

## 2014-15 Annual Assessment Summary Report

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### Executive Summary

The Office of Assessment and Reporting, with the administrative assistance of the University's Test Center, coordinates several student learning outcomes assessments annually. The purpose of administering many nationally-normed instruments is to measure the amount of learning that takes place during the MVNU experience for general education and content. The student outcomes testing program involves three groups of students. [1] Students entering the traditional undergraduate program complete one of three (3) general education assessments during the New Student Institute (NSI) activities. [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 determines 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 (<http://www.ets.org>), and business tests from Ivy Software (<http://www.ivysoftware.com/#tests>). As a general rule, the practice has been to recommend that each department establish performance targets or benchmarks at the 50<sup>th</sup> 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 above national college-bound norms.

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 with comparison groups 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 through a pretest-posttest design. At NSI 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 instruments, 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.

### 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 2014, during NSI activities, the *DIT-2* was completed by 123 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	24.4	38.9	30.2	28.0
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 consistent across several years of entering students, and is likely to evidence the role of the faith community as a significant moral and ethical social force.

### Ethnocentrism (Entering Students)

For several years, the *Ethnocentrism Scale* has been administered to incoming freshmen and again to juniors. It is composed of 18 items of which 12 are positively worded and scored while 6 are negatively worded and reverse 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 NSI. One hundred twenty three (123) participated in the assessment. The average score was 63.5, which was slightly higher than the fall 2013 cohort (60.0). This indicates an overall elevated level of prejudice and tendency to think of others in one's one ethnic perspective.

ETS Proficiency Profile (Entering Students)

One hundred twelve (112) entering students completed the ETS *Proficiency Profile* in fall 2014. 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 2008 through June 2013.

	Total	Skills Subscores				Context-based Subscores		
		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
National Freshman Average	437.5	109.7	115.5	112.9	111.8	112.9	111.5	113.3
MVNU Freshman Average	437.1	109.6	114.8	113.0	113.0	113.4	110.6	112.8
National Freshman Percentile Equivalent	54 <sup>th</sup>	54 <sup>th</sup>	44 <sup>th</sup>	47 <sup>th</sup>	59 <sup>th</sup>	53 <sup>rd</sup>	49 <sup>th</sup>	46 <sup>th</sup>

Overall, the MVNU entering students in fall 2014 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 below peers nationally on the total score and on four (4) of the subscores. The fall 2014 entering cohort did not perform as well as their MVNU peers entering in fall 2013 (total score 442.9). Generally, MVNU's scores (entering *ACT* and *Proficiency Profile*) remain stable across time.

Test of Bible Knowledge (Entering Students)

One hundred eighteen (118) traditional students completed the *Test of Bible Knowledge* during NSI activities as a pretest in fall 2014. 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 2014 entering class profile on the *Test of Bible Knowledge*.

	Average Score	Highest Score	Lowest Score	Total Possible
Old Testament	25.5	45	11	53
New Testament	22.2	39	6	47
Total	47.7	84	20	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 average score for the new students entering in fall 2014 is slightly above their peers who entered in fall 2013 (47.3).

Defining Issues Test (Juniors)

During the spring 2015 testing period, 57 MVNU juniors completed the *Defining Issues Test*, of which 54 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	25.2	35.7	34.7	34.6
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 higher degree of social norm awareness. Also, the spring 2015 juniors were more likely to make post-conventional principled decisions than their national peers, a trend also supported by elevated N2 scores. The 2015 cohort made more principled decisions (post-conventional and N2) than previous MVNU cohorts. Collectively this can be considered evidence of the overall effectiveness of university efforts on ethical and moral education.

Ethnocentrism (Juniors)

Fifty-nine (59) juniors completed the *Ethnocentrism Scale* with a group average of 64.4, significantly higher than when they were freshmen (46.8); thus they are more centered in their own culture’s orientation than when they arrived at MVNU. This same group of juniors scored slightly higher than the fall 2014 freshmen (63.5). The scores ranged from 47 to 81, although the actual range possible lies between 18 and 90.

