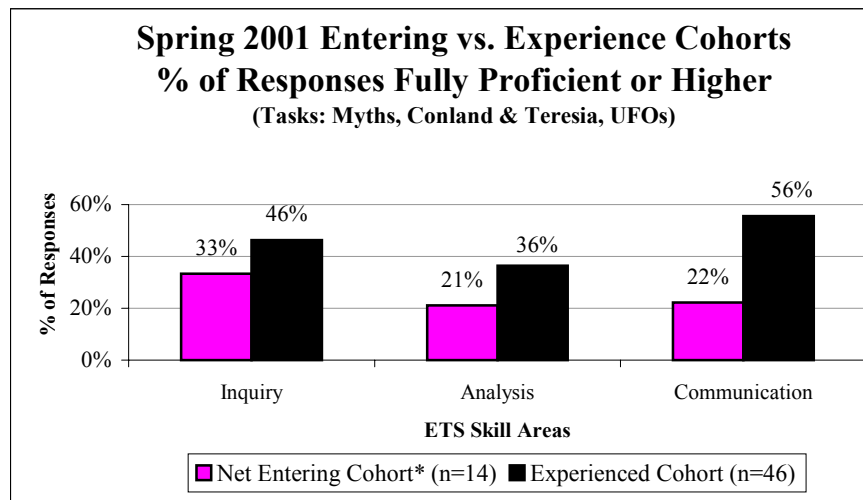


Science & Math Division
Response to Spring 2001 ETS Tasks in
Critical Thinking & Communication Assessment Results
January 2002

I. Discussion of Results

On January 10, 2002, Nancy Kolakowsky , GrEAT Facilitator, presented the ETS Tasks in Critical Thinking & Communication Assessment Results to faculty in the Science & Math Division.



The Division discussed the promising numeric differences between the entering and experienced cohorts that may prove to be statistically valid in the future if the sample size of the entering cohort is increased. This led to a discussion of the limitations of the ETS Tasks in Critical Thinking and Communication.

II. Discussion of Limitations

As noted on page 3 of the ETS Results Report, the following limitations were mentioned and discussed by the faculty in the Science and Mathematics Division.

- Voluntary response rates of 11% for the entering cohort and 23% for the experienced cohort are low and may introduce non-response bias.
- The absolute sample sizes for the entering cohorts are currently too low to determine if differences are statistically different.
- Cross sectional studies can be skewed by external variables such as work experience and motivational differences between the cohorts.
- ETS has not yet published normative data for the Tasks In Critical Thinking and Communication assessment.
- Analysis by subtask area has little meaning until ETS provides the definitions of the subtasks by the assessment form used (ETS has promised to provide this information in the future).

III. Implications for Instruction

The faculty acknowledged that with increased student participation in the ETS assessment, future results could provide insight into the knowledge and abilities of our students. Due to the limitations of the study, faculty did not recommend any changes to division curriculum until additional data can be collected and analyzed. However, the faculty were asked to develop and share activities that would enhance student abilities in Critical Thinking (ETS Inquiry and Analysis) and Communication and present them at future assessment dialogues via the Center for Teaching and Learning and/or future division meetings.

