

Agenda

1. Welcome/Prayer
2. Review, edit, approve Sept. 4, 2013 minutes,
<http://gened.wiki.trevecca.edu/General+Education+Committee+Minutes>

Business Items

3. 2013-14 assessment update: ETS PP will be administered to three sections of REL 4000 Oct 10, 11, 17.
4. Review and adopt 2013-14 General Education Assessment Form (see attached p. 2-12 for adjusted criteria)
5. Review and approve 2012-13 General Education Assessment Form (see attached p. 13-21)
6. Review attached ETS PP item analyses. (p. 22-29)
7. Report 2012-13 assessment results at Faculty-Administrator meeting in October (Oct 11)
Mike Vail will give the report
Need "take aways"

Information/New Business

8. Next meeting: November 1, 2013, 10:00am, Adams Conference Room

2012-13 General Education Committee

Director of the Center for Teaching and Learning
Associate Provost and Dean of Academic Affairs
Registrar
Department Chair, School of Arts and Sciences
Department Chair, School of Arts and Sciences
Department Chair, School of Arts and Sciences
Representative, School of Arts and Sciences
Representative, School of Arts and Sciences
Representative, School of Business
Representative, School of Education
Representative, School of Religion

* Mike Vail
Carol Maxson
Becky Niece
Fred Cawthorne
Joe Cole
Amanda Grieme
Mark Bishop
Jeff Cox
Jea Agee
Donna Youree
Kathy Mowry

ASSESSMENT FORM – GENERAL EDUCATION

Assessment Cycle – August 2013 – August 2014

due October 1, 2013)

(Steps #1 - #6

(Steps #7 - #8 due August 1, 2014)

Academic Unit	General Education Committee
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Step #1: Learning Outcome Map	Update Learning Outcome Map for 2013-14 through 2016-17 and <u>email</u> with this assessment form (Prepared map template provided by Office of Institutional Research for each major)
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Step #2: Linkage to Mission/Statement of Purpose Components (To which components do learning outcomes link?)	The university's traditional undergraduate curricular programs focus on the liberal arts and sciences as reflected in the core curriculum (Statement of Purpose).
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Step #3: Linkage to University Education Goals (To which goals do learning outcomes link?)	The purpose and organization of the general education curriculum is linked to the Institutional Educational Goals. Therefore, it emphasizes Christian character; disciplined reflection; literary, artistic, mathematical, and scientific contributions that have shaped civilization; appreciation for diversity; writing, speaking, and use of technology; critical skills essential to a lifetime of intellectual growth; and a holistic understanding of life. The learning outcomes of the general education curriculum seek to link the Institutional Educational Goals through an emphasis upon skills, content, and constructive/integrative domains of understanding. The curriculum embraces the conception that the four tiers (foundations, human sciences, natural sciences, and contexts) are best understood as involving skills, content, and constructive/integrative domains. While the general education curriculum is organized into tiers, the horizon that informs the core involves these outcomes which run throughout the tiers. In other words, an educated person will possess certain skills and content as a basis of embracing the world through a constructive and integrative theological vision of life and learning. (Catalog Statement) Addresses Stated General Education Outcomes 1, 4, 6, 8
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Step #4: Student Learning Outcome (per outcome map Step #1)	Step #5: Means of Assessment (1 direct means per outcome)	Step #6: Criteria for Success (Shows outcome is met)	Step #7: Assessment Results (Specific results in terms used in "criteria for success")	Step #8: Analysis and changes made to improve student learning
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<p>1. Students will articulate the foundational themes of the Holy Bible as well as the intellectual strategies for further study of the scripture. OUTCOME 2.</p>	<p>1. Four questions, designed by the School of Religion, were included in the self-generated portion of the ETS-Proficiency Profile test (PP). The test was given to students in REL 4000/4100 and students completing non-traditional undergraduate programs.</p>	<p>1. 80% of students will answer three or four questions correctly.</p>	<p>1.</p>	<p>Must use attached form for analysis and specific changes</p>
<p>2. Students will demonstrate an understanding of global civilization, human behavior, and religion through historical, literary, and aesthetic records. OUTCOME 5.</p>	<p>2a. (religion) Five questions about world religions and their relationship to Christianity, designed by the School of Religion, were included in the self-generated portion of the PP and administered to students in REL 4000/4100 and students completing non-traditional undergraduate programs.</p>	<p>2a. 80% of students will answer three or more questions correctly.</p>	<p>2a.</p>	<p>Must use attached form for analysis and specific changes</p>
	<p>2b. (historic) The context portion of the PP Test entitled Social Science was used to assess this outcome. This test was given to students enrolled in REL4000/4100 and students completing non-traditional undergraduate programs.</p>	<p>2b. The mean score on the social science portion of the PP will be at least at the 67th percentile* of all students taking the test nationally</p>	<p>2b.</p>	
	<p>2c. (literature) The context portion of the PP entitled reading was used to assess this outcome. This test was given to students enrolled in REL4000/4100 and students completing non-traditional undergraduate programs.</p>	<p>2c. The mean score on the reading portion of the PP will be at least at the 67th percentile* of all students taking the test nationally</p>	<p>2c.</p>	

