



ANNUAL REPORT 2018

Clemson Thinks²
Clemson University



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EXECUTIVE SUMMARY

The 2017-18 academic year was a very successful one for Clemson Thinks². We had a large growth in the number and diversity of courses offered, a very well-received Faculty Institute, an effective testing procedure, and the continuation and expansion of the CT² Faculty Scholars.

In the academic year 2017-18, 133 classes were conducted under the aegis of CT². Disciplines represented in 2017-18: Accounting, Agricultural, Education, Anthropology, Animal and Veterinary Sciences, Biosystems Engineering, Biological Sciences, Chemistry, Communications, Computer Science, Construction Science and Management, CU, Education, English, General Engineering, Environmental Engineering, Family and Consumer Sciences, Finance, Graphic Communications, Geology, Horticulture, Library, Mechanical Engineering, Nursing, Parks, Recreation, and Tourism Management, Physics and Astronomy, Political Science, Psychology, Public Health, Religion, Science and Technology in Society, Sociology, and Theatre. Thus, it may be seen, that participation in and enthusiasm for the CT² program continues to grow. We have reached every college and the desire to attend the Faculty Institute continues to grow. The registration for the Faculty Institute is conducted online. For the 2017-18 Faculty Institute, all seats were taken within an hour after the announcement email went out.

Twenty-five first-time faculty members attended the 2017 Faculty Institute. Six previous "graduates" of the Faculty Institute also attended and served as mentors: presenting on pedagogical techniques that worked (and did not work) in their classes, the designs of their syllabi etc. Seventeen different disciplines are represented at the 2014 Institute. The keynote presenter was Dr. Peter Facione, a noted expert in the field of critical thinking, and the president of Insight Assessment who provides our critical thinking tests. This was Dr. Facione's second visit to Clemson and his presentation was even better than before. Other notable presenters included: our own redoubtable Dr. Linda Nilson who spoke on curriculum, syllabus design, and critical thinking pedagogy, Ms. Anne Grant from the University Libraries presented on The Library and Critical Thinking. Dr. Ellen Vincent, one of our Faculty Scholars, presented on "CT² Alternate Views" and another Faculty Scholar, Lauren Duffy, presented along with her graduate student Garrett Sone, a paper of theirs that had recently been published: "Teaching for critical thinking: preparing hospitality and tourism students for

EXECUTIVE SUMMARY

careers in the twenty-first century. In response to the survey of the Institute administered to the participants at the end of the June session, 96% of the participants agreed that they would recommend the Faculty Institute to their colleagues.

In previous years, participants had complained about the cumbersome nature of the binders, books, and assorted handouts. To respond to this criticism, an improvement to the conduct of the 2015 and 2016 Faculty Institute was the provision of an electronic handheld pad to each participant. As efficient as this was, it still represented an additional expense and burden in having to prepare and load the pads with the materials. We moved to using the University's "Box" application solely for the 2017-18 Faculty Institute materials. Another issue concerning the Faculty Institute that we discovered from our surveys and interviews was the nature of the Madren Center as a venue. Many participants over the past three years have complained about the inadequate temperature regulation (usually too cold). In addition, the rooms in the Madren Center are not conducive to the intimate atmosphere that would enhance the proceedings. Other issues are the price of the facilities and the limit it puts on our catering. For the 2016-17 Faculty Institute, we contacted with the Osher Lifelong Learning Institute (OLLI) for the use of their facilities. Although this was a pleasant venue, the space was very limited and it was, geographically and perceptually, far from campus. For the 2017-18 Faculty Institute, the Director of the beautiful Watt Family Innovation Center offered us the use of the Watt Center. This new facility was ideal for the Institute: providing leading edge technology, lots of space, a fantastic dining area, and an exciting environment. We hope to use the Watt Family Innovation Center as a permanent home for the Faculty Institute.