Unlike previous administrations in which a significant number of students omitted one or more items, thus rendering the responses meaningless, the instructions were rewritten and clarified to emphasize the necessity of completeness. The revised instructions produced the intended results.

ETS Proficiency Profile (Juniors)

In spring 2015, 87 juniors completed the *ETS Proficiency Profile*, 70 (80%) of which had previously completed the instrument as a pretest; most completed the pretest in fall 2012. The following table compares the pretest and posttest averages and shows a pattern of significant improvement over time for students who had completed both assessments.

	Pretest Average	Posttest Average	Change
Total	446.2	451.7	+5.5

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	443.2	111.7	117.8	114.1	112.9	114.7	113.4	115.1
MVNU Junior Average	450.6	113.3	118.4	116.4	116.1	116.6	113.4	116.4
National Junior Percentile Equivalent	66 <sup>th</sup>	58 <sup>th</sup>	45 <sup>th</sup>	63 <sup>rd</sup>	69 <sup>th</sup>	58 <sup>th</sup>	46 <sup>th</sup>	52 <sup>nd</sup>

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 2008 and June 2013 and involves 47,860 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. The 2015 cohort did not perform as well as their 2014 MVNU peers on all scores (total and subscores).

Test of Bible Knowledge (Juniors)

In spring 2015, 76 juniors completed the *Test of Bible Knowledge* (posttest), 55 (72%) had completed the pretest upon entering in fall 2012. 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, 49 (89%) improved on the total score, 1 (1%) remained at the same level, and 5 (9%) declined in performance. The 2015 cohort scored slightly below the 2014 cohort on each score.

	Average Score	Highest Score	Lowest Score	Total Possible
Old Testament	28.4	32.2	13	53
New Testament	28.0	47	44	47
Total	60.6	98	57	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	32.2	+3.8
New Testament	24.1	28.4	+4.3
Total	52.5	60.6	+8.1

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).

## End of Program Assessments

### 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 generated instruments. The table below 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
Biology	24	100	71.2
Christian Education	12	185	104.5
Communication	1	100	62.0
Computer Science Network Engineer	2	60	27.5
Drama	1	100	76.0
Exercise Studies	8	100	63.6
Graphic Design	11	50	35.7
Intercultural Studies	7	127	69.3
Journalism	4	100	59.0
Philosophy	3	163	83.3
Public Relations	6	100	58.2
Religion	14	142	84.9
Religion-Humanities	0	133	na
Sports Management	5	100	57.6
Urban Ministries	2	142	78.5
Video Broadcasting	5	100	76.4

It merits notation that the exercise studies and sports management examinations were updated in spring 2014, with the number of items changing. Therefore comparisons with previous years in the Physical Education Department must be cautious. Biology used both a locally developed instrument and the ACAT nationally developed exam. Those details are included on page 7. However, the majority trend from the locally development instruments across all departments is for scores to be higher than in 2013-14.

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 (i.e., criterion-related validity) render it difficult to interpret the quality of programs. The best information available is that of 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

Seven (7) 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 equivalents 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 seven students scored above 500 on the overall score. As a group, then, MVNU art graduates in 2015 exceeded the national peer group average, performing at the 55<sup>th</sup> percentile. For this particular cohort, their strength lay in studio art and general design, above their performance in history of art. The overall cohort performance exceeds the achievement of the 2014 group.

	History of Art	General Design	Studio Art	Overall
Cohort Average	496	505	534	513
Percentile Equivalent	48 <sup>th</sup>	52 <sup>nd</sup>	63 <sup>rd</sup>	55 <sup>th</sup>

ACAT in Biology

Over the years, the Biology Department has utilized different assessment instruments. For several years the Biology Departments employed the *ETS Major Field Test in Biology*, then replaced it with one developed locally. The local one did not provide comparison or context information with peer institutions. For five years now, the department has utilized the *ACAT in Biology*, and selected from available subscales to compose the test with five (5) subdisciplines. This year, they utilized a locally developed exam as well as the *ACAT in Biology*.

