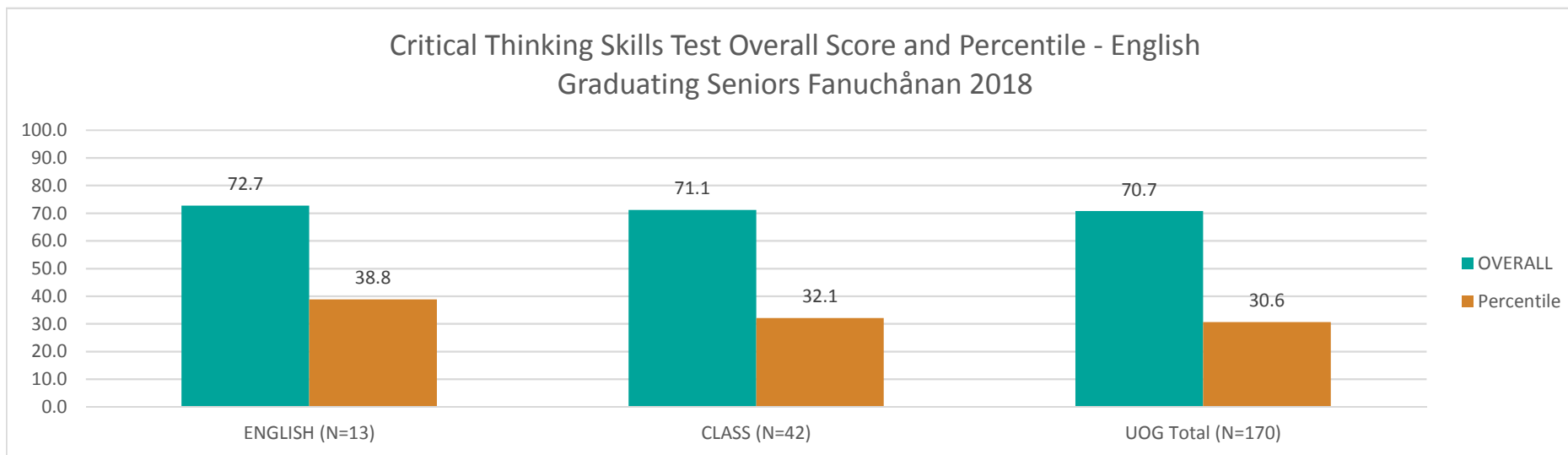
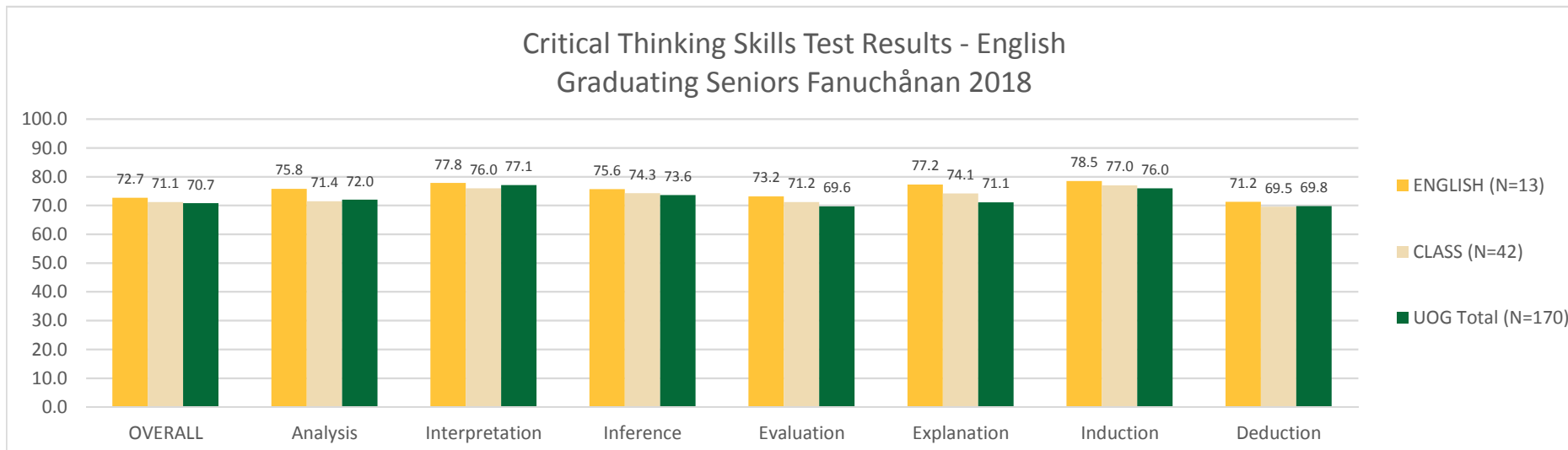
2018 Fanuchånan California Critical Thinking Skills Test Average Scores - SOE

