

2012-13 Annual Assessment Summary Report

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Executive Summary

The Institutional Effectiveness Office, with the technical and administrative assistance of the University's Test Center, coordinates several student learning outcomes assessments annually. The student outcomes testing program involves three (3) groups of students. [1] Students entering the traditional undergraduate program complete one of three (3) general education assessments during the new student transition activities. One-third are randomly assigned to complete the *Test of Bible Knowledge*, another third completes the *Defining Issues Test (DIT-2)*, while the final third completes the Educational Testing Service (ETS) *Proficiency Profile*. [2] These pretests serve as baselines for determining the growth or change occurring between entry and the junior year, when they complete these same instruments again in a posttest setting. [3] End-of-program assessments employ multiple evaluation methodologies. When nationally developed instruments do not exist for specific disciplines or if the department judges that the national instruments do not align well with the department's curriculum, departments have developed local instruments, which they and/or the Test Center personnel administer during the spring semester of the senior year.

Other departments utilize nationally developed and normed instruments for assessing the students' mastery of disciplinary content and/or skills. Some employ one of the *Area Concentration Achievement Tests (ACAT)* series from PACAT, Inc. of Clarksville, Tennessee (<http://www.collegeoutcomes.com>). Others rely on the *Major Field Test (MFT)* series from Educational Testing Service (ETS, <http://www.ets.org>), business tests from Ivy Software (<http://www.ivysoftware.com/#tests>) or the Praxis II series from ETS (<http://www.ets.org/praxis/about/praxisii>). As a general rule, the practice has been to recommend that department performance target or benchmark the 50th percentile or national average as the minimum measure of effective departmental performance, given that on admission tests MVNU's entering students generally score at or slightly higher than national college-bound norms.

As a general rule Mount Vernon Nazarene University first-time freshmen are competitive with their peers outside the University, and are competitive with their peers when they graduate at the end of four years. There is significant growth from the freshmen year to the junior year in general education, and MVNU juniors improve their rank during that period of time. For those end-of-program assessments that have national norms, there is no discernible pattern of overall performance; there is significant variation between individuals, between cohorts from year to year, and variation between MVNU programs.

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.

Defining Issues Test (Entering Students)

The *Defining Issues Test* (version 2, *DIT-2*), developed and administered by the Center for the Study of Ethical Development at the University of Minnesota, presents information on the moral schemas students employ in moral decision-making. Three (3) general scores are reported along with more technical indices. [1] The personal interest schema score reflects the individual's focus on direct advantage to the actor, simple exchanges of favor for favor, the good or evil intentions of the parties, maintaining friendships and good relationships, and maintaining the approval of others. [2] The maintaining norms schema score is directed toward maintaining the existing legal system, maintaining existing roles and formal organizational structure. [3] The post-conventional schema score focuses on organizing society by consensus, insisting on due process, safeguarding basic human rights, and appealing to ethical ideals. N2 is a calculated score that prioritizes post-conventional schema and minimizes the weight given to simplistic thinking, theoretically presenting a more highly principled ethical decision-making capacity.

In fall 2012 during new student transition activities the *DIT-2* was completed by 83 students entering the traditional undergraduate program; most were first-time freshmen with a small contingent of transfer students. The average scores are presented below with the national freshman averages.

Group	DIT-2 Scores			
	Personal Interest	Maintain Norms	Post-conventional	N2
MVNU Freshman Average	24.8	42.4	28.6	27.4
National Freshman Average	28.5	33.6	32.2	31.1

As a group MVNU's entering students are most likely to make their moral decisions by reference to maintaining group norms and less by either a sole concern for their own personal interests, or by employing more principled ethical schemas. This pattern is replicated across several years of entering students, and is likely to evidence the role of the faith community as a significant moral and ethical force.

Ethnocentrism

For several years the *Ethnocentrism Scale* 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 *Ethnocentrism Scale* is not widely utilized in research practice.

The *Ethnocentrism Scale*, 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 *Ethnocentrism Scale* 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 Proficiency Profile* 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 *Test of Bible Knowledge* 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 *Test of Bible Knowledge*.

