



Fall Applications Year to Date

	Resident	Non-Resident	International	Total
	Flat	14.5%	5.3%	10.1%
As of 11/21	10,391	35,960 ↑	6,707 ↑	53,058 ↑
Projected Final				70,000 ↑

Child Care Task Force, 2013

Ad Hoc Panel to Evaluate Security Feedback (Hart Report), 2014

ABA Therapy (Autism) insurance coverage, 2015

Student Growth Task Force, 2015

Purdue Smoking Policy, 2016

IT policy for non -academic uses of bandwidth in classrooms, 2018

Covid Response, 2020 -21

History

- Rooted in work of faculty through Student Intellectual Growth Task Force launched in 2013
- First test administered in 2014 to stratified random sample of freshmen
- With faculty feedback test evolved from CLA+ → ETS → California Critical Thinking Skills Test (CCTST)
- Over 1,100 took pretest in 2021. Making progress on post-test participation rates

- Measures ability to make judgments about what to believe or how to respond to given information and scenarios
- Does not test content or knowledge areas. All information needed to answer the question correctly is presented in short scenario test questions
- 55 minutes to complete 40 engaging, scenario-based questions
- Overall, Purdue freshmen score at the Moderate level; seniors at the Strong level (100 point scale)

Skills Measured:

- Analysis
- Inference
- Explanation
- Deduction
- Interpretation
- Evaluation
- Induction
- Numeracy

Sample Question

Three graduate school friends, Anna, Barbara, and Carol, graduated successfully. Being in the same program, the three often worked as a team on group assignments. Anna earned the special recognition of “pass with distinction” when she graduated. Carol and Barbara, although receiving their degrees, did not earn this special honor. A fourth student in the same graduate program, Deirdre, often said that the graduate program was poorly designed and not difficult at all. Deirdre did not graduate, instead she was advised by the faculty to withdraw from the program because her work was below acceptable standards. Given this information only, it follows that

A = Carol and Barbara deserved to receive “pass with distinction” like Anna.

B = Barbara’s work in the program was superior to Carol’s.

C = Barbara was jealous of the academic success her friend, Anna, enjoyed.

D = Deirdre’s work in the program was below the quality of Carol’s work.

E = Anna, being successful, will decide to enroll in another advanced graduate program

Sample Question

Using the phone at her desk, Sylvia in Corporate Sales consistently generates a very steady \$1500 per hour in gross revenue for her firm. After all of her firm's costs have been subtracted, Sylvia's sales amount to \$100 in bottom line (net) profits every 15 minutes. At 10:00 a.m. one day the desk phone Sylvia uses to make her sales calls breaks. Without the phone Sylvia cannot make any sales. Assume that Sylvia's regular schedule is to begin making sales calls at 8:00 a.m. Assume she works the phone for four hours, takes a one-hour lunch exactly at noon, and then returns promptly to her desk for four more hours of afternoon sales. Sylvia loves her work, and the broken phone is keeping her from it. If necessary, she will try to repair the phone herself. Which of the following options would be in the best interest of Sylvia's firm to remedy the broken phone problem?

A = Use Ed's Phone Repair Shop down the street. Ed can replace Sylvia's phone by 10:30 a.m. Ed will charge the firm \$500.

B = Assign Sylvia to a different project until her phone can be replaced with one from the firm's current inventory. Replacing the phone is handled by the night shift.

C = Authorize Sylvia to buy a new phone during her lunch hour for \$75 knowing she can plug it in and have it working within a few minutes after she gets back to her desk at 1:00 p.m.

D = Ask Sylvia to try to repair her phone herself. She will probably complete the repair by 2:00 p.m.; or maybe later.

Summary

- Purdue is committed to delivering “higher education at the highest proven value”.
- That requires continued use of the CCTST assessment
- No reason Purdue graduates should not be at the “Superior level”

Questions for the Senate

- How do we increase participation among seniors, as well as the seriousness with which they take the test?
- How can the institution make critical thinking objectives more explicit and deliberate?
- How can professional development opportunities improve faculty instruction of critical thinking abilities? (e.g. IMPACT, Transformation Education 2.0, etc.)

If the goal of civics requirement is to shore up democracy by fostering greater civic awareness, why is the largest enrolled entity of the Purdue system (Purdue Global) exempt from that requirement? When will Purdue University Global students be provided with the benefit of having the Civic Literacy graduation requirement?