	2d. (aesthetics) The context portion of the PP Test entitled humanities was used to assess this outcome. This test was given to students enrolled in REL4000/4100 and students completing non-traditional undergraduate programs.	2d. The mean score on the humanities portion of the PP will be at least at the 67 th percentile* of all students taking the test nationally	2d.	
3. Students will demonstrate an understanding and practice of various intellectual modes of thinking. OUTCOME 6.	3. The content portion of the ETS PP, entitled "Critical Thinking" was given to students enrolled in REL4000/4100 and students completing non-traditional undergraduate programs.	3. 25% of tested students will score as "marginally proficient" and 15% of tested students will score as "proficient" in the Critical Thinking sub-score.	3.	Must use attached form for analysis and specific changes
4. Students will demonstrate an appreciation of the stewardship of resources, as it applies to personal life and in society as a whole, from a Christian perspective. OUTCOME 9.	4a. The PP was given with additional self-generated questions. Each student indicated "My Level of Agreement" with the statement: My college education at TNU prepares me to be a faithful steward of my personal finances.	4a. The level of agreement score for students responding to this question on a five-point Likert scale, when averaged, will result in a mean of 3.5 or above	4a.	Must use attached form for analysis and specific changes
	4b. Five questions, designed by various Schools within the University, were included in the self-generated portion of the PP. This test was given to students enrolled in REL4000/4100 and students completing non-traditional undergraduate programs.	4b. Students will answer 70% of all questions correctly.	4b.	

* Note: Criterion level for 2b., 2c., and 2d. was changed from 75th percentile used in 2008-2010 due to General Education Committee action. The 67th percentile is consistent with criteria used for ETS PP context scores in 2012-13.

<p>5. Students will value the general education curriculum of their degree program.</p>	<p>5. A final multiple choice question was given with the PP. Students chose only one option that corresponded best to their understanding of General Education and their major.</p> <ol style="list-style-type: none"> 1. General Education appears to be a necessary evil that I must complete to get a degree at TNU. 2. General Education gives me an appreciation of different aspects of intellectual life but does not directly apply to my major. 3. General Education prepares me to better understand my academic major even if they are not directly related. 4. My major directly utilizes what I learn in General Education classes. 5. My major is an extension of General Education. 	<p>5. A total of 75% of the responses will be 2 through 5. And, 60% of responses will be 3 through 5.*</p>	<p>5.</p>	<p>Must use attached form for analysis and specific changes</p>
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* Note: Criterion level for 5 was changed based on committee discussion following 2012-13 assessment.

Step #8: Analysis and Change Narrative (Submit by August 1, 2014)

Outcome #1:

1. Provide reasonable analysis of the assessment results as noted in Step #7:
2. Provide specific change(s) made based on analysis of assessment results which could lead to improved student learning.
3. ***If no specific changes were considered necessary***, please answer the following questions:
 - a. Is the means of assessment adequate to determine that outcome is being met?
 - b. Is the criterion for success reasonable to determine that outcome is being met?

Outcome #2:

1. Provide reasonable analysis of the assessment results as noted in Step #7:
2. Provide specific change(s) made based on analysis of assessment results which could lead to improved student learning.
3. ***If no specific changes were considered necessary***, please answer the following questions:
 - a. Is the means of assessment adequate to determine that outcome is being met?
 - b. Is the criterion for success reasonable to determine that outcome is being met?

Outcome #3:

1. Provide reasonable analysis of the assessment results as noted in Step #7:
2. Provide specific change(s) made based on analysis of assessment results which could lead to improved student learning.
3. ***If no specific changes were considered necessary***, please answer the following questions:
 - a. Is the means of assessment adequate to determine that outcome is being met?
 - b. Is the criterion for success reasonable to determine that outcome is being met?

IMPORTANT: If no specific changes are noted in this report, an additional report will be required. The template will be provided by the Office of Institutional Research as a part of the review/feedback process.