	Average Score	Highest Score	Lowest Score	Total Possible
Old Testament	27.6	52	9	53
New Testament	23.3	41	6	47
Total	50.9	93	17	100

Items 1-53 are from the Old Testament and 54-100 cover New Testament information. The entering Bible knowledge of incoming students, their testing motivation, or both, vary significantly from student to student. The scores for the new students entering in fall 2012 were very similar to those entering in fall 2011.

Defining Issues Test (Juniors)

During the spring 2013 testing period, 105 MVNU juniors completed the *Defining Issues Test*, of which 100 had usable scores. The average scores and the national average scores for juniors are presented below.

Group	DIT-2 Scores			
	Personal Interest	Maintain Norms	Post-conventional	N2
MVNU Junior Average	23.4	38.5	33.9	33.3
National Junior Average	27.4	32.9	34.5	32.7

MVNU juniors were less likely to base moral decisions on factors of personal interest or benefit than juniors nationally, but they were more likely to give consideration to legal, organizational, and social norms than their peers, showing a high degree of social norm awareness. However, they were slightly less likely to make post-conventional principled decisions. However, the lower personal interest element helped elevate the N2 score to above the national peer group, which could be considered evidence of the overall effectiveness of university efforts on ethical and moral education.

Ethnocentrism

One hundred and five (105) juniors completed the *Ethnocentrism Scale* with a group average of 47.1, significantly below the average of 63.4 in spring 2012; thus they were less centered in their own culture’s orientation than previous juniors. The scores ranged from 36 to 62, although the actual range possible lies between 18 and 90. Most juniors (69) left one or more item unanswered; the average of those with incomplete answers was 48.0; while the average for the 36 juniors that responded to each item was 45.3.

ETS Proficiency Profile (Juniors)

In spring 2013 89 juniors completed the *ETS Proficiency Profile*, 89 of which had previously completed the instrument as a pretest; most completed the pretest in fall 2010. The following table compares the pretest and posttest averages and shows a pattern of significant improvement over time.

	Pretest Average	Posttest Average	Change
Total	439.9	449.7	+9.8

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

Additional details on skills and context-based subscores are presented in the following table.

	Skills Subscores					Context-Based Subscores		
	Total	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
National Junior Average	442.0	111.6	117.5	113.9	112.4	114.6	113.3	114.9
MVNU Junior Average	449.7	113.5	118.4	116.3	115.2	116.8	113.3	116.7
National Junior Percentile Equivalent	67 th	59 th	47 th	64 th	65 th	59 th	47 th	54 th

ETS updates the norm tables as more students complete the specific edition of the *Proficiency Profile*. The norms referenced in the table above are based on students tested between July 2007 and June 2012 and involves 13,737 juniors attending baccalaureate (liberal arts) colleges (I and II).

The MVNU juniors performed at or above the national average on the total score and all subscores. However, due to the asymmetric shape and concentration of scores in reading and social sciences, MVNU juniors scored just below the 50th percentile. This general weakness in reading has been evident in several previous years' data.

Test of Bible Knowledge (Juniors)

In spring 2013 78 juniors completed the *Test of Bible Knowledge* (posttest), all of whom had completed the pretest upon entering; most entered in fall 2010. The distribution of scores and the average subscores and total scores are provided in the table below. Of those completing both the pretest and posttest, 63 (81%) improved on the total score, 3 (4%) remained at the same level, and 12 (15%) declined in performance. The 2013 cohort scored slightly below the 2012 cohort on each score.

	Average Score	Highest Score	Lowest Score	Total Possible
Old Testament	32.7	53	17	53
New Testament	27.7	42	13	47
Total	60.4	92	31	100

The testing protocol provides for pretest-posttest comparisons. For those students who completed both the pretest and posttest, the following table summarizes the average subscores, total scores, and change from the freshman to the junior year.

	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 ($p < .001$).

The totality of the MVNU experience (e.g., academic, campus ministries, etc.) provides for some growth in Bible knowledge, especially considering that a significant portion of freshmen complete the Bible course during the freshman year, with as much as two years between the Bible course and the posttest (a forgetting curve).