Two (2) biology majors completed the test in spring 2015. The following table presents the cohort averages on subscores and total score. They scored in the 33<sup>rd</sup> percentile with the overall score.

	Ecology	Genetics	Invertebrate Zoology	Vertebrate Zoology	Vascular and Non-vascular Plants	Overall
Cohort Average	540	433	428	552	460	454.5

Each of these, except ecology, lags behind the average from the 2014 cohort.

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 2014-15, eight (8) seniors completed the end-of-program assessment. The following table presents the cohort averages on subscores and total scores, and the equivalent total score percentiles.

	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	460	431	413	472	488	468	547	472	480	580	477
National Percentile	34 <sup>th</sup>	25 <sup>th</sup>	19 <sup>th</sup>	39 <sup>th</sup>	45 <sup>th</sup>	37 <sup>th</sup>	68 <sup>th</sup>	39 <sup>th</sup>	42 <sup>nd</sup>	79 <sup>th</sup>	41 <sup>st</sup>

Generally across time, MVNU history and integrated social studies education majors have performed better than the average of their national peers; however, this is not the result of this year’s cohort. Spring 2015 was the fifth year for the History Department employment of this instrument. With the small samples from year to year, there is significant variation in subscore patterns, so that trend determination at the microscopic level warrants caution.

ACAT in Social Work

The Social Work Department offers programs for two (2) types of social work students: traditional undergraduate and degree-completion students. Nineteen (19) traditional seniors in social work completed the *ACAT in Social Work* in 2014-15; seventeen (17) were female and two (2) were male. The following table presents the subdisciplines, average subscores, the total score, and the equivalent percentiles 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	502	521	515	515	487	489	498
Percentile Equivalent	44 <sup>th</sup>	41 <sup>st</sup>	51 <sup>st</sup>	58 <sup>th</sup>	56 <sup>th</sup>	56 <sup>th</sup>	45 <sup>th</sup>	46 <sup>th</sup>	49 <sup>th</sup>

The 2015 cohort performed above the national average on four subscores. The 2015 cohort scored much lower than the 2014 cohort.

The latest *ACAT in Social Work* scores for its degree-completion seniors is from spring 2014 (Mansfield 002 cohort). The profile of the group (9 females) is presented in the following table:

	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	427	373	355	424	394	357	381	406	347
Percentile Equivalent	23 <sup>nd</sup>	10 <sup>th</sup>	7 <sup>th</sup>	21 <sup>st</sup>	14 <sup>th</sup>	8 <sup>th</sup>	12 <sup>th</sup>	17 <sup>th</sup>	6 <sup>th</sup>

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

Prior to fall 2012, the Jetter School of Business tested its 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 aligned well with instructional objectives and initiate a search for alternate assessment instruments. As a consequence, the BBA students were not tested in 2013-14, while the school researched and evaluated alternate testing instruments. Beginning in July 2014, the school utilized the assessment tool from Peregrine Academic Services, which aligns with Accreditation

Council for Business Schools and Programs (ACBSP) program accreditation standards. The Peregrine test contains seventeen (17) subject areas of which MVNU students scored above ACBSP and faith-based institutions. The table below illustrates the improvement in overall average score for the 2014-15 BBA degree-completion program.

Cohort	Pretest	Posttest	Change
2014-15	44.71	54.72	+10.01

ETS Major Field Test in Business (traditional undergraduate students)

Thirty-five (35) graduates in the Business Department completed the *Major Field Test in Business* in 2014-15. The cohort’s average total score was 151.9 and corresponds to the 48<sup>th</sup> percentile; the cohort performed slightly below the average baccalaureate level business student nationally, and the results are similar to those of prior MVNU cohorts.

The following table provides the assessment indicators, the average percent of items mastered by the 2015 cohort, and the national percentile equivalents as a reference point.