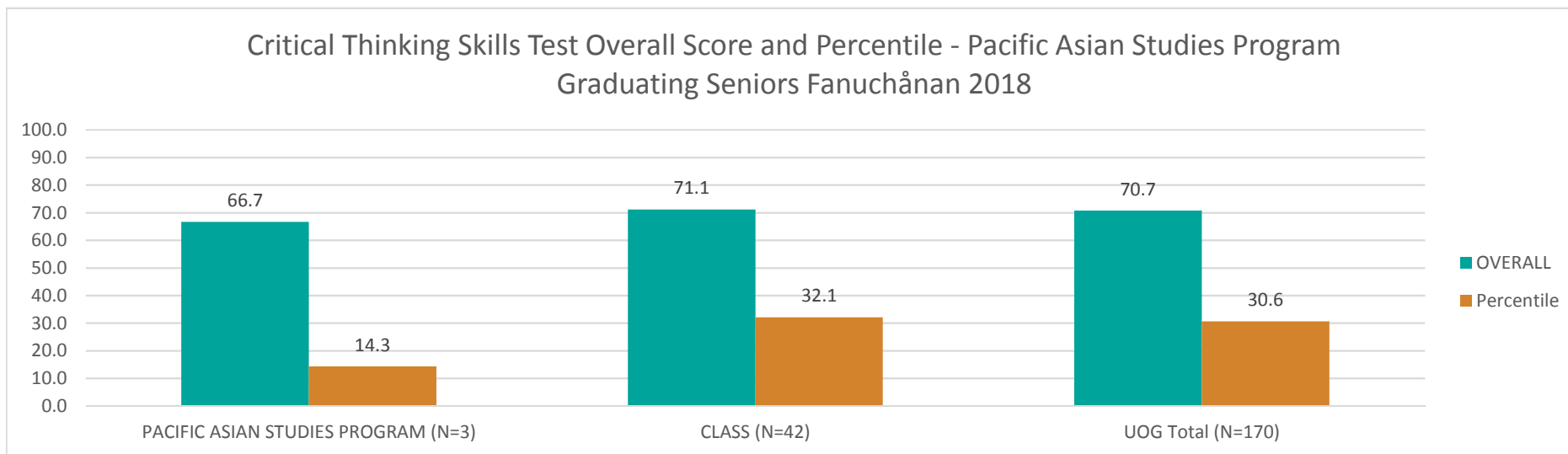
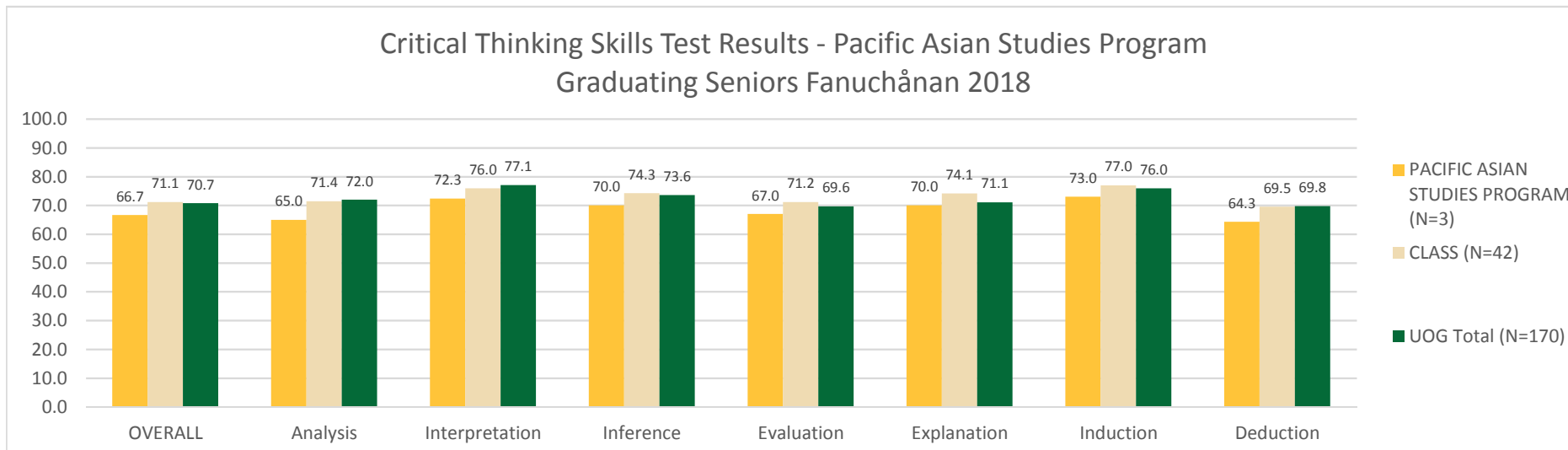
College/School	OVERALL	Percentile	Analysis	Interpretation	Inference	Evaluation	Explanation	Induction	Deduction
ELEMENTARY EDUCATION (N=16)	69.3	26.4	70.0	76.8	70.9	69.4	70.2	74.3	68.7
PHYSICAL EDUC/ SCHOOL HEALTH (N=1)	*								
SECONDARY EDUCATION (N=1)	*								
SEED CONSUMER & FAM SCI (N=1)	*								
SPECIAL EDUCATION (N=2)	*								
SOE (N=21)	69.8	28.2	71.2	77.1	72.0	69.4	71.2	74.5	69.4
0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

*Not enough data to report

Source: California Critical Thinking Skills Test Results

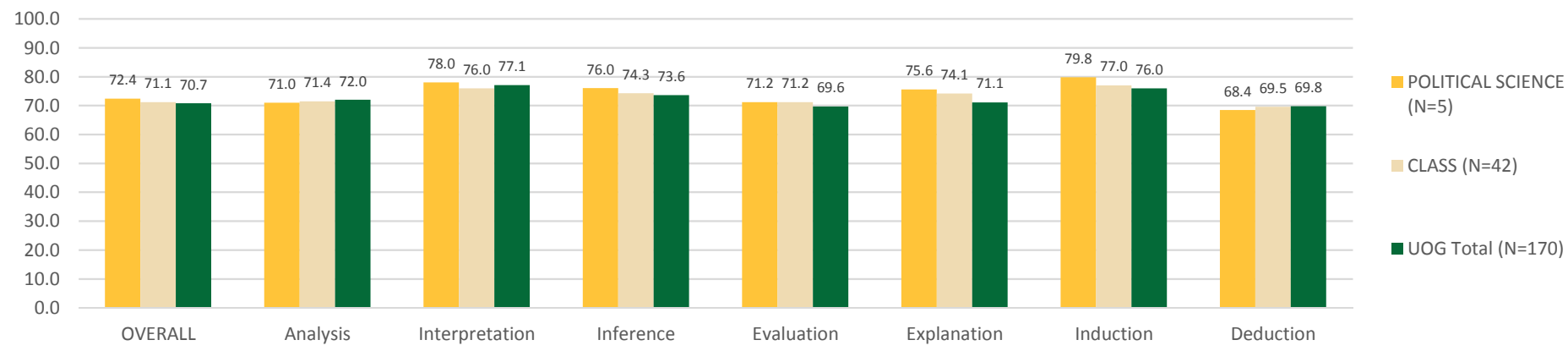




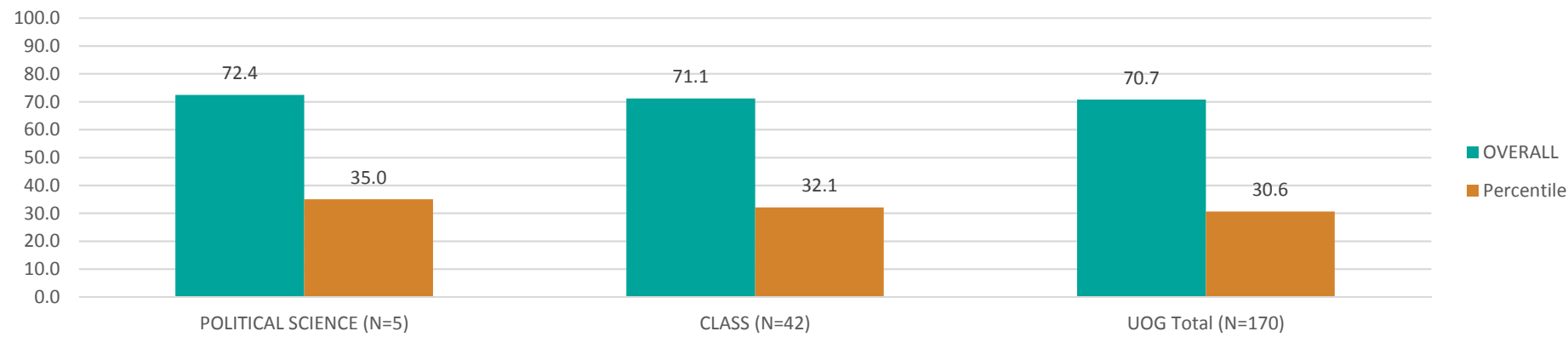




Critical Thinking Skills Test Results - Political Science
Graduating Seniors Fanuchånan 2018

