

LEARNING TO ASSESS

Fall 2015

Critical Thinking

Longitudinal Study



During Fall 2013 Learning Week, we administered the Critical Thinking Assessment Test (CAT) for the third time. CAT was developed by Tennessee Tech University as part of an NSF grant. CAT is a 15-question assessment that requires written responses and measures two major CT skill sets. Incoming freshman student athletes were selected as a cohort for the longitudinal study of our general education program. Approximately 98 student athletes took the pretest. Spring 2015 was the fourth semester at PVCC for the cohort. Out of 39 students still enrolled at PVCC during the Spring 2015 semester, 20 students from baseball, softball, and track & field completed the CAT post-test. Faculty scored the CAT tests on May 12, 2015. Tennessee Tech uses a random sample of CAT scores from PVCC to verify scoring accuracy.

Tips



Plan: Identify your assessment project and complete part one of the form.



Keep Adjuncts in the Loop: Consider developing a common assessment for a course with multiple sections. Identify a team leader and involve other faculty.

Announcement

HLC Accreditation Affirmed: The evaluators identified a number of strengths, including the college's assessment of student learning outcomes, commitment to diversity, and the integration of the strategic planning process. Dr. Linduska, visiting team chair, stated that the assessment process is clearly faculty driven and owned. She also pointed out that the assessment process at PVCC should serve as a model for other colleges.



Your AAT Co-Chairs are wondering...

How are you reinforcing critical thinking skills?

Do you have an assignment or activity that measures critical thinking?

What challenges do your students have with the process of critical thinking?

Summary of GEA Results

- The number of class sections increased by 34% from the previous year.
- The number of Honors sections increased by 50% and online sections increased by 3%
- Adjunct participation remains low.
- Approximately 67% of Full-Time Faculty entered scores for GEA rubrics in 2014-2015.
- Scores were entered for the rubrics 468 times during 2014-2015.

Participation by Division Results for Fall 2014 - Spring 2015

Division/Department	Critical Reading	Critical Thinking	Global Awareness	Information Literacy	Oral Communication	Problem Solving	Technology	Written Communication	2014-2015 TOTAL	2013-2014 TOTAL	% Change
Behavioral Science	8	2	1	5	3	0	0	4	23	9	155.56%
Business/Info Technology	0	3	2	4	1	7	39	2	58	63	-7.94%
Communication/Humanities	22	5	1	0	19	4	0	5	56	81	-30.86%
Counseling and Personal Dev	3	2	1	3	6	1	0	3	19	7	171.43%
English	4	3	1	7	2	2	2	16	37	59	-37.29%
Fine and Performing Arts	3	14	2	6	5	5	23	10	68	28	142.86%
Health and Exercise Science	10	15	6	8	1	8	3	8	59	38	55.26%
Library	0	1	0	1	0	0	0	1	3	4	-25%
Mathematics	0	2	0	0	0	58	1	0	61	75	-18.67%
Out Of Class	0	0	0	0	0	0	0	2	2	5	-60%
Science	3	16	0	4	7	16	7	11	64	41	56.1%
Social Science	1	1	4	4	4	0	4	0	18	18	0%
Total	54	64	18	42	48	101	79	62	468	428	9.35%

GEA Participation				
Term	2011-12	2012-13	2013-14	2014-2015
Total Faculty	110	156	117	121
Total Sections	197	288	229	348

GEA Sections by Class Format		
Format	2013-2014	2014-2015
In-Person	183	281
Online	34	48
Hybrid	11	17
Learning Community	0	2
Honors	11	22

Academic Assessment Team (AAT)



Thank you to our 2015-2016 AAT members
for their continued support and commitment to assessment!

Division AAT Reps

English: Stacey Ranik
Math: Mike Hamm
Library: Lili Kang
Business: Raji Lauffer
Counseling: Jim Rubin
Health: Tatum Voeller

Com & Hum: Marilyn Cristiano
Science: Jenny Weitz
Behavioral Sciences: Doug Berry
Social Sciences: Meggin Kirk
Fine Arts: Keith Kelly

VP of Academic Affairs: Mary Lou Mosley
Dean of Academic Affairs: Denise Dijianfillippo
Institutional Effectiveness: John Snelling
Out of Class Assessment Team Chair: Ellen Hedlund

Division AAT Chairs:

Co-Chair: Christine Tabone
Co-Chair: Felicia Ramirez