Assessment Indicator	Average Percent of Correct Items	Percentile Equivalent
Accounting	43	54 <sup>th</sup>
Economics	38	32 <sup>nd</sup>
Management	60	75 <sup>th</sup>
Quantitative Business Analysis	38	56 <sup>th</sup>
Finance	44	55 <sup>th</sup>
Marketing	57	53 <sup>rd</sup>
Legal and Social Environment	62	57 <sup>th</sup>
Information Systems	47	29 <sup>th</sup>
International Issues	50	93 <sup>rd</sup>

As a group, the cohort of traditional undergraduate business students matched or exceeded the 50<sup>th</sup> percentile on seven (7) 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.

The pretest, posttest, and change averages are presented below for those who had completed the *Major Field Test in Business* when they began study in the Business Department and the end-of-program assessment.

Pretest Average	Posttest Average	Average Change
141.5	151.9	10.4

ETS Major Field Test in Chemistry

The Education Testing Service provides subscore and assessment indicator information only if the minimum cohort size of five (5) is attained. Therefore, the chemistry cohort remains open and will be combined with next year’s cohort.

ETS Major Field Test in Computer Science

Due to low program enrollment, the cohort of computer science graduates from spring 2015 remains open. This cohort will be combined with the spring 2016 cohort.

ETS Major Field Test in Criminal Justice

Ten (10) criminal justice graduates completed the *ETS Major Field Test in Criminal Justice* in 2015. Collectively the graduates performed very 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 153.3; the cohort’s equivalent average was the 69<sup>th</sup> percentile. Eight (8) of the ten (10) graduates (80%) 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 percent 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 Percent of Correct Items	Percentile Equivalent
Theories of Criminal Behavior	52	93 <sup>rd</sup>
The Law	63	91 <sup>st</sup>
Law Enforcement	65	88 <sup>th</sup>
Corrections	68	97 <sup>th</sup>
The Court System	68	92 <sup>nd</sup>
Critical Thinking	69	97 <sup>th</sup>
Research Methodology	49	67 <sup>th</sup>

Their mastery appears to be well dispersed across the broad content domains in the criminal justice field.

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. Nine (9) MVNU students completed the examination in spring 2015, and the average total score for the cohort was 159.3, which corresponds to the 56<sup>th</sup> percentile nationally. The following table provides the subscore profile and national comparisons. Although on each of the subfields MVNU seniors collectively performed about the same as their national peers, scores were lower than the 2014 cohort.

Subscore	MVNU Average	National Average	MVNU Percentile
Literature 1900 and Earlier	58.3	53.7	54 <sup>th</sup>
Literature 1901 and Later	60.8	54.0	59 <sup>th</sup>
Literary Analysis	59.8	53.8	57 <sup>th</sup>
Literature History and Identification	56.4	53.5	52 <sup>nd</sup>

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 Percent of Correct Items	Percentile Equivalent
British Literature Pre-1660	60	82 <sup>nd</sup>
British Literature 1660-1900	45	61 <sup>st</sup>
American Literature to 1900	53	50 <sup>th</sup>
British and American Literature 1901-1945	54	73 <sup>rd</sup>
Literature in English since 1945	59	81 <sup>st</sup>
Literary History	46	38 <sup>th</sup>
Identification	47	75 <sup>th</sup>
Literary Theory	45	67 <sup>th</sup>

ETS Major Field Test in Mathematics

Eleven (11) mathematics graduates completed the *ETS Major Field Test in Mathematics* in 2015. The members achieved a total score mean of 143.7, which corresponds to the 24<sup>th</sup> percentile on the most recent norms provided by ETS. This is a slight improvement over the 2014 cohort. The average total score from 2007 through 2015 is 148.7, which approximates the 41<sup>st</sup> percentile nationally.

The current version of the examination has five (5) assessment indicators. The following table summarizes the assessment indicators and provides a reference to national percentile equivalents.