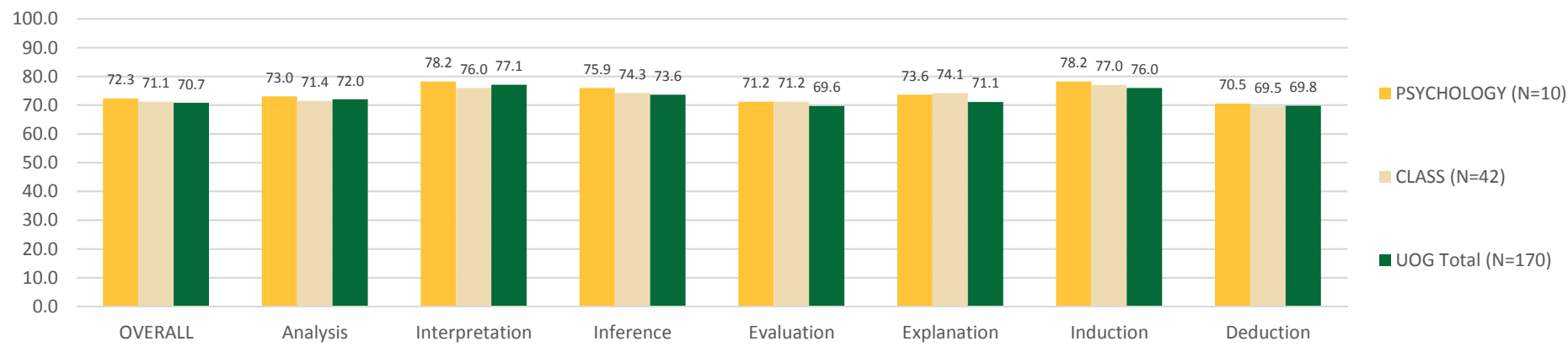


Critical Thinking Skills Test Overall Score and Percentile - Political Science
Graduating Seniors Fanuchånan 2018

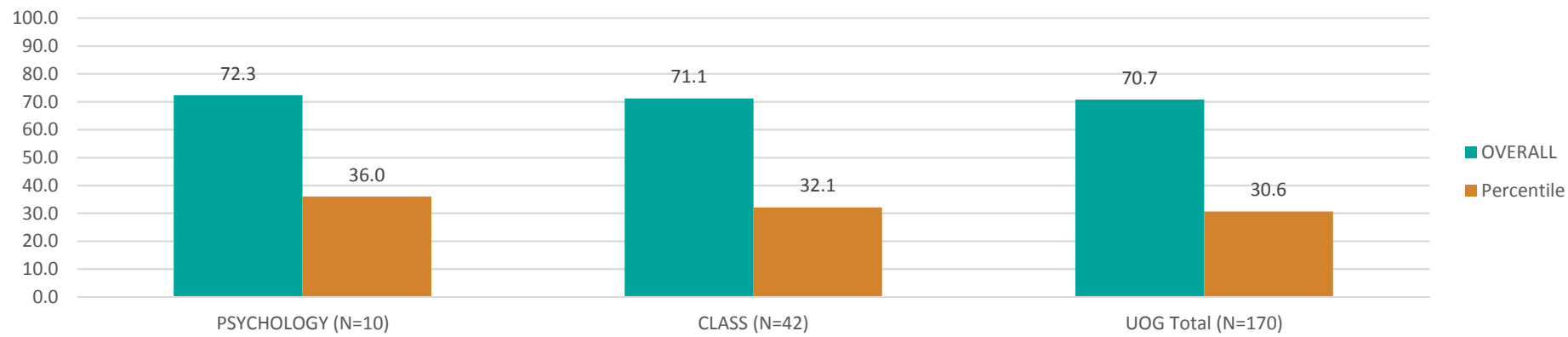




Critical Thinking Skills Test Results - Psychology Graduating Seniors Fanuchånan 2018

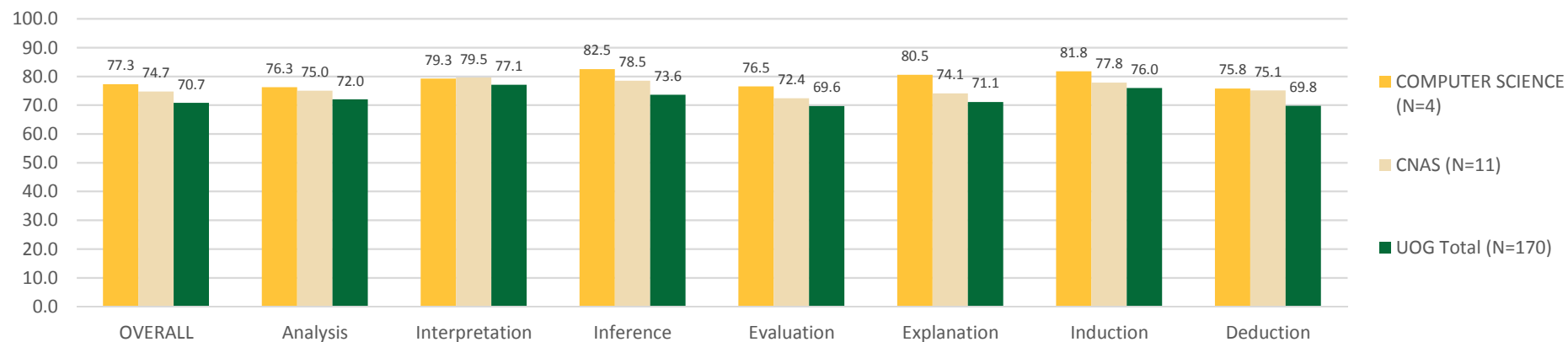


Critical Thinking Skills Test Overall Score and Percentile - Psychology Graduating Seniors Fanuchånan 2018