Department Assessment using Locally Developed Instruments

Academic departments are encouraged to utilize nationally normed (standardized) instruments whenever possible for determining the level of mastery of valued content and skills of seniors for a component in an end-of-program assessment. If the department's curriculum follows that commonly found in other colleges and universities, the national instruments provide a reference point and/or benchmark for how the department's students compare with those on the national scene. However, for some disciplines, national examinations are lacking. For other programs, the program goals, objectives, and curriculum are distinctively different from common practice. In these cases, academic departments at Mount Vernon Nazarene University have developed and employed locally developed instruments. A table follows that details the discipline, number of students participating in the assessment, and performance information.

Discipline or Department	Number of Students Completing the Examination	Possible Points	Average Points Earned
Biblical Studies	1	133	93.0
Christian Education	4	185	96.3
Church Music	1	20	15.0
Communication	2	100	66.5
Exercise Studies	7	120	77.1
Graphic Design	11	50	37.4
Intercultural Studies	4	127	77.5
Journalism	2	100	49.0
Music and Worship	1	153	70.0
Philosophy	2	163	62.0
Public Relations	3	100	57.0
Religion	10	142	97.1
Sports Management	6	120	69.3
Video Broadcasting	4	100	70.3

The number of students completing the examinations, the difficulty level of the items, and the lack of correlation between the locally developed test scores and external information render it difficult to interpret quality of programs. The best information available is the relative performance of individuals within the cohort and the trends across time, if there were not significant revisions of the examinations.

Department Assessment using Nationally Developed Instruments

ACAT in Art

Eight (8) seniors pursuing the art or visual arts education majors completed the *ACAT in Art*. The average subscores, average total score, and the average total score percentile equivalent are presented in the following table. The ACAT scores are calculated as standard scores where 500 is the average over time and the standard deviation is 100.

Five of eight students scored above 500 on the overall score. As a group, then, MVNU art graduates in 2013 exceeded the national peer group average, performing at the 63rd percentile. For this particular cohort, their strength lay in general design and studio art, above their performance in the history of art.

	History of Art	General Design	Studio Art	Overall
Cohort Average	483	559	527	533
Percentile Equivalent	43 rd	72 nd	61 st	63 rd

ACAT in Biology

For several years, the Biology Departments employed the *ETS Major Field Test in Biology* to seniors, then replaced it by a departmentally developed one. The later one did not provide comparison or context information with peer institutions. For three years now the department has utilized the *ACAT in Biology*, and selected from available subscales to compose the test with five (5) subdisciplines.

Twelve (12) biology majors completed the test in spring 2013. The following table presents the cohort averages on subscores and total score, and the equivalent total score percentile.

	Ecology	Genetics	Invertebrate Zoology	Vertebrate Zoology	Vascular and Non-vascular Plants	Overall
Cohort Average	539	558	487	615	490	520
Percentile Equivalent	65 th	72 nd	45 th	87 th	46 th	58 th

Each of these exceeds the average from the 2012 cohort. The strength of the students lay in ecology, genetics, and vertebrate zoology, where they have more course work than in invertebrates and plants.

ACAT in History

The History Department requires the history and integrated social studies education seniors to complete the *ACAT in History*. ACAT provides departmental options on the subdisciplines and related subscores, and the History Department selected the option of 10 subdisciplines. During 2012-13 three (3) seniors completed the end-of-program assessment. The following table presents the cohort averages on subscores and total scores, and the equivalent total score percentile.

	U. S. 1820 to 1890	U. S. Colonial to 1763	U. S. 1890 to 1940	U. S. 1763 to 1820	U. S. 1940 to present	European Ancient	European Early Modern	French Revolution and Napoleon	European Medieval	European Modern to Present	Overall
Cohort Average	490	534	548	475	532	539	597	492	574	682	574
National Percent- ile	46 th	63 rd	68 th	40 th	63 rd	65 th	83 rd	47 th	77 th	97 th	77 th

In terms of overall performance, the 2013 cohort improved over the 2012 cohort in seven (7) of the ten (10) subscores as well as on the total score, and the total score percentile equivalent increased from the 46th to the 77th percentile. Spring 2013 was the third year for the History Department's use of the *ACAT in History*. The small sample sizes warrant caution in trend determination.