The California Critical Thinking Skills Test (CCTST) instituted in the 2014-15 academic year, continues to be a great asset to data collection and analysis. For the CT² Office, the transition to the CCTST freed us from having to package, deliver, pickup, score, and ship off paper tests as well as having immediate access to the scores. Further, it allows us access to the scores of 100% of the students participating in the tests: something we could not do with the CAT test. Students seem to enjoy taking the test. This conclusion is reinforced by the observations of the director of CT² who often administers the tests to classes, and the testimony of the faculty.



EXECUTIVE SUMMARY

Twelve faculty members chosen the previous year to be CT² Faculty Scholars were continued for 2017-18 (mentioned above). Two scholars left the University. They were replaced by Dr. Candace Wiley of the English department and Dr. Kirby Player of CAFLS. All the Scholars are graduates of the Faculty Institute, have taught two or more semesters of successful CT² classes (as indicated by CT test scores and other evidence), have demonstrated their commitment to developing student CT skills, have a coherent philosophy of critical thinking pedagogy, and have submitted up to date credentials reflecting their abilities. In addition, the Faculty Scholars are expected to render a service to the program: serve on committees, present at the Faculty Institute, present at conferences etc.

In addition to the above, CT² is also responsible for the administration of the ETS Proficiency Profile to all incoming freshmen and a large sample of seniors (eventually all seniors). By “bookending” the administration of the test in this manner, the progress of individual students can be tracked. In addition, the critical thinking section of the PP provides another measure of the progress of students in CT skills. In Fall 2017, the CT² office (with the assistance of several of the CT² Faculty Scholars and personnel from Institutional Research) tested 3642 incoming freshmen. In Fall 2017 and Spring 2018, 1085 seniors were tested: a new record. The senior sample is substantially bigger than last year. We would like to continue this trend of achieving a greater senior sample each year. Since most of the senior testing is administered by personnel from the CT² office, it will be a difficulty for us to schedule more test sessions without additional assistance. The 2017-18 AY was the first time we extended senior testing to Fall and Spring semesters (in the past it was only done in Spring to avoid conflict with the freshman testing). The increased sample size in 2017-18 proves this is an effective approach (1085 seniors tested in 2017-18 vs. 634 in 2016-17). The departments that are participating are given the results for their seniors (and freshmen) and are enthusiastic about using the data for their assessment planning and reporting. Many departments are now seeing the wisdom of regular testing of their seniors as an important assessment measure for their continued quality improvement.

EXECUTIVE SUMMARY

The CT² program has made a big impact on campus since it was instituted. One hundred-seventy-five faculty members have participated in the Faculty Institute since it began in 2013. The table below illustrates the progress of the CT² program:

<i>Semester</i>	Number of Classes	Enrollment
<i>F12</i>	5	64
<i>F13</i>	11	412
<i>SP14</i>	21	494
<i>F14</i>	36	1090
<i>SP15</i>	32	1040
<i>F15</i>	49	1489
<i>SP16</i>	42	1116
<i>F16</i>	62	1991
<i>SP17</i>	53	1611
<i>SU17</i>	2	16
<i>F17</i>	79	2894
<i>SP18</i>	53	1899
<i>SU18</i>	1	9
<i>Total</i>	446	14125

Students are enjoying the classes and the test scores demonstrate progress in CT skills. Faculty are engaged and enthusiastic. I would say the CT² program probably offers the most "bang for the buck" of anything on campus. It must also be remembered that CT² is not only a student-development program but also a faculty-development program. We are excited about the future of our program and dedicated to continuous quality improvement.

EXECUTIVE SUMMARY



FACULTY FEEDBACK

"Thank you so much for bringing this to Clemson!"

