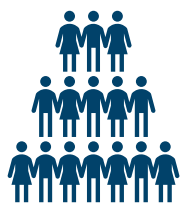


# Understanding Students' Critical Thinking Skills: Evidence from AY 2021-2022

GE SLO: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.



210

Artifacts from seniors  
representative of 7 CPP  
colleges



Faculty scorers from six  
colleges and university library

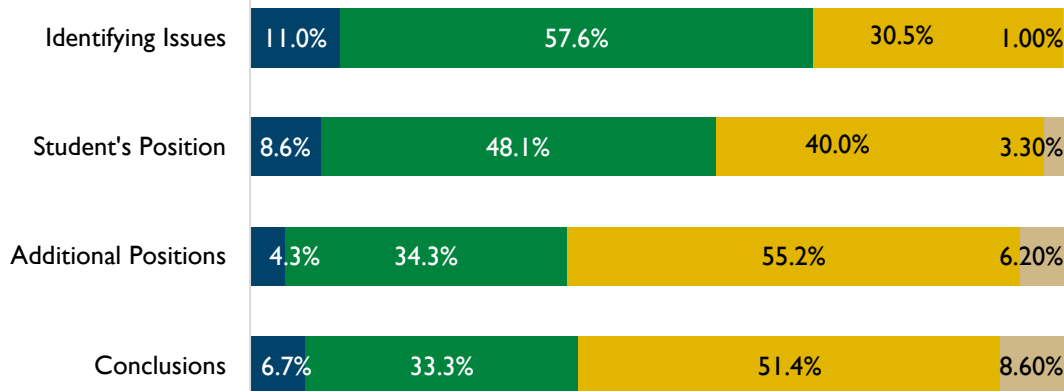
## CRITICAL THINKING RUBRIC SCORES

Advanced = 4

Proficient = 3

Developing = 2

Beginning = 1



No statistically significant  
differences found based on  
sex, URM, and first-  
generation status.

### Additional Positions\*

Only criterion where non-  
Pell Grant recipients  
performed **better** than Pell  
Grant recipients

\* Statistically significant finding

## CPP GOALS MET

**Identifying Issues**  
(Strongest performance)

**Students' Position**  
(2nd strongest performance)

68.6%

56.7%

**MET** CPP's goal of "advanced" and  
"proficient" levels.

## CPP GOALS NOT MET

**Additional Positions**  
(greatest need for improvement)

**Conclusions**  
(great need for improvement)

61.4%

60%

**DID NOT MEET** CPP's goal - Performed at the "beginning" and "developing"  
levels as seniors. Only **38.6%** (additional positions), and **40%** (conclusions)  
met the goal.

Indirect evidence from **NSSE** findings: There was little difference between first-year students and seniors on most critical thinking questions. CPP seniors were on par with the national average and CSU peers.



**NSSE** data suggests CPP  
seniors **"often"** combine ideas  
from different courses while  
completing assignments.

NEVER SOMETIMES **OFTEN** VERY OFTEN



**NSSE** data suggests CPP coursework  
emphasized **"quite a bit"** of applying  
facts, theories, or methods to practical  
problems or new solutions.

VERY LITTLE SOME **QUITE A BIT** VERY MUCH



**NSSE** data suggests CPP seniors feel  
**"quite a bit"** confident in their ability  
to think critically and analyze  
arguments and information.

VERY LITTLE SOME **QUITE A BIT** VERY MUCH