Proficiency Profile – Supplemental Questions

2013-14 General Education Assessment

Outcome 2. Biblical Themes

1. The central story of the Old Testament faith is
 - A. Creation
 - B. The Exodus (correct)
 - C. Kingship of David
 - D. Building of the temple
2. The theme of Jesus' preaching was
 - A. Gifts of the Spirit
 - B. Fulfillment of the prophets
 - C. Healings and exorcisms
 - D. The kingdom of God (correct)
3. Which statement most directly reflects covenant?
 - A. Be holy for I am holy.
 - B. Go into the world and make disciples.
 - C. I will be your God and you will be my people. (correct)
 - D. You shall be a kingdom of priests and a holy nation.
4. The primary portrait of Jesus in the Gospel of Mark is
 - A. Long-awaited Jewish Messiah
 - B. Suffering Servant (correct)
 - C. Word of God made flesh
 - D. Savior of all the world

Outcome 5. World Religions

1. Which of the following religions see the fundamental problem in life as evil desire?
 - a. Judaism
 - b. Taoism
 - c. Buddhism (correct)
 - d. Jainism
2. Which of the following religions talks about the incarnations of Krishna?
 - a. Buddhism
 - b. Sikhism
 - c. Confucianism
 - d. Hinduism (correct)
3. What does we wei mean?
 - a. Passionate engagement
 - b. Creative inaction (correct)
 - c. Righteousness
 - d. Submission
4. Which of the following is not a monotheistic religion?
 - a. Islam
 - b. Judaism
 - c. Christianity
 - d. Buddhism (correct)
5. Which religion talks about salvation as release from the wheel of existence?
 - a. Hinduism (correct)
 - b. Christianity
 - c. Taoism
 - d. Islam

Outcome 9. Stewardship of Resources

1. Care for my physical health is an important expression of my Christian faith.
F. False
T. True (correct)
2. All of my talents and abilities should be utilized to glorify God.
F. False
T. True (correct)
3. God expects me to allocate 10% of my time just for him.
F. False (correct)
T. True
4. Concern for the environment is an important aspect of Christian faith.
F. False
T. True (correct)
5. Giving 10% of my money to the church satisfies my financial obligation to God.
F. False (correct)
T. True
6. My college education at TNU prepares me to be a faithful steward of my personal finances.
 1. Strongly disagree
 2. Disagree
 3. Neutral
 4. Agree
 5. Strongly agree

Misc.

Which of the following best corresponds to your understanding of General Education and its relationship to your major [5.]:

1. General Education appears to be a necessary evil that I must complete to get a TNU degree.
2. General Education gives me an appreciation for different aspects of intellectual life but does not directly apply to my major.
3. General Education prepares me to better understand my academic major, even if the two are not directly related.
4. My major directly utilizes what I learn in General Education classes.
5. My major is an extension of General Education.

**Student Learning Outcome Assessment Map
General Education**

2008-2018

(Indicate by "X" the years outcome assessment)

General Education Learning Outcome (per Catalog) :	Years assessed:									
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Outcome 1: Students will demonstrate competency in oral and written Communication exhibiting an awareness of content, purpose, and audience while accurately using Standard English.				X	X		X	X		X
A-1. Students will be able to research, compose, organize, and deliver a spoken message suitable to the topic, purpose, and audience.	X			(X)			(X)			(X)
A-2. Students will demonstrate writing competency by exhibiting an awareness of subject, audience, and purpose, while accurately using grammar, punctuation, and logical organization.		X			(X)			(X)		
Outcome 2: Students will articulate the foundational themes of the Holy Bible as well as the intellectual strategies for further study of the scripture.						X			X	
B-1. Students will be able to articulate the fundamental themes of Scripture as well as the intellectual tools for further study of scripture.	X									

Outcome 3: Students will articulate the parameters of the Wesleyan-Holiness tradition, doctrinal and moral convictions of the Church of the Nazarene and the connection with intellectual, emotional, spiritual, and physical life individually and collectively.				X			X			X
B-2. Students will be able to articulate the parameters of the Wesleyan-Holiness tradition and see its connections with intellectual, emotional, spiritual, and physical life.			X							
B-3. Students will be able to articulate the doctrinal and moral convictions of the Church of the Nazarene.			X							
C-2. Students will be able to define and apply Christian Convictions to their own lives.	X									
Outcome 4: Students will use the scientific method, scientific inquiry, and perform basic mathematical and statistical tasks to analyze and solve problems.					X			X		
B-7. Students will demonstrate an understanding of the scientific method and the parameters fo scientific inquiry.	X									
B-8. Students will demonstrate the ability to understand and perform basic mathematical and statistical tasks to analyze and solve problems.			X							
Outcome 5: Students will demonstrate an understanding of global civilization, human behavior, and religion through historical, literary,						X			X	

and aesthetic records.										
B-4. Students will demonstrate an understanding of world religions and their relationship to Christianity.	X									
B-5. Students will be able to read a variety of fiction and non-fiction works, Western and non-Western, with comprehension as demonstrated by the ability to identify, organize, synthesize, and evaluate main ideas and elements.		X								
B-6. Students will demonstrate knowledge of the aesthetic aspects of Western and non-Western culture.		X								
B-9. Students will demonstrate an understanding of the patterns of human behavior, both past and present.		X								
Outcome 6: Students will demonstrate an understanding and practice of various intellectual modes of thinking. (2008-2011 C-1.)	X	X	X	X	X	X	X	X	X	X
Outcome 7: Students will integrate the fundamental doctrinal/moral tenets of the Christian faith with the basic liberal arts and academic major, forming students for Christian leadership and service in the global community.				X			X			X
C-3. Students will be able to integrate the basic liberal arts and academic major with the fundamental doctrinal/moral convictions of the Christian faith.		X								