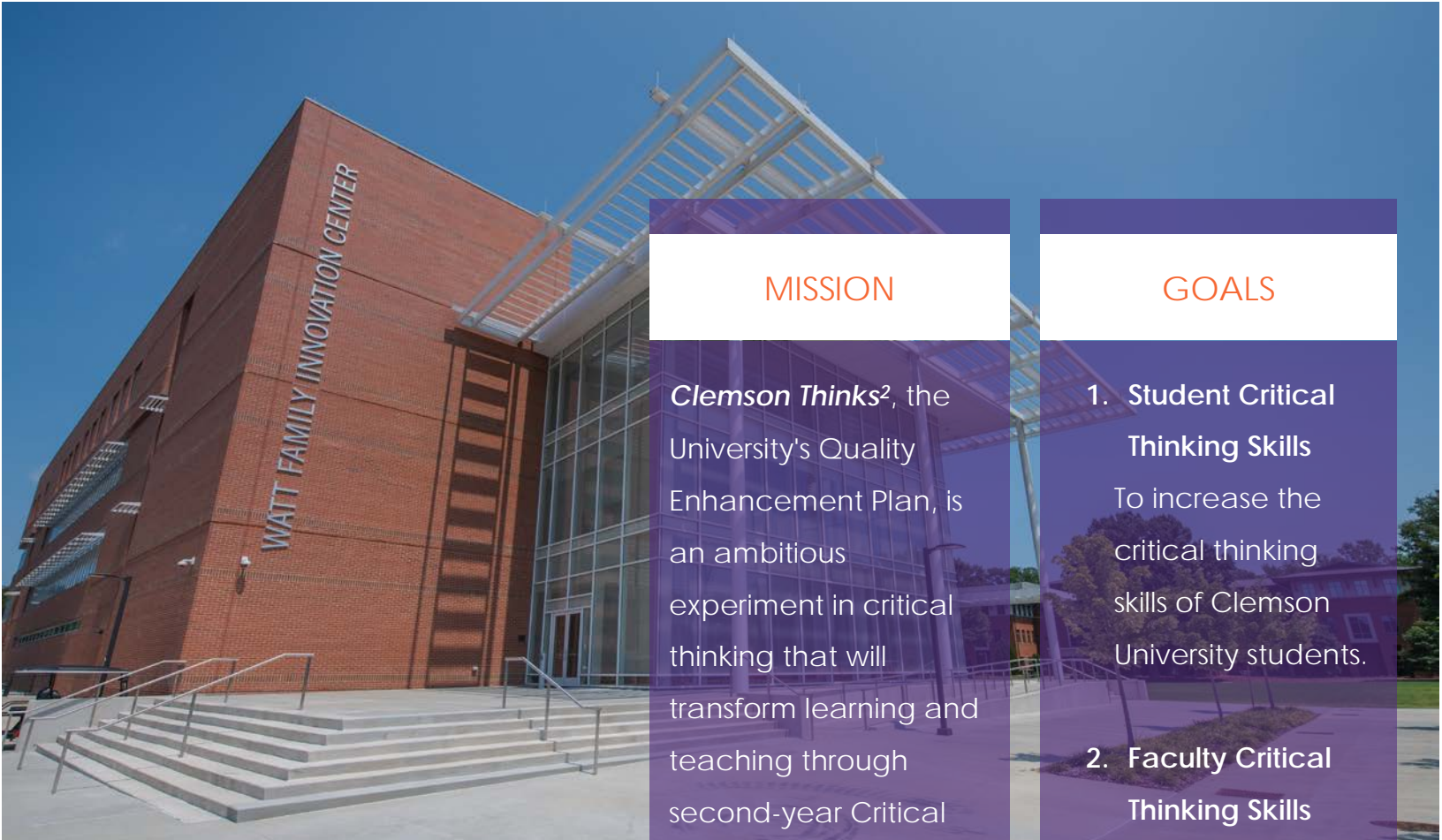
"Really enjoyed the opportunity to meet colleagues from across campus."

"Meeting other colleagues and learning from them/getting ideas from them. Everyone seems so eager to help, which makes me comfortable moving forward as I change my syllabus and class activities."

"The workshop was structured just perfectly. The speakers were inspirational and very engaging. Some of the shared stories were very helpful as they made it easier to connect many abstract concepts with real examples."



MISSION & GOALS



MISSION

Clemson Thinks², the University's Quality Enhancement Plan, is an ambitious experiment in critical thinking that will transform learning and teaching through second-year Critical Thinking (CT) Seminars, a cohort of CT faculty scholars, faculty development, rigorous assessment, and scholarly research.

