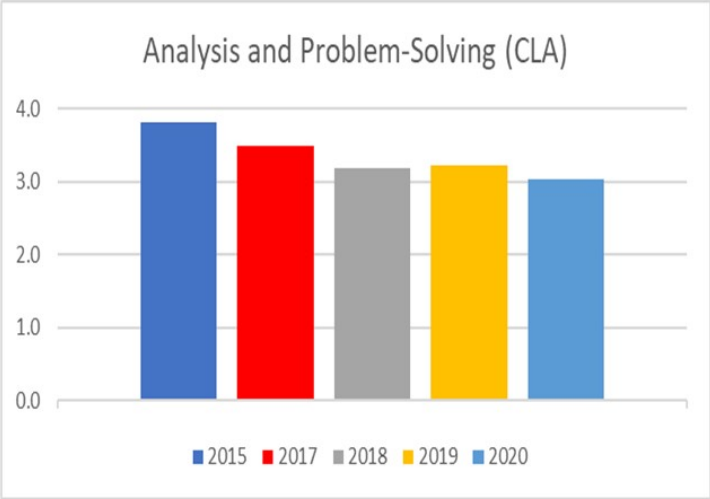
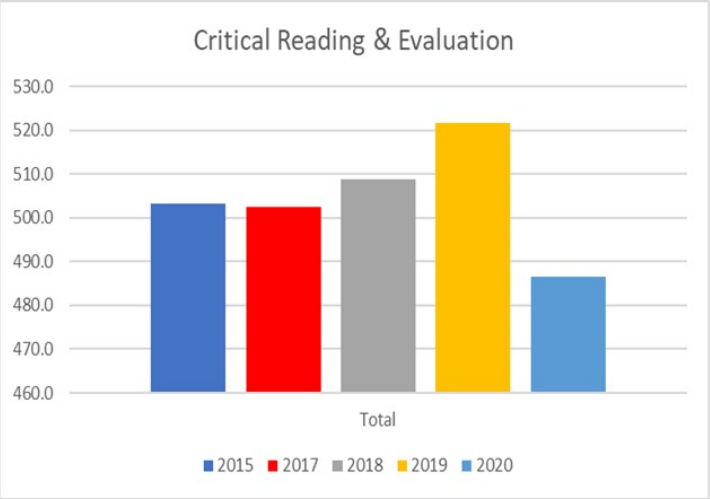
LO4-Critical Thinking

We measure Critical Thinking with the Analysis and Problem-Solving subscore, and Critical Reading & Evaluation subscore of the CLA+ (Collegiate Learning Assessment) as well as looking at the overall mastery level.

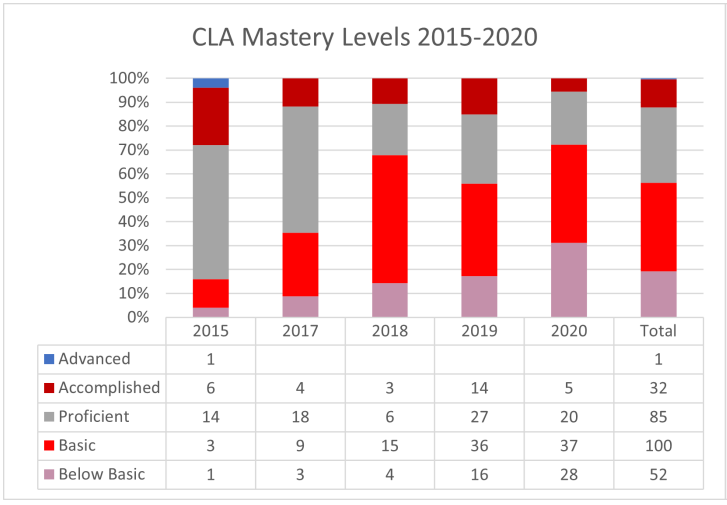




The CLA+ (Collegiate Learning Assessment) is an essay test administered in BUS 290, the second-year course in Critical Thinking, and MGT 423, the required upper-division course in Business and Society. The CLA+ measures writing mechanics, writing clarity, and critical thinking. We have just started to administer the CLA+ in BUS 290. When these students reach their senior year, we will begin measuring individual student progress from sophomore to senior year. This will give us valuable information on the progress of individual students.

The overall mastery levels of the CLA+ are below basic, basic, proficient, accomplished, and advanced.