Assessment Indicator	Average Percent of Correct Items	Percentile Equivalent
Calculus	21	6 <sup>th</sup>
Algebra	25	10 <sup>th</sup>
Routine	20	4 <sup>th</sup>
Non-routine	26	45 <sup>th</sup>
Applied	29	21 <sup>st</sup>

ETS Major Field Test in Music

There were fewer than five (5) music majors completing the program in 2013-14 for ETS to provide cohort performance information. Therefore the cohort scores were combined with 2014-15 graduates to achieve a total score mean of 146.1, which is at approximately the 39<sup>th</sup> percentile.

	Subscores	Subscore Percentile
Listening Comprehension	47.9	41.8
Written Theory	44.3	34.9
Written History	47.7	41.0

ETS Major Field Test in Political Science

As with other cohorts, there were fewer than five (5) political science majors completing the program in 2014-15 so the results have been combined with to include 2012 through 2015 cohorts. The collective performance of MVNU graduates overall mean score is lower than the national average of 152.2. They are at or above the subscores of the national averages.

Cohort	Subscores			Overall Score	Percentile
	U.S Government and Politics	Comparative Government and Politics	International Relations		
2012-2014	53.2	53.8	47.6	151.6	47.2
Departmental Average	53.2	53.8	47.6	151.6	47.2

ETS Major Field Test in Psychology

Sixteen (16) psychology seniors completed the *Major Field Test in Psychology*. This year, as well as in three other years of the last seven, the total score average was above the national average of 155.8; this year the cohort average of 160.3 represented the 53<sup>rd</sup> 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	62.4	55.0	64 <sup>th</sup>
Perception, Sensation, and Physiology	61.4	55.9	57 <sup>th</sup>
Clinical, Abnormal and Personality	63.8	56.3	64 <sup>th</sup>
Developmental and Social	56.9	55.4	50 <sup>th</sup>

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

Assessment Indicator	Average Percent of Correct Items	Percentile Equivalent
Memory and Thinking	49	70 <sup>th</sup>
Sensory and Physiology	60	87 <sup>th</sup>
Developmental	48	32 <sup>nd</sup>
Clinical and Abnormal	81	98 <sup>th</sup>
Social	68	78 <sup>th</sup>
Measurement and Methodology	57	58 <sup>th</sup>

The assessment indicator information speaks again to the overall strength of MVNU’s curriculum as embodied in the performance of its psychology graduates.

ETS Major Field Test in Sociology

As with other majors with less than five graduates each year, the Sociology cohort contains graduates from the spring 2013 through spring 2015 in the report and analysis. Nine (9) graduates participated in the assessment with an overall average of 145.0, which is the 38<sup>th</sup> percentile.

Subscore	MVNU Average	National Average	MVNU Percentile
Core Sociology	43.9	48.6	35.6
Critical Thinking	44.2	48.3	35.3

The current version of the examination has nine (9) assessment indicators. The following table summarizes the assessment indicators and provides a reference to national percentile equivalents.

Assessment Indicator	Mean Percent Correct	Percentile Equivalent
General Theory	40	15 <sup>th</sup>
Methodology and Statistics	43	40 <sup>th</sup>
Criminology and Deviance	36	20 <sup>th</sup>
Social Stratification	44	19 <sup>th</sup>
Race, Ethnicity, Gender	56	47 <sup>th</sup>
Social Institutions	40	34 <sup>th</sup>
Social Psychology	59	38 <sup>th</sup>
Gender	45	17 <sup>th</sup>
Global	39	19 <sup>th</sup>

### Ivy Software MBA Test

After pilot testing the *Ivy Software MBA Test* in 2011-12, the Jetter School of Business has continued with it as the end-of-program assessment for the Master of Business Administration (MBA) and Master of Science in Management (MSM) degrees. In 2014-15, 77 MBA and MSM students completed the assessment in the capstone course; 49 completed the assessment in fall 2014, and another 28 did so in spring 2015.

The summary is provided in the following table with comparison information of the national and Accreditation Council for Business Schools and Programs (ACBSP), of which the Jetter School of Business is a member.