GOALS

- 1. Student Critical Thinking Skills**
To increase the critical thinking skills of Clemson University students.
- 2. Faculty Critical Thinking Skills**
To increase the critical thinking pedagogical skills of faculty.

OUTCOMES

FALL 2017 PRE-TEST

<i>Skill/Attribute Name</i>	N	Mean	Median	Standard Deviation	SE Mean
<i>OVERALL</i>	2183	18.9	19	5.0	0.1
<i>Analysis</i>	2183	4.2	4	1.4	0
<i>Inference</i>	2183	10.0	10	2.7	0.1
<i>Evaluation</i>	2183	4.8	5	2.0	0
<i>Induction</i>	2183	10.0	10	2.5	0.1
<i>Deduction</i>	2183	8.9	9	3.1	0.1

OUTCOMES

<i>Skill/Attribute Name</i>	Minimum	Maximum	Quartile 1	Quartile 3
<i>OVERALL</i>	6	32	15	23
<i>Analysis</i>	0	7	3	5
<i>Inference</i>	1	16	8	12
<i>Evaluation</i>	0	10	3	6
<i>Induction</i>	1	16	8	12
<i>Deduction</i>	1	16	7	11

OUTCOMES

FALL 2017 POST-TEST

<i>Skill/Attribute Name</i>	N	Mean	Median	Standard Deviation	SE Mean
<i>OVERALL</i>	1976	18.8	19	5.0	0.1
<i>Analysis</i>	1976	4.1	4	1.4	0
<i>Inference</i>	1976	9.9	10	2.7	0.1
<i>Evaluation</i>	1976	4.8	5	2.0	0
<i>Induction</i>	1976	10.0	10	2.6	0.1
<i>Deduction</i>	1976	8.7	9	3.1	0.1

OUTCOMES

<i>Skill/Attribute Name</i>	Minimum	Maximum	Quartile 1	Quartile 3
<i>OVERALL</i>	4	31	16	23
<i>Analysis</i>	0	7	3	5
<i>Inference</i>	0	16	8	12
<i>Evaluation</i>	0	10	4	6
<i>Induction</i>	2	16	8	12
<i>Deduction</i>	0	17	7	12

OUTCOMES

SPRING 2018 PRE-TEST

<i>Skill/Attribute Name</i>	N	Mean	Median	Standard Deviation	SE Mean
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<i>OVERALL</i>	1351	19.2	19	4.9	0.1
<i>Analysis</i>	1351	4.3	4	1.4	0
<i>Inference</i>	1351	10.1	10	2.7	0.1
<i>Evaluation</i>	1351	4.9	5	2.0	0.1
<i>Induction</i>	1351	10.2	10	2.6	0.1
<i>Deduction</i>	1351	9.1	9	3.1	0.1

OUTCOMES

<i>Skill/Attribute Name</i>	Minimum	Maximum	Quartile 1	Quartile 3
<i>OVERALL</i>	4	32	16	23
<i>Analysis</i>	0	7	3	5
<i>Inference</i>	0	16	8	12
<i>Evaluation</i>	0	10	3	6
<i>Induction</i>	2	16	8	12
<i>Deduction</i>	1	17	7	11

OUTCOMES

SPRING 2018 POST-TEST

<i>Skill/Attribute Name</i>	N	Mean	Median	Standard Deviation	SE Mean
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<i>OVERALL</i>	1092	20.2	21	5.0	0.2
<i>Analysis</i>	1092	4.4	4	1.4	0
<i>Inference</i>	1092	10.6	11	2.7	0.1
<i>Evaluation</i>	1092	5.2	5	2.0	0.1
<i>Induction</i>	1092	10.5	11	2.5	0.1
<i>Deduction</i>	1092	9.7	10	3.2	0.1

OUTCOMES

<i>Skill/Attribute Name</i>	Minimum	Maximum	Quartile 1	Quartile 3
<i>OVERALL</i>	3	32	17	24
<i>Analysis</i>	0	7	3	5
<i>Inference</i>	1	16	9	13
<i>Evaluation</i>	0	10	4	7
<i>Induction</i>	1	16	9	12
<i>Deduction</i>	1	17	7	12