Our goal is to have our graduates at a level of proficient or above.



	2015	2017	2018	2019	2020	Total
Advanced	1					1
Accomplished	6	4	3	14	5	32
Proficient	14	18	6	27	20	85
Basic	3	9	15	36	37	100
Below Basic	1	3	4	16	28	52

CLA mastery levels as a percentage. The percentage of "Below Basic" scorers is steadily increasing.

	2015	2017	2018	2019	2020	Total
Advanced	1					1
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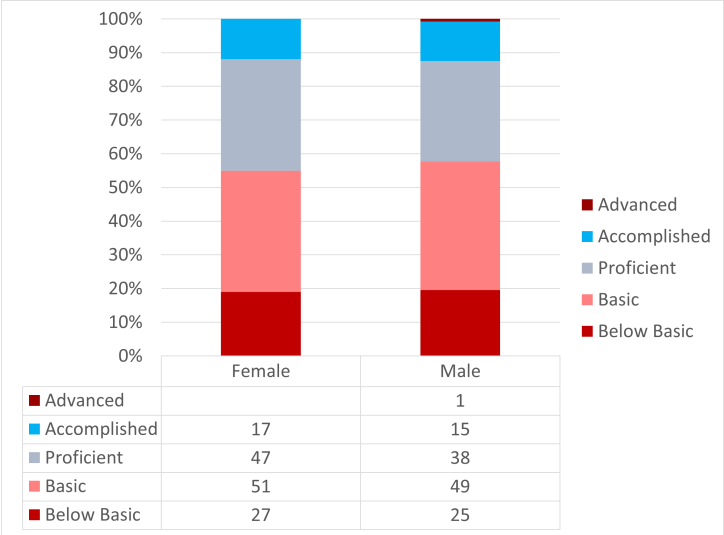
CLA+ mastery levels as total numbers. The growth appears to be in the "Below Basic" and "Basic" categories.

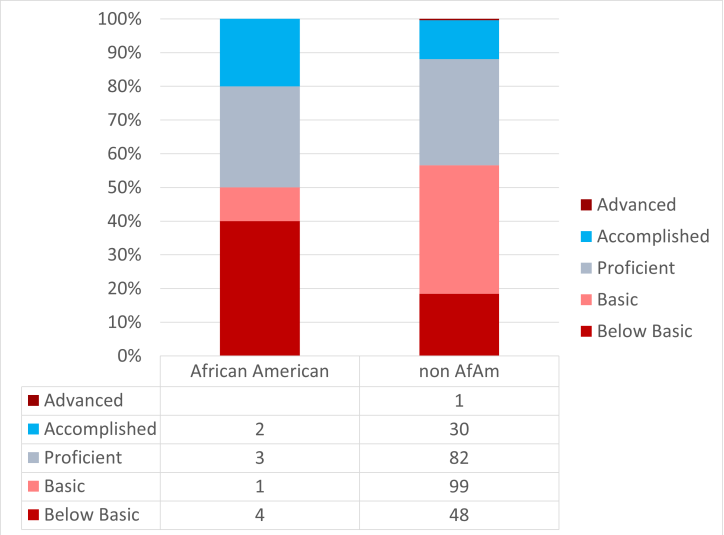
Drilling down to see who the students are behind the numbers, we find that our Micronesian students struggle the most with the CLA+. Nearly 60% are at Below Basic level. Our Native Hawaiian students do better than the group overall. African-American, Native American, Samoan, and Other Pacific Islander students were each in the single digits so it would be difficult to determine trends from such small numbers. There appeared to be no significant difference between male and female students. In this sample no student identified as other than male or female.

148 of the 260 students who have taken the CLA+ self-identify as more than one ethnicity. There are 75 separate categories including all combinations. Creating a single, readable chart would be impossible, so the data are presented in separate charts. For example, 5 students in the sample identify as Caucasian, Chinese, Native Hawaiian, and Japanese. These students are counted as Caucasian in Chart 3, as Chinese in Chart 4, as Native Hawaiian in Chart 6, and as Japanese in Chart 7.