	Total Score (Percent Correct) Average
MVNU Testing	51.5
All (National) MBA Testing	56
ACBSP Member Testing	56

The *Ivy Software MBA Test* provides 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	54	62	62
Management	60	62	62
Marketing	54	57	57
Strategy	54	48	48
Managerial Accounting	47	55	55
Corporate Finance	45	52	52

As a group, MVNU graduate business students scored above the reference groups on strategy (non-quantitative) domains, and slightly below on the quantitative areas.

### **Additional Departmental Assessments**

The results described in this report are from the administration of instruments organized by the Assessment Office. A number of academic units require and/or administer other direct performance-based assessments dedicated to documenting the mastery of content and technique, some of which include the following:

- Senior art shows – Art and Design Department
- Junior and senior recitals, ensemble concerts – Music Department

### **Observations and Recommendations**

Longitudinal data for general education and content tests is included at the end of this report. It is alarming to note that students leave MVNU more centered in their own culture than when they arrived at MVNU (*Ethnocentrism Scale*). However, students Bible knowledge (*Test of Bible Knowledge*) increased while at MVNU and are less likely to base moral decisions on factors of personal interest or benefit than junior's nationally (*Defining Issues Test*). Students also show growth and score higher than juniors nationally in their skills of critical thinking, reading, and writing (*ETS Proficiency Profile*). The fluctuation of content exam scores might be explained by the relation of ACT scores, course grades, GPA, and motivation factors of students by cohort. Many programs are to be congratulated on the achievement scores in content tests where they scored higher than the national cohorts.

Mount Vernon Nazarene University, collects assessment data that is reliable (repeatable) and valid (accurately measuring learning). However, dialog needs to continue of how the university might improve student motivation and create value to students and departments through communication, feedback, and establishing minimum, acceptable performance levels.

(7/22/2015)

## Appendix

### Longitudinal Data Available by Test

## General Education Assessments

### Defining Issues Test

Cohort	DIT-2 Scores			N2
	Personal Interest	Maintain Norms	Post-conventional	
2014	22.8	36.1	35.1	36.1
2015	25.2	35.7	34.7	34.6
Overall Average	24.0	35.9	34.9	35.35

### Ethnocentrism Scale (Juniors)

Cohort	Pretest Average	Posttest Average	Change
2014	56.3	40	16.3
2015	46.8	64.4	17.6
Overall Average	51.6	52.2	16.7

### ETS Proficiency Profile

Cohort	Pretest Average	Posttest Average	Change
2014	444.3	453.8	9.6
2015	446.2	451.7	5.5
Overall Average	445.3	452.8	7.6

### Basic Bible Knowledge

Cohort	Average Score	Highest Score	Lowest Score
2014	64.7	93	32
2015	60.6	98	57
Total	62.7	95.5	44.5

## Departmental Assessments using Nationally Developed Instruments

### ACAT Art Average

Cohort	Subscores			Overall Score	Percentile
	History of Art	Design: General	Studio Art		
2011	457.0	548.3	481.0	503.0	51.0
2012	569.7	553.3	593.3	585.7	77.3
2013	483.4	558.9	526.9	533.1	60.8
2014	528.2	564.3	522.4	550.3	66.4
2015	496.1	504.6	534.4	513.0	54.6
<b>Departmental Average</b>	<b>505.7</b>	<b>547.4</b>	<b>527.5</b>	<b>535.7</b>	<b>61.6</b>

### ACAT Biology Average

Cohort Average	Subscores					Overall Score	Percentile
	Ecology	Genetics	Invertebrate Zoology	Vertebrate Zoology	Vascular and Non-vascular Plants		
2011	507.5	507.8	486.1	641.1	485.4	488.3	46.1
2012	492.5	481.9	431.9	564.3	485.1	448.3	34.9
2013	538.8	557.8	486.8	615.3	490.2	520.3	54.1
2014	474.9	490.5	452.4	559.9	493.6	467.6	38.6
2015	540.0	432.5	427.5	552.0	459.5	454.5	32.5
<b>Departmental Average</b>	<b>501.5</b>	<b>502.7</b>	<b>460.2</b>	<b>590.7</b>	<b>487.5</b>	<b>476.2</b>	<b>42.0</b>

