

This report shares results of the Collegiate Assessment of Academic Proficiency (CAAP) critical thinking test module. Thank you for participating in this assessment. This project is being completed to fulfill the requirement of SACS Comprehensive Standard 3.3.1 and the College Portrait's Voluntary System of Accountability (VSA) program. For additional information about the critical thinking assessment, please visit: act.org/caap/test/thinking.html.

 Students scoring at or above the national mean^a (60.6) received a "Certificate of Achievement" from ACT.

CAAP Critical Thinking Scores by Unit

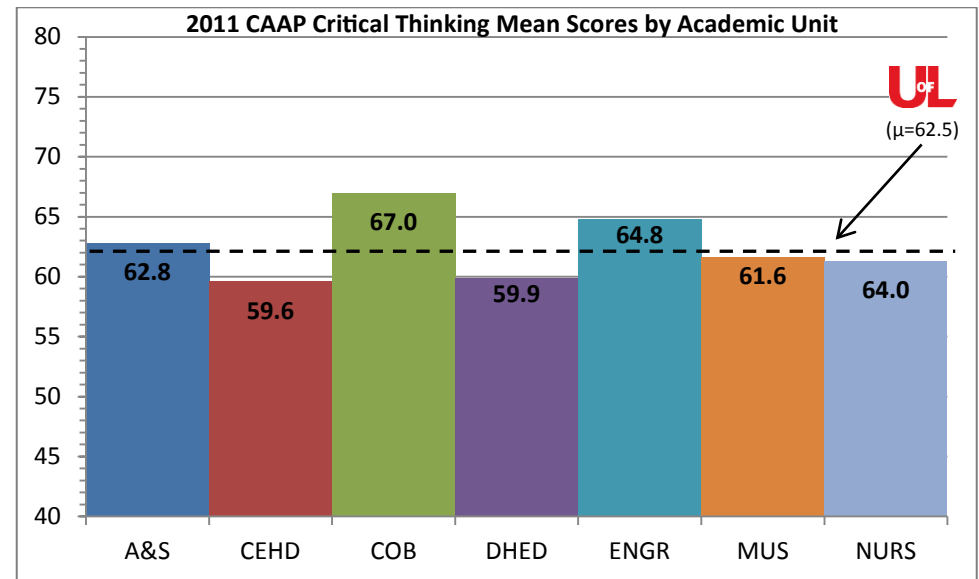
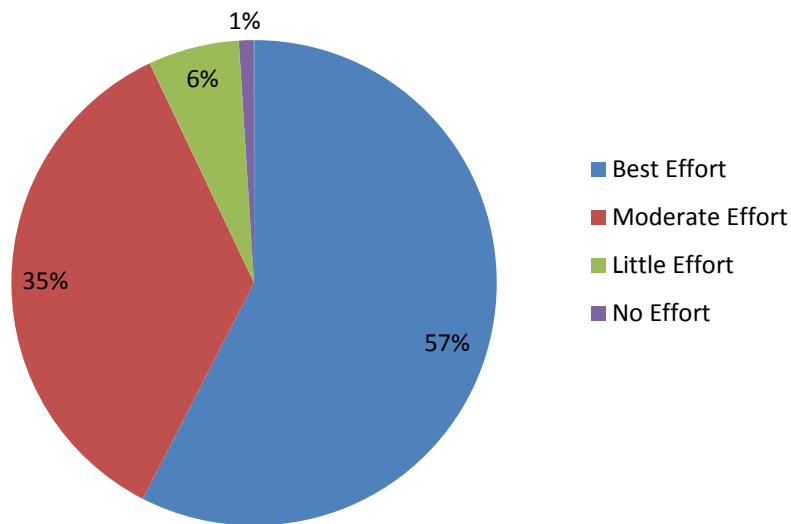
Course	# of Students	Min Score ^b	Max Score ^b	Mean Score	# of students at or above the national average	% of students at or above the national average
College of Arts & Sciences	91	54	72	62.8	63	69%
College of Business	19	62	71	67	19	100%
College of Education & Human Dev.	47	53	67	59.6	17	36%
School of Dentistry: Dental Hygiene	27	54	72	59.9	10	37%
School of Engineering	73	52	72	64.8	59	81%
School of Music	31	50	72	61.6	18	58%
School of Nursing	32	52	71	61.3	18	56%
UofL Overall Fall 2011	320	50	72	62.5	204	64%

^a CAAP National Mean Score reflects the mean average of all CAAP-tested sophomores attending a four-year institution who have taken the critical thinking exam module for the past three years.

^b Scores on the CAAP range from 40 to 80. The scores reported above reflect the minimum and maximum scores that UofL students earned.

^c Only Honors students in CAMP 100-03 were assessed

UofL Overall: Amount of Self-reported Effort



About the CAAP Critical Thinking Test

(excerpt taken from <http://www.act.org/caap/test/thinking.html>)

The CAAP Critical Thinking Test is a 32-item, 40-minute test that measures students' skills in clarifying, analyzing, evaluating, and extending arguments. An argument is defined as a sequence of statements that includes a claim that one of the statements, the conclusion, follows from the other statements. The Critical Thinking Test consists of four passages that are representative of the kinds of issues commonly encountered in a postsecondary curriculum.

A passage typically presents a series of subarguments in support of a more general conclusion or conclusions. Each passage presents one or more arguments using a variety of formats, including case studies, debates, dialogues, overlapping positions, statistical arguments, experimental results, or editorials. Each passage is accompanied by a set of multiple-choice test items. A total score is provided for the Critical Thinking Test; no subcores are provided.