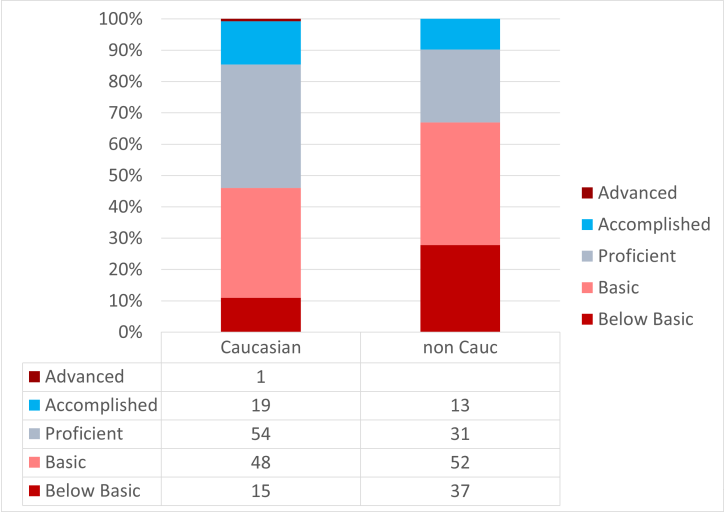
	Female	Male
Advanced		1
Accomplished	17	15
Proficient	47	38
Basic	51	49
Below Basic	27	25

1. CLA+ Mastery by Gender



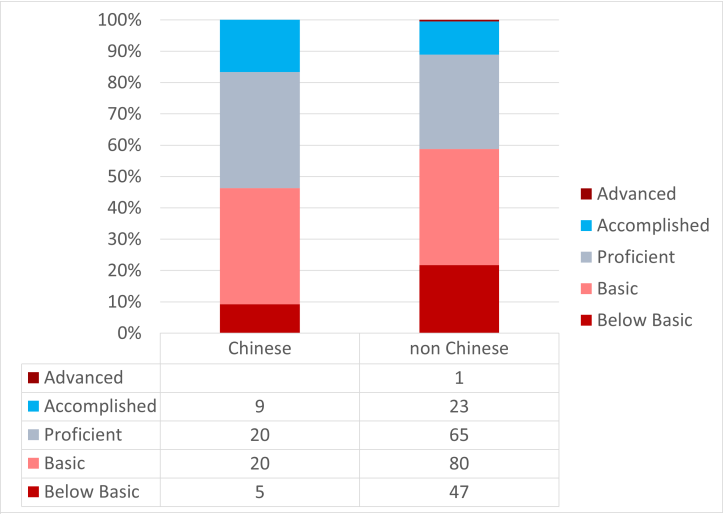
	African American	non AfAm
Advanced		1
Accomplished	2	30
Proficient	3	82
Basic	1	99
Below Basic	4	48

2. CLA+ Mastery - African American Students



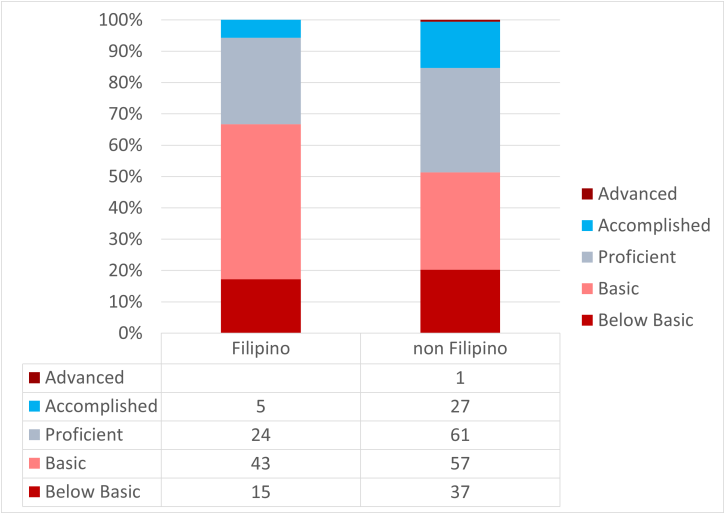
	Caucasian	non Cauc
Advanced	1	
Accomplished	19	13
Proficient	54	31
Basic	48	52
Below Basic	15	37