OUTCOMES

FALL 2017

Course Prefix Course Number: Section Number: Enrollment:
 (ARCH, PHIL, MATH,
 AVS etc.):

ANTH/BIOL	3510	1	38
BIOL	2040	1	40
BIOL	2040	2	40
BIOL	4410	1	100
BIOL	2000	1	19
CH	3300	001	65
CSM	1000	1	26
CSM	1000	2	27
CU	2010	1	30
EES	4860	1	26
ENGL	2120	3	30
ENGL	2120	13	30
ENGL	2150	400	29
ENGL	2150	401	29
ENSP	2000	2	57
ENSP	2000	3	57
NURS	1400	00	31
NURS	1400	1	31
PHYS	2080	1	166
POSC	4470	1	50
POSC	4500	1	25
SOC	4140	1	35
STS	1010	008	35

THEA	2100	003	32
COMM	2500	10	20
COMM	2500	18	20
COMM	2500	19	20
COMM	2500	23	20
COMM	3570	1	19
COMM	3570	2	19
HORT	3080	1	40
EDF	3020	002	19
ENSP	2000	1	47
FCS	8300	001, 002, 003, 004	11
HLTH	2020	001	19
HLTH	2020	002	19
HLTH	2020	003	19
STS	1010	2	35
ENGL	2130	4	28
ENGL	2150	17	28
ENGL	2150	23	28
ENGL	3140	5	22
ENGL	3140	19	22
ENGL	3040	019	19
BIOE	4120	001	22
BIOE	6120	001	19
GC	3400	1	40
ME	2040	003	42
ME	3070	001	60
PRTM	2290	001-009	130
FIN	2010	401	50
FIN	2010	402	60
FIN	2010	403	50
FIN	2010	405	50

FIN	2010	406	25
FIN	2010	407	50
FIN	2010	408	25
PHYS	1220	1	175
PHYS	1220	2	150
ANTH/BIOL	4230	001	11
AVS	4650		40
ENGR	2200	115	23
GEOG	2700	1	35
PRTM	4550	1	16
PRTM	8010	2	23
PSYC	3310	1	19
Psyc	3100	400	19
ENGL	3140	4	19
ENGL	3140	8	19
ENGL	3040	004	19
ENGL	3040	005	19
ENGL	3040	013	19
HEHD	3990, 4990	011, 007	11
PHYS	3250	001	17
BE	3200	001	18
BIOL	3020	1	40
EDML	8140 (8780)	001	5
ENSP	2000	005	45
LIB	3010	001	7
Total Enrollment:			2894

OUTCOMES

SPRING 2018

Course Prefix Course Number: Section Number: Enrollment:
 (ARCH, PHIL, MATH,
 AVS etc.):

Course Prefix	Course Number	Section Number	Enrollment
BIOL	2000	001	22
BIOL	6480	001	3
COMM	3570	001	25
COMM	2500	008	25
COMM	2500	012	25
COMM	2500	020	25
COMM	2500	030	25
EES	4860	001	30
ENGR	2200	117	30
ENSP	2000	001	55
ENSP	2000	003	57
ENSP	2000	004	40
GC	3400	001	40
HLTH	2020	001	18
PHYS	1220	001	86
PHYS	1220	002	210
POSC	4390	001	26
PRTM	4050	001	18
STS	1010	002	35
STS	1010	008	30
ENGL	2120	012	25
ENGL	2120	015	25
ENGL	3140	019	25