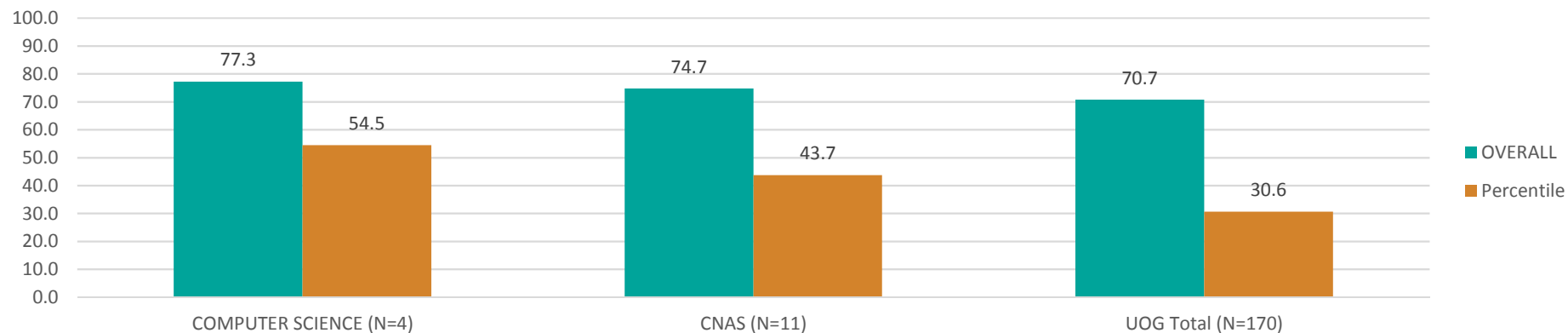




Critical Thinking Skills Test Results - Computer Science
Graduating Seniors Fanuchånan 2018

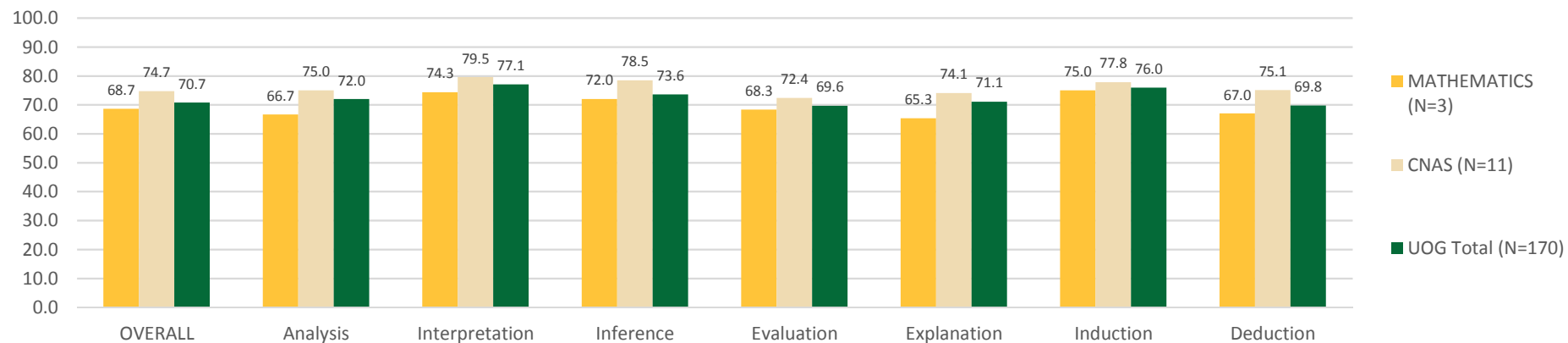


Critical Thinking Skills Test Overall Score and Percentile - Computer Science
Graduating Seniors Fanuchånan 2018

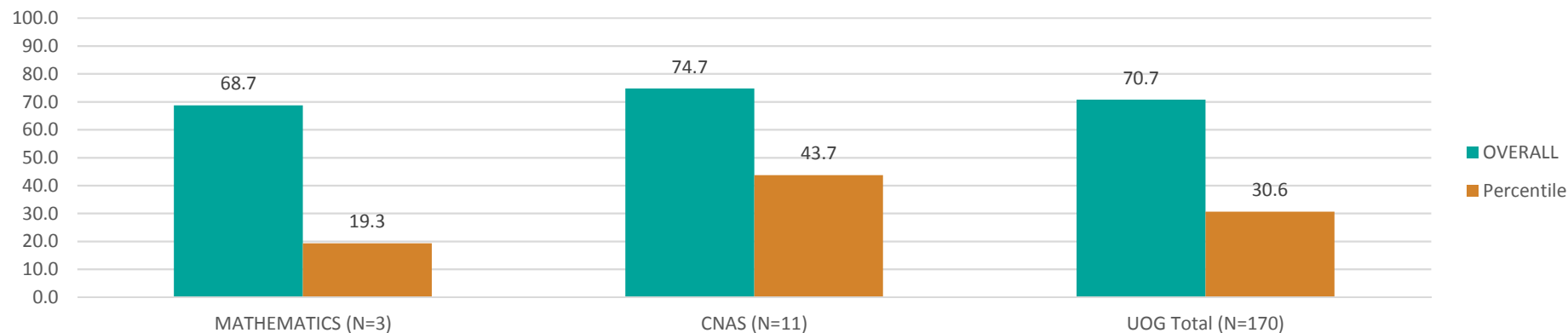


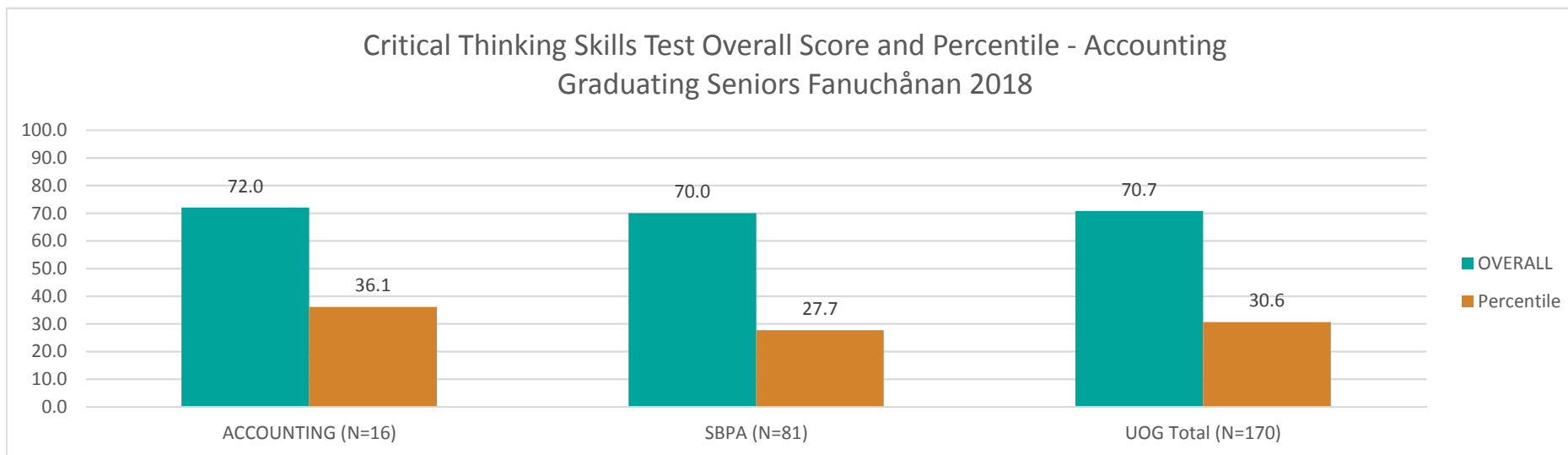
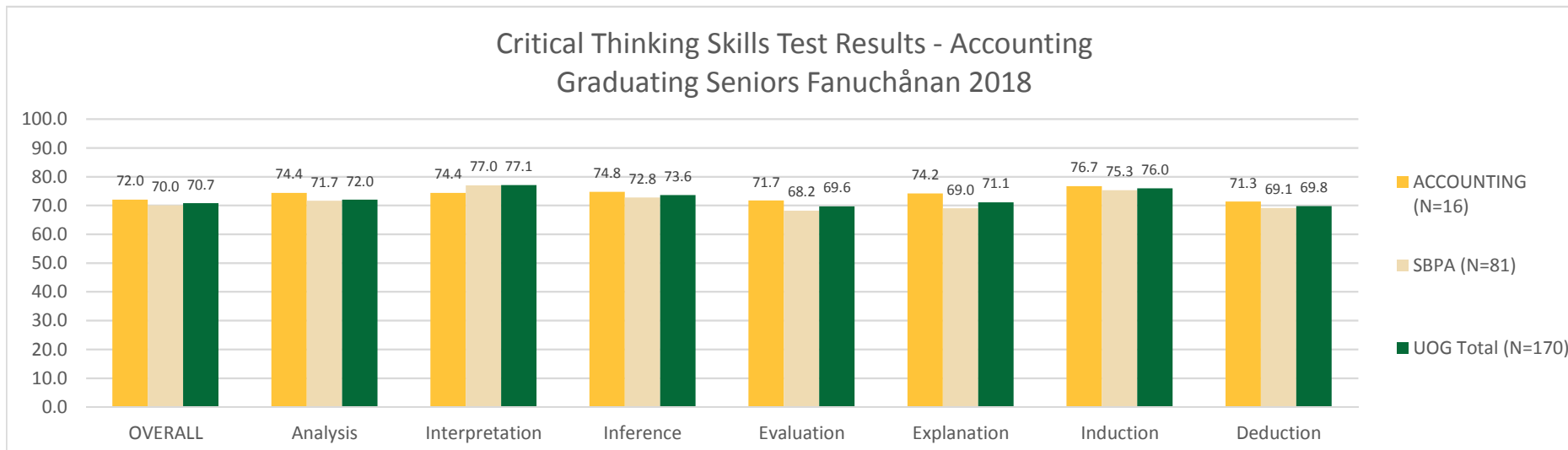


