

	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>		
Total N (which varies somewhat question-by-question)	661	712	800	890		
Paired submissions						
Occurrence of Growth as a Thinker (Percent of later work judged "Better")	70%	63%	63%	70%	NC	mediocre
Quality of Critical Thinking in Later Work (Percent judged as "Weak" or "None")	22%	29%	33%	28%	Slight Decline	poor
Accuracy of Student Self-Assessment ("None" or "Weak" as Judged by Faculty)	32%	41%	47%	53%	Major Decline	abysmal
Interdisciplinary Thinking ("Competent" or "Strong" Evidence) (Score of '3' or higher 1998 and after)	13%	13%	6%	6%	SD	abysmal
Quantitative Reasoning, Application of (Percent Judged "Not Adequate") (Score of 0, .5 or 1, 1998 and after)	42%	41%	59%	52%	SD	abysmal
Logical Reasoning, Effective Use of (Percent "Weak" or "No Evidence")	NR	56%	NR			
Scientific Reasoning, Application of (Percent Judged "Not Adequate") (Score of 0 or 1, 1998 and after)	29%	10%	55%	63%	MD	abysmal
Aesthetic Analysis and Evaluation						
Aesthetic Analysis (Percent Judged "No Evidence" or "Weak")	45%	33%	57%	50%	SD	abysmal
Aesthetic Evaluation (Percent Judged "No Evidence" or "Weak")	60%	76%	72%	68%	SD	abysmal
Holistic Impression of Aesthetic Reasoning (Percent Judged "No Evidence" or "Weak")	65%	67%	58%	55%	Decline	abysmal
Cover Letters						
Attitude Toward Portfolio Process (Percent "Positive") [Alternatives were 'Mixed', 'Neg.' and NR]	55%	51%	45%	47%	SD	poor
Attitude Towards Education at Truman (Percent "Positive") [Alternatives were 'Mixed', 'Neg.' and NR]	67%	67%	57%	60%	SD	poor
Evidence of Self-Assessment (Percent "Yes, With Findings") [See Almanac for explanation]	37%	40%	35%	33%	SD	poor

#### Portfolios

12 measures reported out

11 of the 12 showed a decline in the quality of student thinking in 1999 compared with 1996

the 12th measure was unchanged.

Given the quality of students enrolled by high school GPA and ACT scores, all 12 measures reflect poor to abysmal performance