1. **What are the major conclusions you would draw about student perception and faculty perception about the extent College coursework emphasized the following mental activities?**

| Analyzing the basic elements of an idea, experience, or theory? | • General Comment about CCSSE/CCFSSE-- Are there are other perception surveys to compare and or studies that discuss the use of CCSSE/CCFSSE data? Why did BC select CCSSE/CCFSSE versus other instruments?  
• Students’ results may be lower than faculty’s since they may not understand the terminology and concepts as much as faculty do.  
• The percent of students who perceive college coursework emphasized the ability to “analyze the basic elements” has not changed in 3 years.  
• Faculty perceive that they exposed students to this skill more than students believe the college experience contributed to this skill. |
|---|
| Synthesizing and organizing ideas, information, or experiences in new ways? | • Students’ results may be lower than faculty’s since they may not understand the terminology and concepts as much as faculty do.  
• Faculty perceive that they exposed students to this skill more than students believe the college experience contributed to this skill. |
| Making judgments about the value or soundness of information, arguments, or methods? | • Students’ results may be lower than faculty’s since they may not understand the terminology and concepts as much as faculty do.  
• Faculty perceive that they exposed students to this skill more than students believe the college experience contributed to this skill. |
| Applying theories or concepts to practical problems or in new situations? | • Students’ results may be lower than faculty’s since they may not understand the terminology and concepts as much as faculty do.  
• Faculty perceive that they exposed students to this skill more than students believe the college experience contributed to this skill. |
| Having students use information they have read or heard to perform a new skill? | • Faculty perceive that they exposed students to this skill more than students believe the college experience contributed to this skill, but the gap is only 3%, which is an improvement from the gap in 2011 (7%).  
• The percent of faculty who perceive their course emphasized the ability to “analyze the basic elements” has not changed in 3 years. |
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<th>2.</th>
<th>Do the results indicate any strengths; if so, what are the strengths?</th>
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|    | • Overall, trends are positive for both faculty and students in terms of the mental activities emphasized in college coursework at BC.  
    | • Trends are positive. We need to continue to incorporate these activities in the courses we teach. |

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<th>3.</th>
<th>What concerns, if any, are raised by the results?</th>
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|    | • Overall, there is still a big gap between student and faculty perception of the extent to which coursework emphasizes these mental activities, expect in having students use information they have read or heard to perform a new skill.  
    | • Are there other perception tools available other than the CCSSE and CCFSSE?  
    | • What is the relevance of the self-reported perception in achieving the College’s mission and goals?  
    | • The fact that faculty’s reporting is higher for all activities is concerning because it may indicate that students are not aware of when they are doing these activities. It may also be that faculty are not explicitly teaching these skills. Faculty may think that they are teaching these skills, but they may not be conveying this to their students.  
    | • Do students truly understand the terminology? |

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<th>4.</th>
<th>What are some recommendations for using these results, in conjunction with the results from the student artifacts, to improve learning?</th>
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| Analyzing the basic elements of an idea, experience, or theory? | • Faculty can increase their expectations for students in all these areas. In addition, they can explicitly teach these skills in all the critical thinking activities.  
    | • Continue to increase awareness of terminology and skills among students through inclusion in courses and in key services to students (workshops, labs, orientations, etc.).  
    | • Create a toolbox to be able recognize and apply this skill. This “toolbox” would have a faculty component and a student component. The “toolbox” design would be a collaborative process among appropriate College stakeholders. The “faculty toolbox” would contain resources that faculty could adapt to their own specific discipline needs. The “student toolbox” would be a little more general. In both cases, the primary goal would be to achieve consistency with respect to development and measurement of critical thinking skills.  
    | • Incorporate the Degree Qualification Profile (DQP) Assignment Library as a resource for faculty http://www.assignmentlibrary.org/ |
| Synthesizing and organizing ideas, information, or experiences in new ways? | - Faculty can increase their expectations for students in all these areas. In addition, they can explicitly teach these skills in all the critical thinking activities.  
- Continue to increase awareness of terminology and skills among students through inclusion in courses and in key services to students (workshops, labs, orientations, etc.).  
- Create a toolbox to be able to recognize and apply this skill. (Toolbox described in 1st recommendation section.)  
- Incorporate the Degree Qualification Profile (DQP) Assignment Library as a resource for faculty [http://www.assignmentlibrary.org/](http://www.assignmentlibrary.org/) |
|---|---|
| Making judgments about the value or soundness of information, arguments, or methods? | - Faculty can increase their expectations for students in all these areas. In addition, they can explicitly teach these skills in all the critical thinking activities.  
- Continue to increase awareness of terminology and skills among students through inclusion in courses and in key services to students (workshops, labs, orientations, etc.).  
- Create a toolbox to be able to recognize and apply this skill. (Toolbox described in 1st recommendation section.)  
- Incorporate the Degree Qualification Profile (DQP) Assignment Library as a resource for faculty [http://www.assignmentlibrary.org/](http://www.assignmentlibrary.org/) |
| Applying theories or concepts to practical problems or in new situations? | - Faculty can increase their expectations for students in all these areas. In addition, they can explicitly teach these skills in all the critical thinking activities.  
- Continue to increase awareness of terminology and skills among students through inclusion in courses and in key services to students (workshops, labs, orientations, etc.).  
- Create a toolbox to be able to recognize and apply this skill. (Toolbox described in 1st recommendation section.)  
- Develop assignments that foster “new situations” around real-world experiences and/or project-based learning. |
| Having students use information they have read or heard to perform a new skill? | - Faculty can increase their expectations for students in all these areas. In addition, they can explicitly teach these skills in all the critical thinking activities.  
- Continue to increase awareness of terminology and skills among students through inclusion in courses and in key services to students (workshops, labs, orientations, etc.).  
- Create a toolbox to be able to recognize and apply this skill. (Toolbox described in 1st recommendation section.)  
- Work collaboratively with librarians to develop information literacy assignments that are content specific.  
- Incorporate the Degree Qualification Profile (DQP) Assignment Library as a resource for faculty [http://www.assignmentlibrary.org/](http://www.assignmentlibrary.org/) |