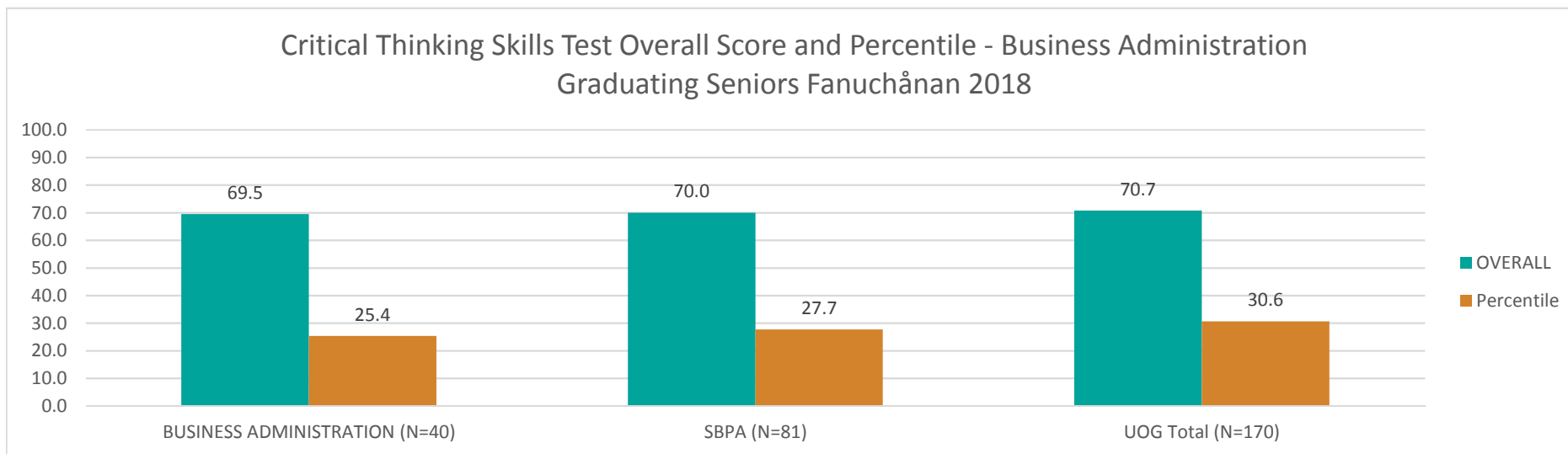
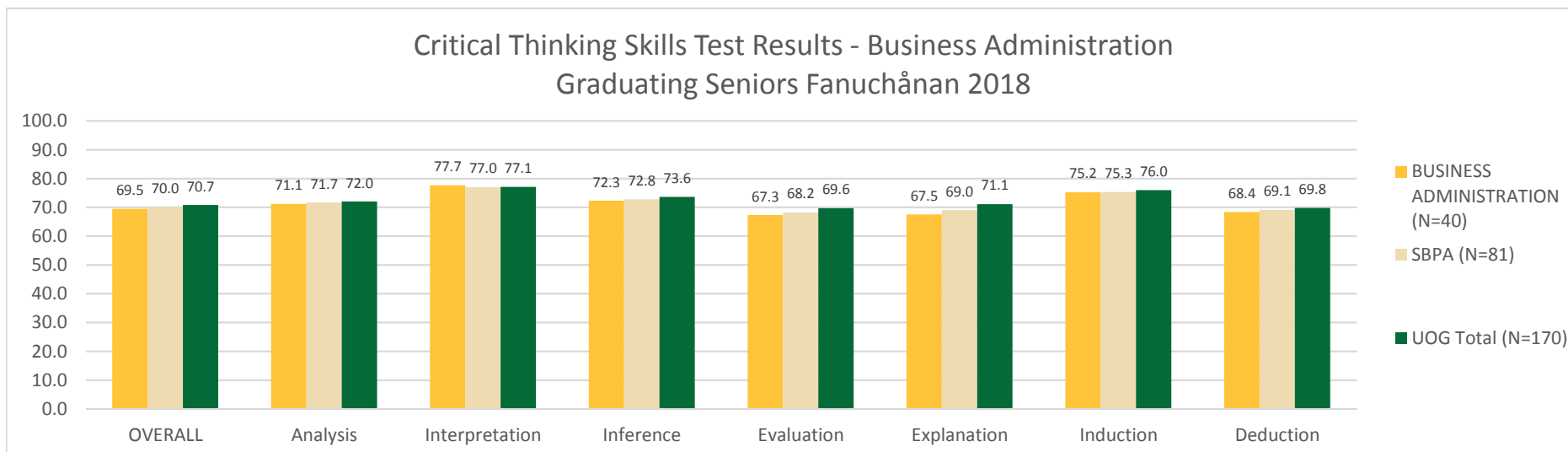
Critical Thinking Skills Test Results - Mathematics Graduating Seniors Fanuchånan 2018