### ACAT History Averages

Cohort Year	Subscores										Overall Score	Percentile
	US 1820 to 1890	US Colonial to 1763	US 1890 to 1940	US 1763 to 1820	US 1940 to Present	European Ancient	European Early Modern	French Revolution and Napoleon	European Modern	European Modern to Present		
2011	439.3	456.3	429.1	450.5	458.6	450.9	513.5	532.8	449.3	440.0	443.1	35.8
2012	547.4	490.8	507.6	499.2	494.8	462.0	493.6	507.6	437.0	464.2	490.0	46.4
2014	509.3	474.0	522.3	575.0	557.2	453.6	582.0	500.3	484.2	590.6	544.8	63.8
2015	460.1	430.6	413.5	472.1	487.6	467.4	546.5	472.0	480.6	580.4	476.9	41.6
<b>Departmental Average</b>	<b>483.9</b>	<b>460.5</b>	<b>466.0</b>	<b>501.7</b>	<b>502.0</b>	<b>457.9</b>	<b>539.5</b>	<b>502.6</b>	<b>466.1</b>	<b>526.6</b>	<b>490.4</b>	<b>47.5</b>

Social Work Traditional ACAT										
Subscores										
Cohort	Diversity	Populations at Risk	Social and Economic Justice	Values and Ethics	Policy and Services	Social Work Practices	Human Behavior in the Social Environment	Research Methods	Overall Score	Percentile
2011	451.3	463.8	463.3	503.0	449.8	438.4	476.9	509.5	457.6	39.1
2012	487.1	441.7	443.7	503.0	479.2	507.6	498.4	531.6	483.7	44.4
2013	484.7	476.6	493.4	518.4	538.6	505.9	474.0	556.0	509.7	53.1
2014	506.7	568.0	500.0	551.3	575.5	565.2	534.7	537.8	559.8	69.7
2015	484.6	477.2	502.1	520.7	515.4	515.1	486.9	489.1	498.5	50.8
<b>Departmental Average</b>	<b>485.1</b>	<b>490.5</b>	<b>482.8</b>	<b>521.6</b>	<b>515.7</b>	<b>512.2</b>	<b>497.5</b>	<b>521.8</b>	<b>505.6</b>	<b>52.6</b>

ACAT Social Work Degree Completion Average										
Subscores										
Academic Year Average	1 Diversity	2 Populations at Risk	3 Social and Economic Justice	4 Values and Ethics	5 Policy and Services	6 Social Work Practice	7 Human Behavior in the Social Environment	8 Research Methods	Overall Score	Percentile
2011-12	455.5	479.5	486.8	519.1	489.6	512.6	478.4	469.4	480.9	44.6
2012-13	469.9	501.3	492.7	514.8	557.7	534.5	499.1	503.6	515.1	55.5
2013-14	453.6	476.4	460.8	485.1	508.4	503.0	469.9	471.1	471.6	42.4
<b>Program Average</b>	<b>459.0</b>	<b>484.5</b>	<b>478.3</b>	<b>500.7</b>	<b>513.5</b>	<b>513.8</b>	<b>479.7</b>	<b>479.1</b>	<b>485.2</b>	<b>46.2</b>

### MFT Traditional Business

Cohort	Overall Score	Percentile
2011	153.6	46.1
2012	151.2	45.5
2013	153.5	49.7
2014	151.7	45.3
2015	151.9	48.3
<b>Departmental Average</b>	<b>152.7</b>	<b>47.0</b>

### MFT Criminal Justice

Cohort	Overall Score	Percentile
2011	168.5	79.1
2012	172.8	86.0
2013	163.7	66.4
2014	165.5	73.3
2015	163.7	68.5
<b>Departmental Average</b>	<b>162.1</b>	<b>64.3</b>

