



## Year One Assessment Findings Fall 2012

### **Critical Thinking Assessment Test (CAT)**

- CAT findings suggest students are gaining some level of critical thinking skills by the time they graduate
  - Seniors scored higher on all 15 items, significantly higher on most items (10/15)
  - This was especially so for 'creative thinking' when solving problems (SLO3)
  - Some issues with 'working with relevant information when problem solving'
- CAT comparisons to national mean
  - Freshmen were relatively "average" on 2/3 of items
  - Seniors were "below average" on 2/3 of items
  - Lack of growth underscores importance of integrating across college experience
- CAT scores vary across the colleges

### **ETS Proficiency Profile Exam (PPE)**

- Students' proficiency levels in critical thinking are quite low and declining
  - 9.5% of graduating seniors were proficient in critical thinking in Spring 2011
  - Only 7% were proficient in critical thinking in Spring 2012
    - 2.5% decrease in proficiency in one year
  - Mean score dropped slightly, but resulted in a 20% drop in institutional rankings
    - UTC dropped from 39<sup>th</sup> to 19<sup>th</sup> percentile in national pool of PPE test-takers
- PPE measurements vary across the colleges

### **National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)**

- NSSE/FSSE perception gap
  - A perception gap was revealed regarding emphasis placed on higher level learning in the classroom
    - Far fewer faculty than students reported emphasis on *memorization* in the classroom
    - Fewer students than faculty reported emphasis on higher level learning (synthesizing, analyzing, evaluation, applying information)
- Compared to national NSSE student data
  - UTC students felt they are expected to memorize *more* than the "average" student
  - UTC students felt they were expected to participate in higher level learning *less* than "average" student