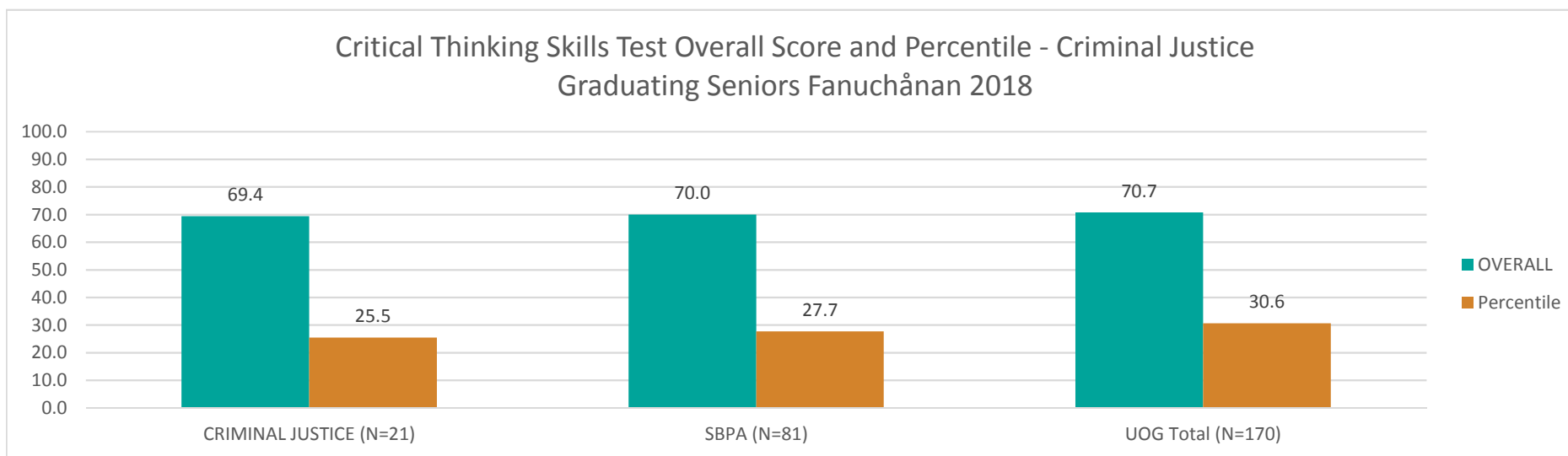
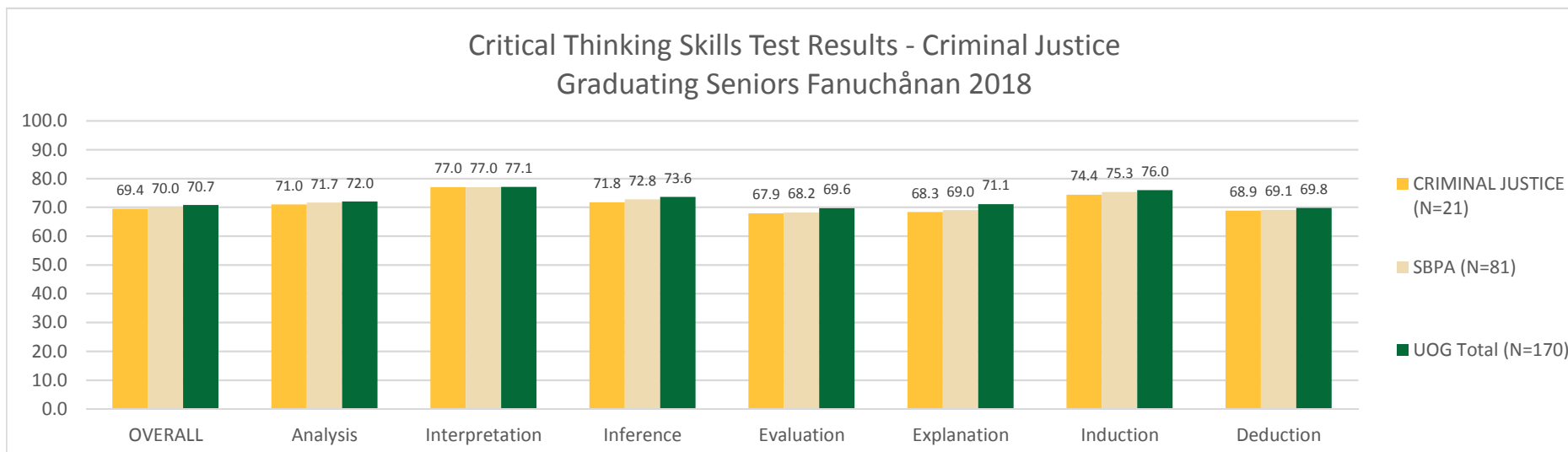


Critical Thinking Skills Test Overall Score and Percentile - Mathematics Graduating Seniors Fanuchånan 2018