ACAT in Social Work

The Social Work Department offers programs for two (2) types of social work students: traditional undergraduate and degree-completion students. Ten (10) traditional seniors in social work completed the *ACAT in Social Work* in 2012-13; eight (8) were female and two (2) were male. The following table presents the subdisciplines, average subscores, the total score, and the equivalent percentile of that total score.

	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	Overall
Cohort Average	485	477	493	518	538	506	474	556	510
Percentile Equivalent	44 th	41 st	47 th	57 th	65 th	52 nd	40 th	71 st	54 th

Five (5) of the subscores improved over 2011-12; these included populations at risk, social and economic justice, values and ethics, and research methods. There was improvement on the overall score over previous cohorts, as well. In terms of strength of subscales, the group performed at or above the 50th percentile in the areas of values and ethics, policies and services, social work practices, and research methods, and on the overall score.

The Social Work Department administered the *ACAT in Social Work* to its degree-completion seniors (27 students – 26 females and 1 male) in fall 2012. The following table presents the performance of those combined fall degree-completion cohorts.

	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	488	490	568	552	498	510	517
Percent- ile Equivalent	43 rd	50 th	45 th	46 th	75 th	70 th	49 th	54 th	57 th

As transfer students members of the degree-completion cohorts brought different educational and curricular experience to the program. In general the fall 12 seniors improved over previous cohorts, met or exceeded the national average on four of eight subtests as well as on the total score.

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

There is general improvement from the 2012 cohorts, yet some subscores remain below the national mean.

ETS Major Field Test in Business (BBA degree-completion students)

Prior to fall 2012 the Jetter School of Business tested in BBA degree-completion students with the *ETS Major Field Test in Business*. The scores were not as strong as the school anticipated, which prompted faculty to begin a review whether the test aligns well with instructional objectives and to begin a search for alternate assessment instruments. As a consequence the BBA students were not tested in 2012-13.

ETS Major Field Test in Business (traditional undergraduate students)

Twenty-six (26) graduates in the Business Department completed the *Major Field Test in Business* in 2012-13. The cohort’s average total score was 153.5 and corresponds to the 49th percentile; the cohort matched the average baccalaureate level business student nationally, and was improved over the 2012 cohort.

The following table provides the assessment indicators, the average number of items mastered by the 2013 cohort, and the national percentile equivalents as a reference point.

Assessment Indicator	Average Number of Correct Items	Percentile Equivalent
Accounting	48	65 th
Economics	44	44 th
Management	63	78 th
Quantitative Business Analysis	35	6 th
Finance	47	71 st
Marketing	58	58 th
Legal and Social Environment	65	96 th
Information Systems	46	33 rd
International Issues	54	51 st

As a group, the cohort of traditional undergraduate business students matched or exceeded the 50th percentile on six (6) of the nine (9) assessment indicators, demonstrating that when compared to other undergraduate business students, they are at or above the national average in those subdisciplines. Results of these assessment indicators do vary from the pattern of previous years.

ETS Major Field Test in Chemistry

Three (3) MVNU students completed the chemistry examination in spring 2013. However, ETS procedures do not provide subscore and assessment indicator reports unless a minimum of five (5) individuals complete the assessment. The cohort will remain open through spring 2014 to facilitate the more detailed student performance analysis.

ETS Major Field Test in Computer Science

Three (3) MVNU students completed the computer science examination in spring 2013. However, ETS procedures do not provide subscore and assessment indicator reports unless a minimum of five (5) individuals complete the assessment. The cohort will remain open through spring 2014 to facilitate the more detailed student performance analysis.

ETS Major Field Test in Criminal Justice

Fourteen (14) criminal justice graduates completed the *ETS Major Field Test in Criminal Justice*. Collectively the graduates performed well when comparing their total and subscores with their peers on the national scene. The cohort's total score average of 163.7 was above the national average of 153.6; the cohort's equivalent average was the 66th percentile on the national scene. Ten of the fourteen scored at or above the national average.

Like the majority of *ETS Major Field Tests*, the criminal justice examination presents assessment indicators to provide students and departments with additional feedback about the mastery of specific content areas within the larger criminal justice field. The following table summarizes the average number of correct items on each indicator, and the percentile equivalent for that number of correct items. The department and the individual students are to be commended upon their overall performance.