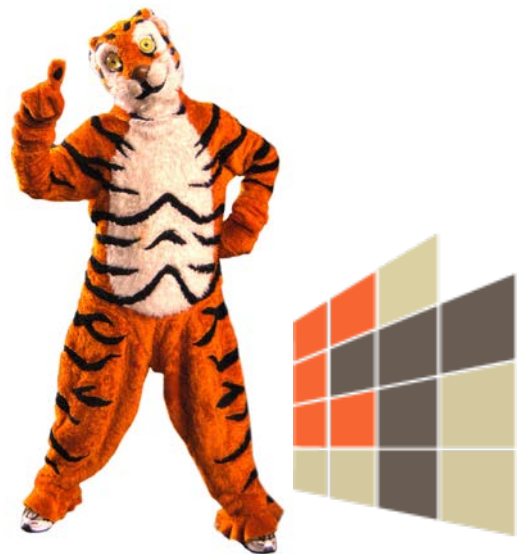
ENGL	3140	020	25
ENGL	1030	100	19
ENGL	2150	400	28
ENGL	2150	401	28
BIOL	4480	001	3
CH	4040	001	10
CH	6040	001	2
CH	4040	002	3
CPSC	2070	001	34
ENGR	2200	117	30
ENGR	2200	116	24
BIOL	2040	001	121
CSM	1000	001	28
CH	4500	001	23
AGED	4160	001	48
NURS	1400	001	35
NURS	1400	002	35
PSYC	3100	600	19
GC	2070	001	48
PRTM	2290	001	9
ANTH/BIOL	3510	001	40
CU	2010	001	30
LIB	3010	001	19
ME	3070	001	79
ME	2040	001	49
NURS	1400	003	31
NURS	1400	004	34
PLPA	2130	001	131
SPAN	3970	001	8
SPAN	3970	002	6
Total Enrollment:			1899

OUTCOMES

SUMMER 2018

Course Prefix Course Number: Section Number: Enrollment:
 (ARCH, PHIL, MATH,
 AVS etc.):

ENGR	2200	116	24
ENGR	2200	117	30
Total Enrollment			54



OUTCOMES

The keynote presenter, Dr. Peter Facione, received a 4.48 overall score in the survey of the attendees. Individual scores for Dr. Facione are:

<i>Field</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std Deviation</i>	<i>Variance</i>	<i>Count</i>	<i>Bottom 3 Box</i>	<i>Top 3 Box</i>
<i>The presenter was knowledgeable and competent</i>	3.00	5.00	4.88	0.42	0.18	26	3.85%	100.00%
<i>The presenter expressed information in terms I could understand</i>	4.00	5.00	4.85	0.36	0.13	26	0.00%	100.00%
<i>The information presented will help me to develop relevant coursework</i>	1.00	5.00	4.15	1.26	1.59	26	19.23%	84.62%
<i>The presenter welcomed comments and recommendations</i>	4.00	5.00	4.81	0.39	0.16	26	0.00%	100.00%
<i>The information presented will help me teach critical thinking</i>	1.00	5.00	4.27	1.13	1.27	26	19.23%	88.46%
<i>The presenter provided materials (activities or other resources) that I will use</i>	1.00	5.00	4.31	0.95	0.91	26	15.38%	96.15%

<i>The presenter was easy to communicate with</i>	4.00	5.00	4.77	0.42	0.18	26	0.00%	100.00%
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Other primary presenters received the following overall scores: (five-point 5= extremely satisfied 1=extremely dissatisfied)

Dr. Linda Nilson: 4.39

Dr. Ellen Vincent: 4.39

Ms. Anne Grant: 4.45

The group presentations received the following overall scores: (five-point 5= extremely satisfied 1=extremely dissatisfied)

Syllabus/Experience Presenters: 4.40

Pedagogy/Experience Presenters: 4.19

OUTCOMES

In response to the question: "Please indicate the impact that the CT² Faculty Institute will have on your approach to critical thinking course development and teaching." The scores were: (five-point 5= extremely satisfied 1=extremely dissatisfied)

<i>Field</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std Deviation</i>	<i>Variance</i>	<i>Count</i>	<i>Bottom 3 Box</i>	<i>Top 3 Box</i>
<i>Student learning outcomes</i>	1.00	5.00	4.19	0.96	0.92	26	19.23%	96.15%
<i>Student engagement</i>	1.00	5.00	4.19	0.92	0.85	26	15.38%	96.15%
<i>Critical thinking</i>	4.00	5.00	4.69	0.46	0.21	26	0.00%	100.00%
<i>Assessment</i>	1.00	5.00	3.73	0.98	0.97	26	30.77%	88.46%
<i>How to monitor and assess students' critical thinking progress</i>	1.00	5.00	4.00	0.88	0.77	26	11.54%	92.31%
<i>My ability to prepare students to communicate</i>	1.00	5.00	3.62	0.84	0.70	26	34.62%	92.31%
<i>Rubrics</i>	1.00	5.00	3.81	0.83	0.69	26	26.92%	96.15%