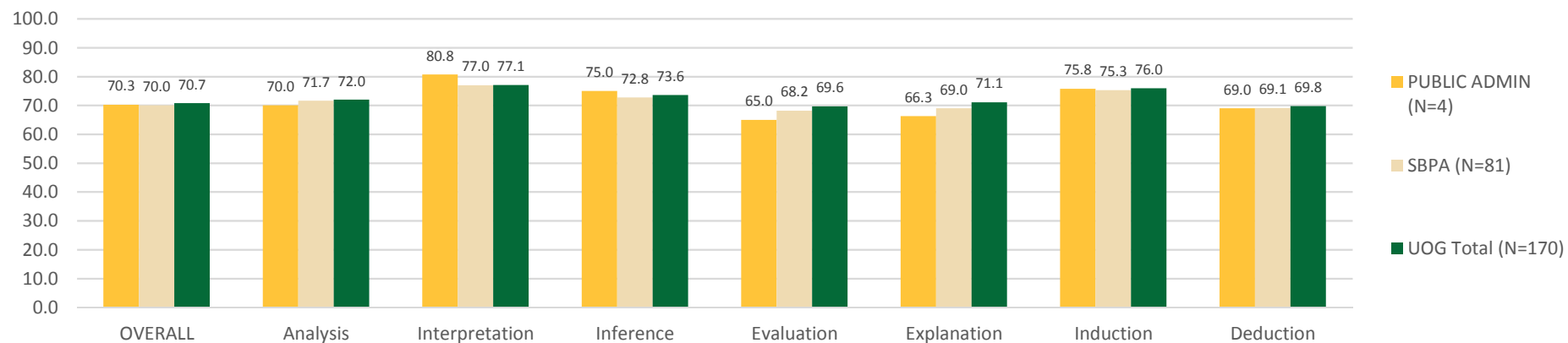




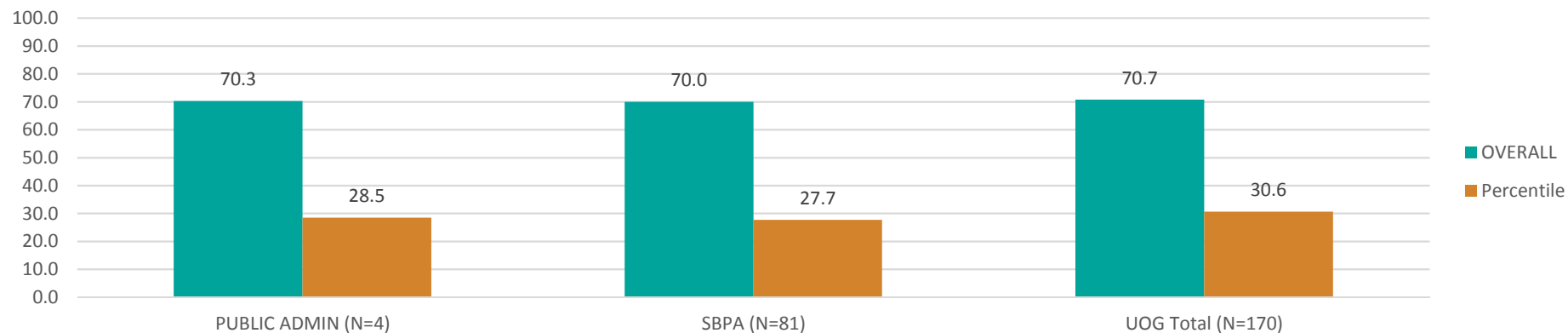


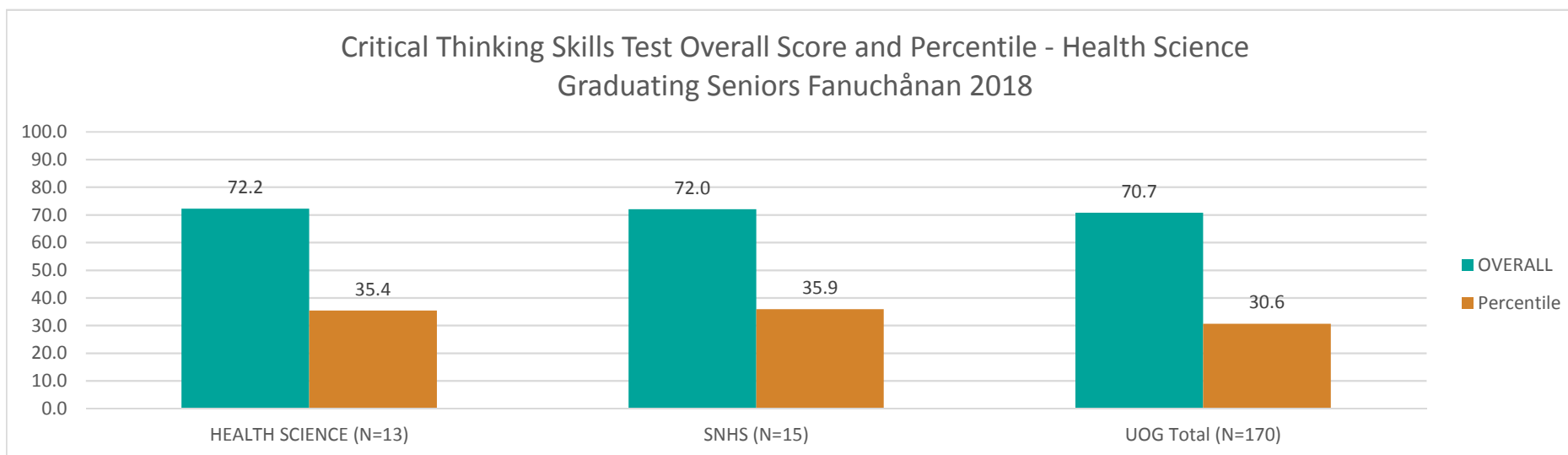
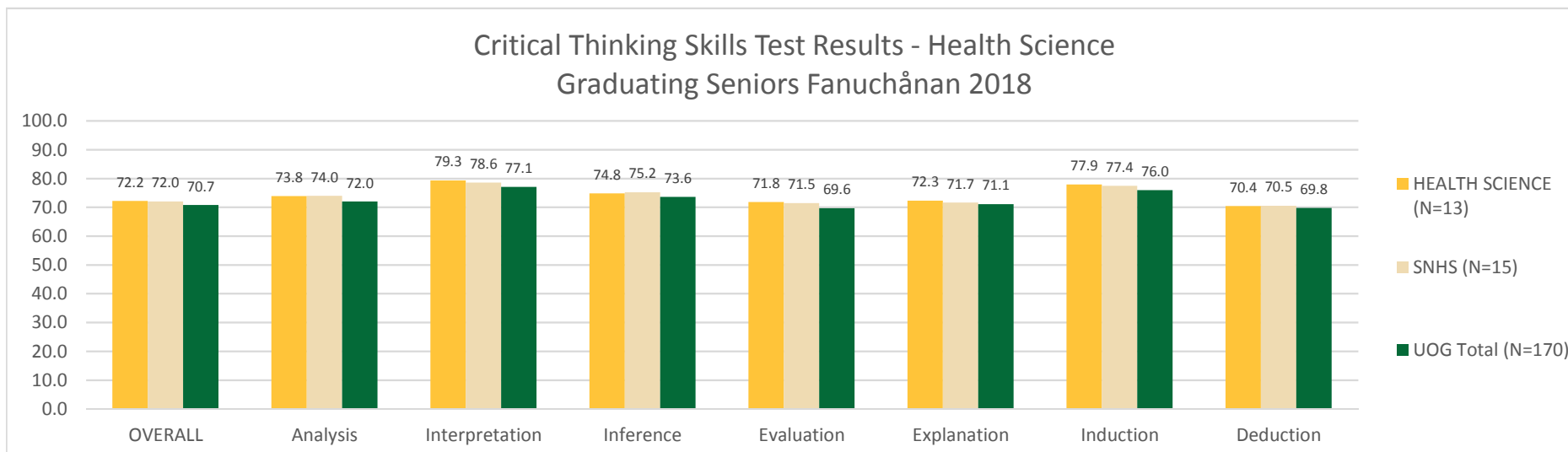


Critical Thinking Skills Test Results - Public Administration
 Graduating Seniors Fanuchånan 2018