Assessment Indicator	Average Number of Correct Items	Percentile Equivalent
Theories of Criminal Behavior	56	95 th
The Law	64	93 rd
Law Enforcement	64	82 nd
Corrections	61	88 th
The Court System	72	98 th
Critical Thinking	67	95 th
Research Methodology	55	84 th

ETS Major Field Test in Literature in English

ETS released a new edition of the *Major Field Test in Literature in English* for the 2011-12 year. Seven (7) MVNU students completed the examination in spring 2013, and the average preliminary total score for the cohort was 162.0, which corresponds to the 60th percentile nationally. The following table provides the subscore profile and national comparisons. On each of the subfields MVNU seniors collectively performed about their national peers.

Subscore	MVNU Average	National Average	MVNU Percentile
Literature 1900 and Earlier	62.1	54.8	62 nd
Literature 1901 and Later	60.6	54.3	55 th
Literary Analysis	63.1	54.5	64 th
Literature History and Identification	61.0	54.6	58 th

Assessment indicators disaggregate questions in other ways than subscores and provide additional perspectives on the examinations and student knowledge. The assessment indicators for the *Major Field Test in Literature in English* are summarized in the following table.

Assessment Indicator	Average Number of Correct Items	Percentile Equivalent
British Literature Pre-1660	58	71 st
British Literature 1660-1900	51	74 th
American Literature to 1900	60	79 th
British and American Literature 1901-1945	53	68 th
Literature in English since 1945	59	79 th
Literary History	47	29 th
Identification	53	92 nd
Literary Theory	44	55 th

The 2013 cohort performed well above the national norms, but slightly below the strong performance of the 2012 seniors.

ETS Major Field Test in Mathematics

The Educational Testing Service provides subscore and assessment indicator information only if the minimum cohort size of five (5) is attained. Only one (1) MVNU mathematics major completed the ETS Major Field Test in mathematics. The cohort will remain open through spring 2014 to ascertain the more detailed information.

ETS Major Field Test in Political Science

MVNU began its political science major in fall 2011. One student completed the major in 2013-14 and completed the Major Field Test in political science. However, the results will be held for future scoring until the minimum of five (5) students has been achieved.

ETS Major Field Test in Psychology

Twelve (12) psychology seniors completed the *Major Field Test in Psychology*. This year, as well as three other years in the last six, the total score average was above the national average; this year the cohort average of 164.6 represented the 65th percentile nationally with a fairly balanced subscore pattern across the departmental curriculum.

Overall there is relative balance of mastery on psychology's subfields as illustrated in the following table.

Subscore	MVNU Average	National Average	MVNU Percentile
Learning and Cognition	65.5	55.6	69 th
Perception, Sensation, and Physiology	64.3	56.1	61 st
Clinical, Abnormal and Personality	64.7	56.4	60 th
Developmental and Social	61.1	55.5	57 st

The assessment indicators with the average number of correct items and the contextualizing information are provided in the following table.

Assessment Indicator	Average Number of Correct Items	Percentile Equivalent
Memory and Thinking	54	80 th
Sensory and Physiology	61	85 th
Developmental	59	74 th
Clinical and Abnormal	69	94 th
Social	68	74 th
Measurement and Methodology	62	71 st

ETS Major Field Test in Sociology

During 2012-13 five (5) sociology majors completed the sociology end-of-program assessment. The total score mean of 154.8 exceeded the national average of 147.8. This level of learning corresponds to the 68th percentile. The core sociology subscore average of 59.8 represents the 68th percentile nationally; while the critical thinking subscores' average of 52.4 also exceeded the national average at the 62nd percentile. These scores are consistent over the last five academic years (spring 2009 through spring 2013) and represent good quality learning in which all five (5) seniors scored above the 50th percentile.

In terms of assessment indicators, the following table summarizes the MVNU cohort number correct, the national average, and the corresponding percentile equivalents, following the re-centering of the test in 2012.

