

2012-13 Annual Assessment Summary Report
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Executive Summary

The Institutional Effectiveness Office, with the technical and administrative assistance of
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General Education Assessments

The University administers three (3) primary instruments to assess its general education outcomes. Over time, the Student Assessment and Learning Committee developed a structure for the assessment that provides information about change or growth in individuals over time through a pretest-posttest design. At new student transition activities, the entering class of students (first-time freshmen and transfer students) are split randomly into three groups, each of which tests on one of the following instruments to provide baseline information related to individuals and the entering cohort. At the end of the junior year, the students are then retested on the same instrument, and the results are analyzed to determine the growth of individuals and change in average scores. Individual scores and cohort averages are provided as feedback to the pretest and posttest groups through a letter.

With the adoption of new student learning outcomes and the new university core targeted toward outcome, the general assessment strategy and process need to be developed, especially as the first year curriculum was implemented in fall 2012 with second year courses planned for fall 2013.

Ethnocentrism

For several years the _____ has been administered to incoming freshmen and again to juniors, although the rationale for its administration has been imprecise at best, and results not reviewed systematically, or the data utilized in designing programs or implementing corrective action. The _____ is not widely utilized in research practice.

The _____, composed of 18 items of which 12 are positively worded and scored while 6 are negatively worded and scored, measures a generalized tendency to “view . . . one’s country . . . (as) the center of the universe,” or to see and interpret those from other cultures and backgrounds through the lens of one’s own cultural assumptions, preferences, and values. High scores indicate a generalized prejudice against individuals with alternate ethnicity, orientation, or religiosity and portray some degree of favoritism for in-groups and stereotyping of out-groups, often negative.

The _____ was administered to one cohort of freshmen during the new student orientation. Eighty-two (82) participated in the assessment; of those 18 answered all questions, while 64 failed to respond to all items. Those who completed all questions had an average score of 46.8, while those who missed items had an average score of 49.0. However, both are significantly lower than those who completed the scale in fall 2011, indicating an overall lower level of prejudice and tendency to think of others in one’s one ethnic perspective. The number leaving items unanswered remains a concern as does the relationship between the instrument, learning outcomes, and instructional activities.

ETS Proficiency Profile (Entering Students)

One hundred twenty-three (123) entering students completed the ETS _____ in fall 2012; one was excluded from the data analysis because of score irregularities. The following table presents the national average scores, MVNU’s entering student averages, and the percentile equivalents based on the entering freshmen, no hours completed, baccalaureate college norms covering July 2007 through June 2012.

	Skills Subscores					Context-based Subscores		
	Total	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
National Freshman Average	436.4	109.7	115.3	112.8	111.6	112.8	111.4	113.2
MVNU Freshman Average	442.4	111.1	116.0	114.2	114.6	113.6	112.1	114.0
National Freshman Percentile Equivalent	67 th	62 nd	53 rd	56 th	67 th	54 th	53 rd	53 rd

Overall the MVNU entering students in fall 2012 were similar in ability to their peers in the Baccalaureate (Liberal Arts) Colleges I and II classification that constitutes the University’s comparison group. They performed slightly above peers nationally on the total score and six (6) of the seven (7) subscores. The general tendency was for the fall 2011 entering cohort to perform better than their MVNU peers from previous years. This is consistent with the entering ACT composite score exceeding prior cohorts. MVNU’s scores remain stable across time.

Test of Bible Knowledge (Entering Students)

One hundred sixteen (116) traditional students completed the _____ during the new student transition activities as a pretest in fall 2012. As juniors the same students will complete the test as a posttest. The pretest and posttest scores give the University significant information on the degree of growth in Bible knowledge that students demonstrate during the MVNU educational experience.

The following table summarizes the 2012 entering class profile on the _____.

Average Score	Highest Score	Lowest Score	
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	Pretest Average	Posttest Average	Average Change
Old Testament	28.4	32.7	+4.3*
New Testament	23.8	28.7	+4.8*
Total	52.3	61.4	+9.1*

*The differences were statistically significant, using a paired-comparison t-test ($p < .001$).

Department Assessment using Nationally Developed Instruments

ACAT in Art

Eight (8) seniors pursuing the art or visual arts education majors completed the

The spring 2013 cohort was tested on June 18 with thirteen (13) completing the program assessment.

	Diversity	Populations at Risk	Social and Economic Justice	Values and Ethics	Policies and Services	Social Work Practice	Human Behavior in the Social Environment	Research Methods	Total
Cohort Average	458	501	497	540	548	528	501	498	513
Percentile Equivalent	34 th	50 th	49 th	66 th	68 th	61 st	50 th	49 th	55 th

Subscore	MVNU Average	National Average	MVNU Percentile
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