<i>How to adopt new and innovative ideas for teaching</i>	1.00	5.00	4.27	0.90	0.81	26	11.54%	96.15%
<i>How to incorporate student engagement in critical thinking courses</i>	1.00	5.00	4.19	0.88	0.77	26	11.54%	96.15%
<i>How to develop classroom activities</i>	1.00	5.00	4.08	0.87	0.76	26	15.38%	96.15%
<i>Learning (cognition)</i>	1.00	5.00	3.65	1.00	1.00	26	26.92%	88.46%
<i>How to formulate good student learning outcomes</i>	1.00	5.00	3.85	0.95	0.90	26	26.92%	92.31%
<i>Artifacts</i>	1.00	5.00	3.38	1.08	1.16	26	42.31%	84.62%
<i>How to modify my syllabus to reflect a CT² course</i>	1.00	5.00	4.38	0.84	0.70	26	3.85%	96.15%

OUTCOMES

Please indicate your satisfaction with each of the following items related to the Institute.

<i>Field</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std Deviation</i>	<i>Variance</i>	<i>Count</i>	<i>Bottom 3 Box</i>	<i>Top 3 Box</i>
<i>Timing of Institute - month</i>	4.00	5.00	4.69	0.46	0.21	26	0.00%	100.00%
<i>Length of Institute - # days</i>	2.00	5.00	4.50	0.75	0.56	26	7.69%	96.15%
<i>Length of Institute - # meeting hours per day</i>	2.00	5.00	4.31	0.82	0.67	26	15.38%	96.15%
<i>Knowledge and competency of Institute presenters</i>	1.00	5.00	4.42	1.12	1.24	26	15.38%	88.46%
<i>Organization of Institute course materials and activities</i>	2.00	5.00	4.54	0.75	0.56	26	7.69%	96.15%

<i>Opportunities to network with other critical thinking instructors</i>	1.00	5.00	4.35	1.14	1.30	26	19.23%	88.46%
<i>Meals and refreshments</i>	3.00	5.00	4.81	0.48	0.23	26	3.85%	100.00%
<i>Watt meeting facilities (cleanliness, temperature)</i>	1.00	5.00	4.46	1.01	1.02	26	11.54%	92.31%
<i>Technology (services, support)</i>	1.00	5.00	4.65	0.83	0.69	26	3.85%	96.15%
<i>The Institute overall</i>	2.00	5.00	4.58	0.74	0.55	26	7.69%	96.15%

USE OF RESULTS

Using the results from the 2017-18 Faculty Institute, we sought out a new venue for the Institute. Our two previous venues: the Madren Center and the Osher Life-Long Learning Institute had serious drawbacks as effective sites for the Institute. Major issues with these venues were: poor temperature control, lack of accessibility, high cost, and inadequate technology. We approached the Director of the Watt Family Innovation Center about allowing us to hold the 2017-18 Faculty Institute in Watt. He graciously consented. The Watt Center proved to be an excellent location for our Institute. Further, the Watt cafe area provided a wonderful place for the participants to relax and interact during the lunch break. We would like to make the Watt Center the permanent location for the Faculty Institute. The 2018-19 Faculty Institute was held for the second year at Watt and it continues to exceed our expectations.

The artifact collection/evaluation process continues to be a slow, tedious process that is consuming a great deal of time and providing limited useful results. In Fall 2018 we will develop a standardized type of artifact that will be short, easy to evaluate, adaptable to all disciplines, and useful to the student as a critical thinking exercise. The one-page persuasive paper that the Horticulture 3080 students have to do is an excellent example of what we want to do.

