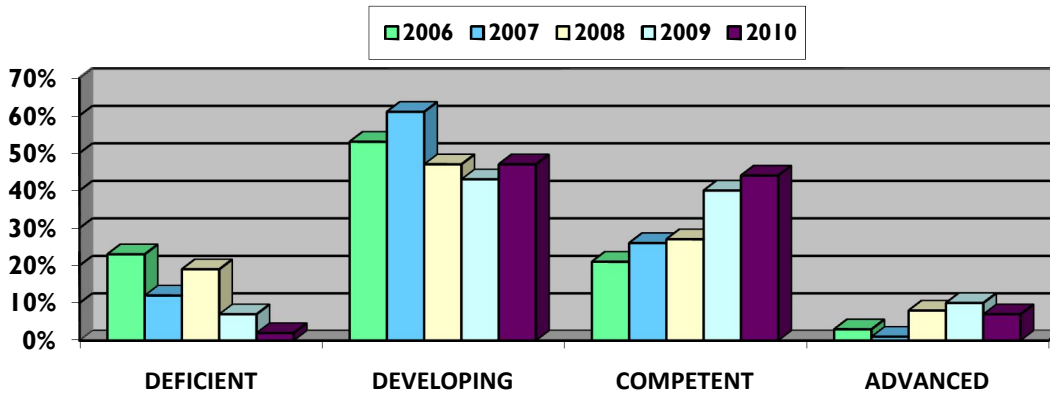


**ENG 111 Common Final Exam Critical Thinking Assessment Results**

- Artifacts assessed: **117**
- Average artifact score: **2.79** (2=DEVELOPING CT Skills; 3=COMPETENT CT Skills)
- Percentage of artifacts at a *COMPETENT* or higher level: **51%**

**Comparison of scores since 2006:**

| YEAR          | Deficient | Developing | Competent  | Advanced  |
|---------------|-----------|------------|------------|-----------|
| 2006          | 23%       | 53%        | 21%        | 3%        |
| 2007          | 12%       | 61%        | 26%        | 1%        |
| 2008          | 19%       | 47%        | 27%        | 8%        |
| 2009          | 7%        | 43%        | 40%        | 10%       |
| <b>2010</b>   | <b>2%</b> | <b>47%</b> | <b>44%</b> | <b>7%</b> |
| <b>Change</b> | <b>-5</b> | <b>+4</b>  | <b>+4</b>  | <b>-3</b> |



**Analysis:** Since 2006,

- The percentage of ENG 111 essays scoring at a **COMPETENT** or higher level has increased from 24 % to 51% (a **113%** increase)
- The percentage of ENG 111 essays scoring at a **DEFICIENT** level has decreased from 23% to 2% (a **91%** decrease)

### **General Education Core Critical Thinking Assessment Results**

- Sections sampled: **21**; Artifacts assessed: **309**
- Batches (sections) that could not be assessed for CT: **0**
- Average artifact score (all artifacts): **2.30** (2=*DEVELOPING* CT Skills; 3=*COMPETENT* CT Skills)
- Average artifact score (*non-MCQ/Short Answer Batches*): **2.87**
- Percentage of artifacts at a *COMPETENT* or higher level (*non-MCQ/Short Answer Batches*): **63%**

Comparison of non-MCQ/Short Answer artifacts scoring at a *COMPETENT* or higher level since 2007:

- 2007: 36% (40/111)
- 2008: 37% (53/142)
- 2009: 41% (80/197)
- 2010: **63%** (108/169)

**Analysis:** Since 2007,

- The percentage of *non-MCQ/Short Answer artifacts scoring at a **COMPETENT*** or higher level has increased from 36% to 63% (a **75%** increase)

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### **QEP Priorities for Fall 2010/Spring 2011**

- Continue professional development activities through SPOC, In-Service training, campus workshops, and the VTLC
- Enhance student and campus awareness of critical thinking resources
- Continue improving content and delivery of ACA courses
- Continue documenting revised CT SLOs, best practices, and assessments
- **Prepare five year impact report**