

## RESEARCH PAPER:

# The Watson-Glaser™ III in action: Three case-studies from university settings

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For many universities, choosing who to admit into their degree course is a difficult task. Several universities are turning to cognitive ability assessments to help solve this problem. High-quality assessments, like the Watson-Glaser™ III (WG-III), are able to determine which students have the critical thinking ability to excel. Using the WG-III, universities can improve the quality of the students, resulting in higher pass rates that can lead to improved post-graduate employment. In the following paragraphs, we present three case studies from universities who have implemented the Watson-Glaser III into their selection system.

## The WG-III in Japan

A university in Japan sought to improve their selection process for their Bachelor of Business Administration and Bachelor of Science degrees. They wanted to determine if the WG-III could help them predict who would perform well in these programs. The university asked 145 students to complete the WG-III assessment and provided TalentLens researchers with each student's grade point average (GPA). The WG-III showed a corrected correlation of .67 with GPA. Using the U.S. Department of Labor's<sup>1</sup> guidelines on validity coefficients, this result indicates that the WG-III was very beneficial for predicting student's grades.

## The WG-III for college admissions

A college in London was interested in evaluating the validity of several of their assessment methods, including the WG-III. Using data from 2019, TalentLens researchers correlated the final degree score.

of 188 students with their performance on these assessment methods. The WG-III showed a corrected correlation of .29. When compared to the other assessment methods used by the university, the WG-III was found to be more predictive than the admission interview and essay portions of the admissions process.

## The WG-III for professional programs

The Bar Standards Board examined the impact of using a variation of the WG-III for screening students into their highly competitive barrister training program. TalentLens researchers assessed 988 graduating students, correlating their score on the assessment with their overall performance on the training program. Results of the analysis showed that, at a correlation of .55, the assessment and performance on the training program were significantly positively correlated. As a result, the board worked with TalentLens to determine an effective minimum score that all applying students must achieve in order to be considered for admittance into the training program.

## Conclusions

Critical thinking has become one of the most necessary skills for success in the 21st century. Recognising faulty assumptions, evaluating diverse arguments, and drawing logical conclusions are important in both higher education and in the workplace. As these case studies show, the WG-III is consistently able to predict performance for a range of educational and training programs. Universities looking to improve the quality of their selection system can benefit from the WG-III – the gold standard in critical thinking assessment.



1. U.S. Department of Labor, Employment and Training Administration. (2000). Testing and Assessment: An employer's guide to good practices. Retrieved from [www.onetcenter.org/dl\\_files/empTestAsse.pdf](http://www.onetcenter.org/dl_files/empTestAsse.pdf).