The expansion of the senior ETS Proficiency Profile testing to cover both Fall and Spring semesters (previously only Spring) has yielded excellent results. In the 2017-18 AY we set a record of students taking the test: 1085.

SUMMARY & CONCLUSION

Contributions to the Institution

1. Trained 25 faculty members in effective critical thinking pedagogy at the 2017 Clemson Thinks² Faculty Institute.
2. 4802 students participated in CT² courses academic year 2017-18.
3. 133 classes conducted in 2017-18 with CT² affiliation.

Highlights

1. 2017 CT² Faculty Institute: Dr. Facione, keynote presenter. There were 25 attendees.
2. Continuance of first class of CT² Faculty Scholars and addition of two new members: Dr. Candace Wiley of English and Dr. Kirby Player of CAFLS.
3. Growth of program: 133 sections of CT² in 2017-18 academic year. There were 4802 students enrolled in CT² classes (118 sections of CT² in 2016-17 academic year and 3618 students enrolled in CT² classes in 2016-17 AY).
4. First use of Watt Family Innovation Center as Faculty Institute venue.
5. 1085 seniors tested with the ETS Proficiency Profile (new record).

Teaching Activities

Director performed numerous guest lectureships on critical thinking in classes and in the Academic Success Center.

Research and Scholarly Activities

The Director presented "Assessing Critical Thinking Skills" at the SACSCOC Annual Conference in Dallas, TX, December 2017.

SUMMARY & CONCLUSION

Challenges

The program has grown immensely in five years with the same funding level with which it started - a great challenge. We are very conscious of our budget in all matters so that the money we have goes to where it is most important: in the classroom and Faculty Institute. We had an action plan to find a new venue for the Faculty Institute. In 2016-17, we moved the Faculty Institute off-campus to the Osher Lifelong Learning Center (OLLI) in Patrick Square. Although the facility worked well enough, the space was very limited, the technology was minimal, and there was a sense of not being at Clemson. For the 2017-18 Faculty Institute we utilized the Watt Family Innovation Center on campus. It is located centrally on campus, has excellent useable space, and is substantially less expensive than the Madren Center or OLLI. The exhilarating atmosphere in the Watt Center contributed greatly to the excitement of the Institute. The excellent dining facilities in the Watt cafe provided a restful area conducive to participant interaction. We used ARAMARK on campus as the caterer and the meals were very highly rated. We are very excited that for the 2018-19 Faculty Institute we will be using the Watt Family Innovation Center again as our venue.

We would like very much to expand the number of Faculty Scholars. We believe this is a very important element in the success of CT². The faculty who have offered CT² classes have done a great deal of extra work to incorporate the CT emphasis into their curriculum and this is one method to reward them. Additionally, giving them professional development funds allows them to hone and expand their skills - which gives us better faculty members. The funds provided to the Faculty Scholars thus far has permitted, for example, one faculty member to deliver two papers at conferences in Italy and another faculty member to present papers twice at the annual critical thinking conference at the Institute for Critical Thinking in Berkeley, California. In 2017-18 we added two Faculty Scholars to replace the scholars who left the University. We plan to continue all the current Faculty Scholars and we would like to add, at least, 4 more for the 2018-19 academic year.

SUMMARY & CONCLUSION

One problem in our office is person power and this is, also, related to funding. Our esteemed graduate assistant had to do an internship in the Redfern Health Center on campus for Spring semester. Thus we were mostly without her services for the remainder of the academic year. She was the primary individual taken with the analysis of the CT scores (tests and artifacts) from the classes. Thus, this aspect of our program was not been getting the attention it needed. We hired a new graduate assistant for the 2018-19 year to get this back on track. Further, as we have substantially ramped up the testing of seniors with the ETS Proficiency Profile, the personnel of the office are often (usually) the people administering the tests. Since we are administering many of the senior tests (as well as all the freshmen testing) we have a good quality control on the test environment and an excellent source of information to assess the effectiveness of the testing procedures. In the 2017-18 AY we tested a record number of seniors: 1085 in 49 classes. However, as we expand the tests of seniors with the ETS PP, this is an additional drain on our budget, since each test is \$11.



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