## MFT Literature in English

Cohort	Subscores				Overall Score	Percentile
	Literature 1900 and Earlier	Literature 1901 and Later	Literary Analysis	Literature History and Identification		
2011	60.4	54.4	59.2	57.2	159.4	57.1
2012	69.1	64.4	67.1	66.0	168.4	73.3
2013	62.1	60.6	63.1	61.0	162.0	60.9
2014	61.4	64.4	62.3	62.7	162.8	62.5
2015	58.3	60.8	59.8	56.4	159.3	56.0
<b>Departmental Average</b>	<b>59.1</b>	<b>58.1</b>	<b>59.6</b>	<b>57.0</b>	<b>159.4</b>	<b>56.8</b>

## MFT Mathematics

Cohort	Overall Score	Percentile
2011-2012	155.2	41.8
2012-2014	142.0	19.0
2015	143.7	24.2
<b>Departmental Average</b>	<b>148.7</b>	<b>32.5</b>

	Assessment Indicator Percent Correct				
	Calculus	Algebra	Routine	Nonroutine	Applied
Spring 2011-12 Cohort	35	35	34	33	37
Spring 2012-14 Cohort	21	20	20	19	30
Spring 2015 Cohort	21	25	20	26	29

## MFT Music

Cohort	Subscores			Overall Score	Percentile
	Listening Comprehension	Written Theory	Written History		
2011-2012	43.3	41.6	42.3	141.3	29.5
2013-2015	47.9	44.3	47.7	146.1	39.0
<b>Departmental Average</b>	<b>44.8</b>	<b>41.9</b>	<b>43.2</b>	<b>142.3</b>	<b>30.8</b>

## MFT Political Science

Cohort	Subscores			Overall Score	Percentile
	U.S. Government and Politics	Comparative Government and Politics	International Relations		
2012-2014	53.2	53.8	47.6	151.6	47.2
<b>Departmental Average</b>	<b>53.2</b>	<b>53.8</b>	<b>47.6</b>	<b>151.6</b>	<b>47.2</b>

### MFT Psychology

Cohort	Subscores				Overall Score	Percentile
	Learning and Cognition	Perception, Sensation, Physiology	Clinical, Abnormal and Personality	Developmental and Social		
2011	53.1	53.1	58.9	56.6	155.6	41.5
2012	53.7	57.7	61.8	59.5	157.9	53.5
2013	65.3	64.3	64.7	61.1	164.6	65.5
2014	59.0	64.2	67.0	55.3	162.0	61.6
2015	62.4	61.4	63.8	56.9	160.3	56.6
<b>Departmental Average</b>	<b>59.1</b>	<b>58.7</b>	<b>61.8</b>	<b>58.6</b>	<b>159.3</b>	<b>53.4</b>

### MFT Sociology

Cohort	Subscores		Overall Score	Percentile
	Core Sociology	Critical Thinking		
2011	53.6	50.3	152.3	56.4
2012	56.8	55.1	153.3	65.8
2013	59.8	52.4	154.8	68.8
2013-2015	43.9	44.2	145.0	38.4
<b>Departmental Average</b>	<b>52.8</b>	<b>50.5</b>	<b>150.6</b>	<b>54.8</b>

### MBA Business Ivy Soft

Cohort	Subscores						Overall Score
	Financial Accounting	Management	Marketing	Strategy	Managerial Accounting	Corporate Finance	
Fall 2013	61.1	60.2	52.6	50.2	56.6	51.5	55.1
Spring 2014	52.1	62.2	54.5	53.8	44.2	44.9	50.3
Fall 2014	54.0	59.9	53.5	53.8	47.1	45.2	51.7
Spring 2015	51.5	63.2	55.6	50.0	41.5	44.5	50.6
<b>Departmental Average</b>	<b>54.9</b>	<b>61.1</b>	<b>53.9</b>	<b>52.1</b>	<b>47.8</b>	<b>46.6</b>	<b>52.0</b>