3. CLA+ Mastery - Caucasian Students



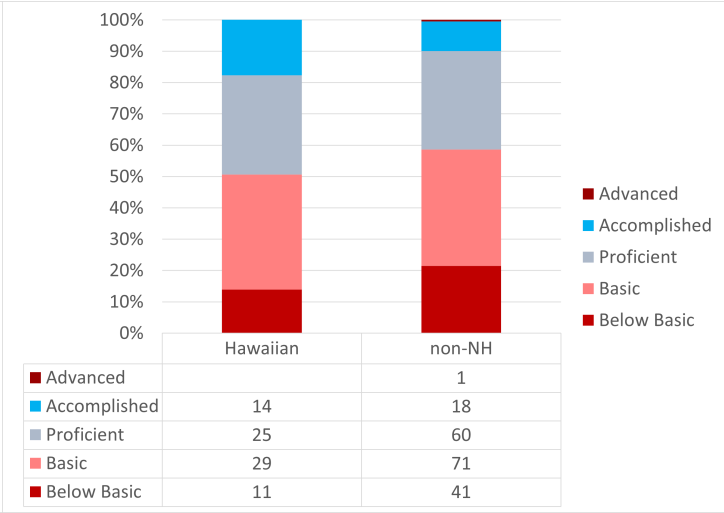
	Chinese	non Chinese
Advanced		1
Accomplished	9	23
Proficient	20	65
Basic	20	80
Below Basic	5	47

4. CLA+ Mastery - Chinese Students



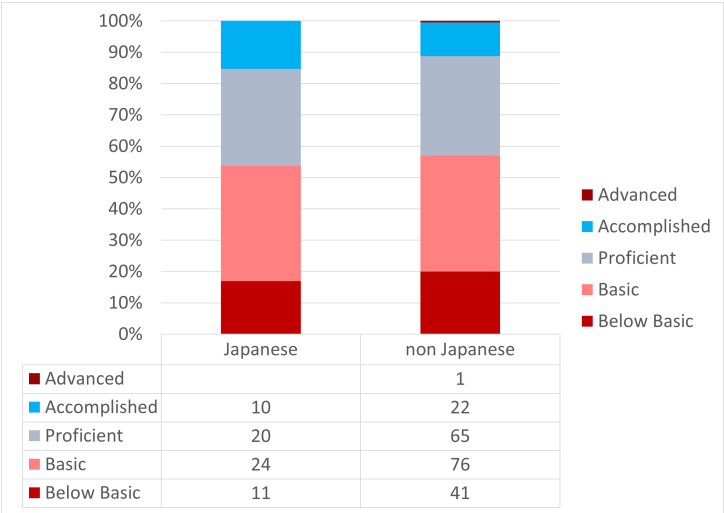
	Filipino	non Filipino
Advanced		1
Accomplished	5	27
Proficient	24	61
Basic	43	57
Below Basic	15	37

5. CLA+ Mastery - Filipino Students



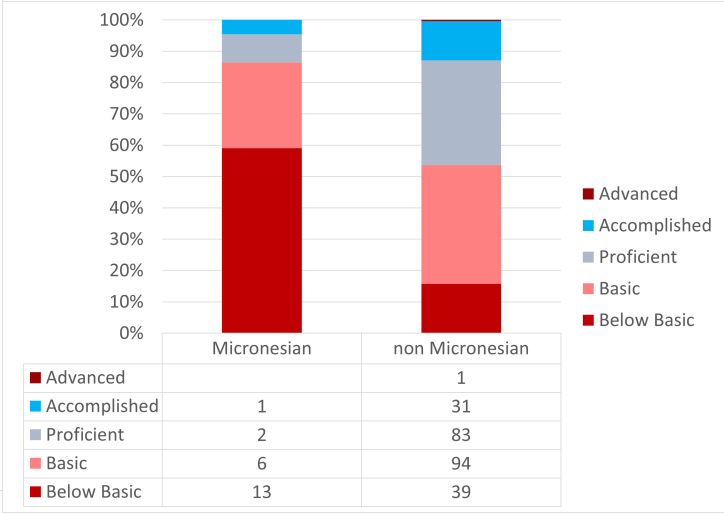
	Hawaiian	non-NH
Advanced		1
Accomplished	14	18
Proficient	25	60
Basic	29	71
Below Basic	11	41

6. CLA+ Mastery - Native Hawaiian Students



	Japanese	non Japanese
Advanced		1
Accomplished	10	22
Proficient	20	65
Basic	24	76
Below Basic	11	41

7. CLA+ Mastery - Japanese Students



	Micronesian	non Micronesian
Advanced		1
Accomplished	1	31
Proficient	2	83
Basic	6	94
Below Basic	13	39

8. CLA+ Mastery - Micronesian Students