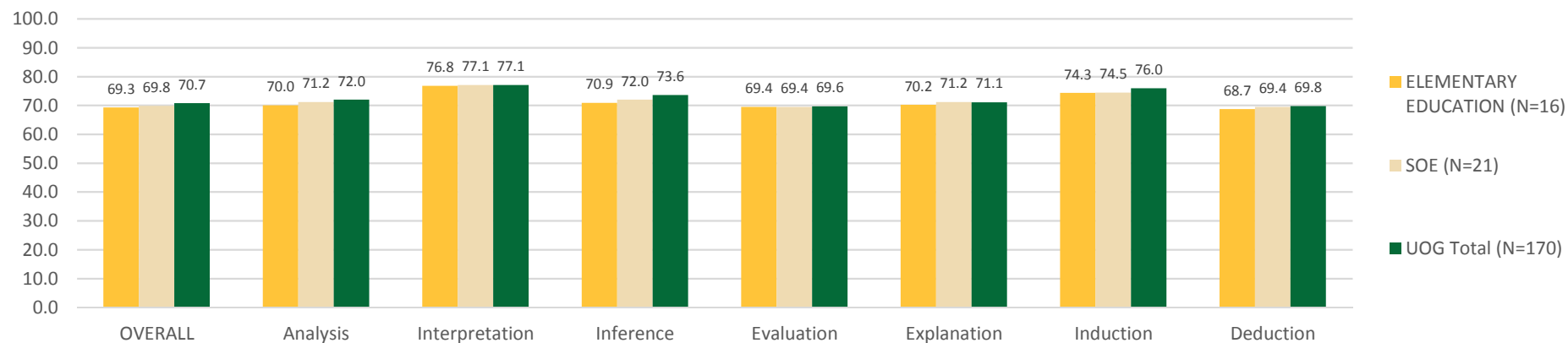
Critical Thinking Skills Test Overall Score and Percentile - Public Administration
 Graduating Seniors Fanuchånan 2018



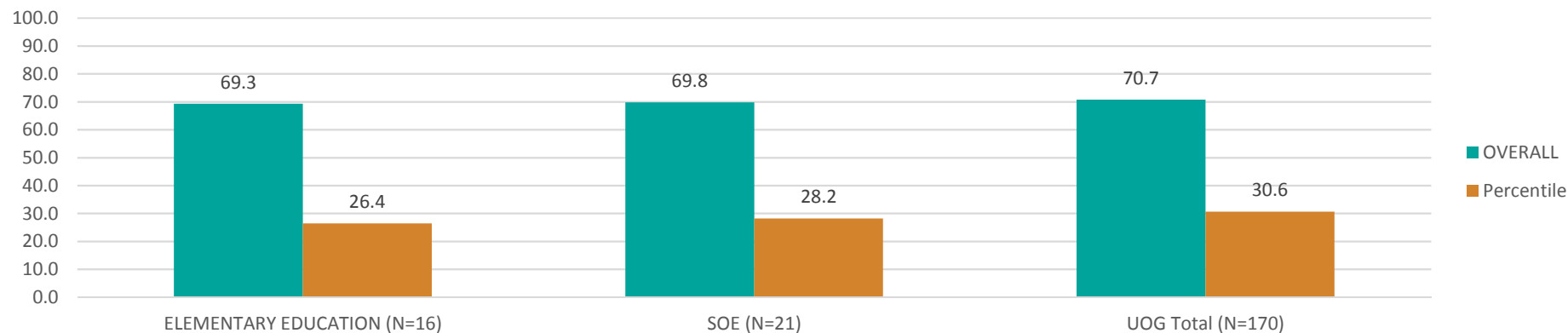




Critical Thinking Skills Test Results - Elementary Education Graduating Seniors Fanuchånan 2018



Critical Thinking Skills Test Overall Score and Percentile - Elementary Education Graduating Seniors Fanuchånan 2018





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

ACADEMIC & STUDENT AFFAIRS
Office of Institutional Effectiveness

July 25, 2018

[REDACTED]
[REDACTED]
[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 expected student learning outcomes for all its 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

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

To measure critical thinking and quantitative analysis, we will be using the Internet-based California Critical Thinking Skills Test (CCTST) and the Quantitative Literacy and Reasoning Assessment (QLRA), 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 and quantitative analysis skills.

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. Please note the time on the day you would like to come in as it may vary. To avoid test fatigue, we **highly recommend** taking each test on a separate date as we ask for your earnest effort for both tests. 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 know your Student ID number¹ and have access to your Moodle Account.

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:

¹ Your Student ID number is printed on your UOG Student ID card

T: +1 671.735.2646 F: +1 671.734.3636 W: www.uog.edu
Jesus and Eugenia Leon Guerrero Business and Public Administration Building
Mailing Address: 303 University Drive UOG Station Mangilao, Guam 96913



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

ACADEMIC & STUDENT AFFAIRS
Office of Institutional Effectiveness

AUGUST

Mon	Tue	Wed	Thurs	Fri	Sat
06 NO TESTING	07 FIRST DAY OF TESTING 9:00am-6:00pm	08 9:00 am - 6:00 pm	09 9:00 am - 6:00 pm	10 9:00 am - 5:00 pm	11 10:00 am - 2:00 pm
13 9:00 am - 6:00 pm	14 9:00 am - 6:00 pm	15 11:00 am - 6:00 pm	16 9:00 am - 6:00 pm	17 9:00 am - 5:00 pm	18 10:00 am - 2:00 pm
20 11:00 am - 6:00 pm	21 9:00 am - 6:00 pm	22 11:00 am - 6:00 pm	23 9:00 am - 6:00 pm	24 9:00 am - 5:00 pm	25 10:00 am - 2:00 pm
27 11:00 am - 6:00 pm	28 9:00 am - 6:00 pm	29 11:00 am - 6:00 pm	30 9:00 am - 6:00 pm	31 9:00 am - 5:00 pm	01 10:00 am - 2:00 pm

SEPTEMBER

Mon	Tue	Wed	Thurs	Fri	Sat
03 NO TESTING - HOLIDAY	04 9:00 am - 6:00 pm	05 9:00 am - 6:00 pm	06 9:00 am - 6:00 pm	07 9:00 am - 5:00 pm	08 10:00 am - 2:00 pm
10 3:30 pm - 5:00 pm	11 12:30 pm - 1:30 pm	12 11:00 am - 12:00 pm	13 NO TESTING	14 9:00 am - 5:00 pm	15 LAST DAY OF TESTING 12:00pm-2:00pm

Individual results will be **confidential** and will not be publicly reported, although you will receive a printout of your CCTST results at the end of the test so that you will know how you scored. The results of this test **will not** be used to influence or impact any grade for any of the classes you are taking. Taking this test is an **administrative requirement for graduation** but we do ask that you extend your best effort and attention when taking this test.

More information about the CCSTS is available at www.insightassessment.com
 More information about the QLRA is available at <http://serc.carleton.edu/qlra/index.html>

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

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

Deborah Leon Guerrero
 Assistant Vice President for Institutional Effectiveness
 University of Guam

T: +1 671.735.2646 F: +1 671.734.3636 W: www.uog.edu
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