


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 (59.7) received a "Certificate of Achievement" from ACT.

CAAP Critical Thinking Scores by Unit

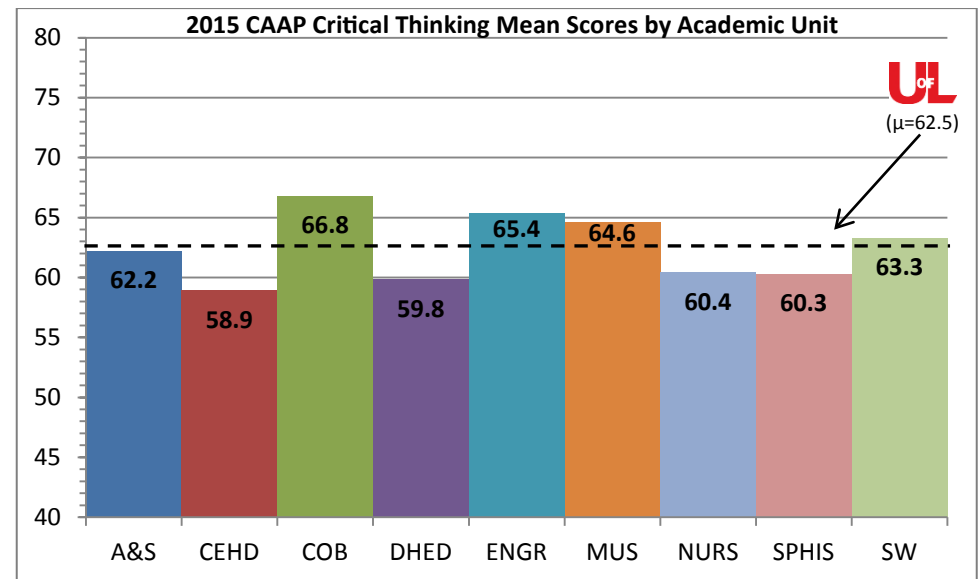
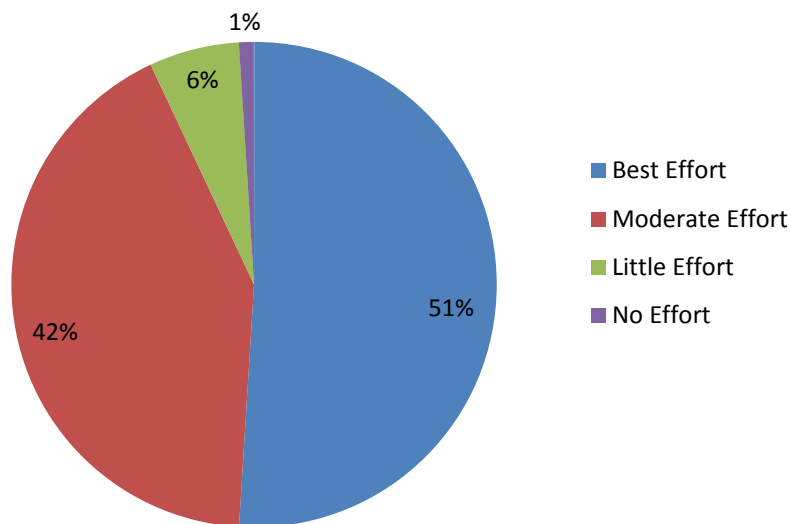
Course	# of Students	Min Score ^b	Max Score ^b	Mean Score	# of students at or above the national average	% of students at or above the national average
College of Arts & Sciences	212	50	73	62.2	141	67%
College of Education & Human Dev.	48	50	68	58.9	22	46%
College of Business	21 ^c	60	73	66.8	21	100%
School of Dentistry: Dental Hygiene	47	53	72	59.8	28	60%
School of Engineering	90	53	73	65.4	83	92%
School of Music	45	53	72	64.6	37	82%
School of Nursing	37	52	69	60.4	20	54%
School of Public Health & Info. Sciences	25	51	70	60.3	13	52%
School of Social Work	14	52	73	63.3	12	86%
UofL Overall Fall 2015	539	50	73	62.5	377	70%

^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.