Assessment Indicator	Average Number of Correct Items	Percentile Equivalent
General Theory	57	84 th
Methodology and Statistics	65	91 st
Criminology and Deviance	43	28 th
Social Stratification	58	83 rd
Race, Ethnicity, Gender	57	78 th
Social Institutions	51	28 th
Social Psychology	60	95 th
Gender	55	40 th
Global	58	74 th

The first two assessment indicators align strongly with the required courses in the sociology major. The content of the other assessment indices are distributed across the pattern of elective courses (27 semester hours) and speaks more to the graduates' choices or interests than a shared learning path. As a general pattern, the sociology graduates demonstrate strong academic performance in the discipline.

ETS Praxis II in Family and Consumer Sciences

Since 1999 the Family and Consumer Sciences Department has utilized the Praxis II test in the discipline of family and consumer sciences to assess the end-of-program performance of its graduates, whether the graduates are pursuing a teaching license or other career routes.

Since 1999 the Family and Consumer Sciences Department has utilized the Praxis II test in the discipline of family and consumer sciences to assess the end-of-program performance of its graduates, whether the graduates are pursuing a teaching license or other career routes. In spring 2013 five (5) consumer and family science graduates completed the end-of-program assessment. The following table summarizes the major findings and present norm information for the total score and subscores. One student scored above the national median score. The mean consumer economics and management subscore exceeded that of the 2012 cohort; while the total average and all other subscores, except the family (which was the same), were lower than the previous year.

	Total	Family	Human Development	Consumer Economics and Management	Nutrition and Food	Clothing and Textiles	Housing	Family and Consumer Science Education	Car Comm
MVNU Average	159.4	13.4	12.2	14.0	10.2	4.2	6.8	12.0	6.8
National Median	171	Praxis technical reports do not present comparison information on subscores.							
National Average Performance Range (central 50%)	163 - 177								

On the Praxis II series, the term “national average performance range” denotes the central 50% of the distribution with one-quarter each of all scores falling below or above that range. The range for MVNU students was from 136 to 176.

Ivy Software MBA Test

The Jetter School of Business was less than satisfied with performance of BBA and graduate business students on the applicable ETS *Major Field Tests in MBA Business*. In 2011-12 the Graduate Business Department experimented with the Ivy Software MBA Test, and continued its use into 2012-13. One hundred eighteen (118) were tested in the year, with 64 in fall and 54 in spring with the average total score being very similar to that of as the national groups: all MBA students and those institutions that are members of the business accreditation agency, Accreditation Council for Business Schools and Programs (ACBSP), of which MVNU is a member.

	Total Score (Percent Correct) Average
MVNU Testing	52.9
All (National) MBA Testing	54
ACBSP Member Testing	54

The *Ivysoft MBA Test* provides subject scores for subdisciplines with the field of business. The following summarizes the subject matter differentiation with reference to the national and ACBSP norms during the same timeframe.

Subject Matter Area	MVNU Average	All (National) MBA Testing	ACBSP Member Testing
Financial Accounting	59.0	62	61
Management	59.3	60	58
Marketing	54.3	56	56
Strategy	46.4	48	46
Managerial Accounting	51.5	54	53
Corporate Finance	35.7	50	50

As a group MVNU graduate business students scored slightly below the national MBA and the ACBSP reference groups in most areas.

Observations and Recommendations

While administering end-of-program assessment is common and good practice in American higher education, individual institutions struggle to (a) get data that is accurate and reliable, (b) integrate the data into an evidence-based model of planning, (c) develop sophistication in a continuous improvement process environment, and (d) provide meaningful information about student learning to constituencies in forms that the various constituencies understand and appreciate. Unless there is a “high stakes” consequence (e.g., graduation with a minimum competency or eligibility for professional licensure), the reliability and validity of end-of-program assessment is compromised by lack of student motivation (e.g., one hurdle to complete, but not necessarily complete well). The amotivational syndrome is not unique to MVNU, and technically is moderated by the norming process on national examinations. Nevertheless, the utility of the data for internal planning and external reporting purposes would be strengthened by infusing the assessment into the senior year curriculum, making doing well on the assessment an integral element in the computation of a final grade for the course, and requiring reflecting on one’s own performance in another graded course activity.

(9/11/2013)