C-6. Students will demonstrate an understanding of the importance of Christian leadership and service in a global community.		X								
Outcome 8: Students will demonstrate an understanding of cultural diversity with a capacity to positively engage others.					X			X		
C-4. Students will understand the relationship between personal well-being and the capacity to engage others.			X							
C-7. Students will demonstrate an understanding of cultural diversity, both locally and globally.	X									
Outcome 9: Students will demonstrate an appreciation of the stewardship of resources, as it applies to personal life and in society as a whole, from a Christian perspective.						X			X	
C-5. Students will demonstrate an appreciation of the stewardship of resources, as it applies to personal life and in society as a whole, from a Christian perspective.			X							
Misc. Outcome: Students will value the general education curriculum of their degree program.			X	X	X	X	X	X	X	X

2012-13 GENERAL EDUCATION ASSESSMENT FORM

Academic Unit	General Education Committee
Assessment Cycle	August 2012– August 2013

Linkage to Mission/Statement of Purpose (How General Education links to component(s) of TNU Statement of Purpose): The university's traditional undergraduate curricular programs focus on the liberal arts and sciences as reflected in the core curriculum (Statement of Purpose)

Linkage to University Education Goal(s): The purpose and organization of the general education curriculum is linked to the Institutional Educational Goals. Therefore, it emphasizes Christian character; disciplined reflection; literary, artistic, mathematical, and scientific contributions that have shaped civilization; appreciation for diversity; writing, speaking, and use of technology; critical skills essential to a lifetime of intellectual growth; and a holistic understanding of life. The learning outcomes of the general education curriculum seek to link the Institutional Educational Goals through an emphasis upon skills, content, and constructive/integrative domains of understanding. The curriculum embraces the conception that the four tiers (foundations, human sciences, natural sciences, and contexts) are best understood as involving skills, content, and constructive/integrative domains. While the general education curriculum is organized into tiers, the horizon that informs the core involves these outcomes which run throughout the tiers. In other words, an educated person will possess certain skills and content as a basis of embracing the world through a constructive and integrative theological vision of life and learning. (Catalog Statement)

Addresses Stated General Education Outcomes 1, 4, 6, 8

Outcome (DUE OCTOBER 1)	Means of Assessment (DUE OCTOBER 1)	Criteria for Success (DUE OCTOBER 1)	Assessment Results (DUE MAY 15)	Use of Assessment Results (DUE MAY 15)*
<p>1. Students will demonstrate competency in oral and written communication exhibiting an awareness of content, purpose, and audience while accurately using Standard English. (Written)</p> <p>LEARNING OUTCOME 1</p>	<p>1. 30 randomly selected students will submit a writing assignment from Christian Life and Ministry to be evaluated by faculty according to a modified rubric adapted from the English faculty, including subcategories addressing each of the six aspects named in the outcome. The rubric will rank the quality of the paper from 1 (Extremely Weak) to 6 (Superior). See Attachment</p>	<p>1. All papers scored will average 4.5 on the scale (between Adequate "4" and Above Average "5")</p> <p>Samples were gathered 5/1/13, processed to remove student identification and reformat. 6 volunteer scorers were solicited. Samples were distributed for scoring 5/3-6/2013. Data was aggregated and scores were averaged.</p>	<p>1. Overall average for 30 essays was 4.44</p> <p>Criterion was not met.</p>	<p>1. Results were reported to faculty, faculty in related academic disciplines in Fall 2013. GenEd solicited recommendations for further action.</p>

<p>2. Students will use the scientific method, scientific inquiry, and perform basic mathematical and statistical tasks to analyze and solve problems.</p> <p>LEARNING OUTCOME 4</p>	<p>2a. The context portion of the PROFICIENCY PROFILE Test entitled "Natural Sciences" will be used to assess the outcome. This test will be given to a selection of students enrolled in REL4000/4100.</p>	<p>2a. The aggregate mean score of tested students will be at least at the 67th percentile of all students taking the test nationally.</p>	<p>2a. The aggregate Natural Science mean score of all tested students was at the 80th percentile for all students taking the test nationally. Criterion was met.</p>	<p>2a. Results were reported to faculty in Fall 2013. No further action at this time.</p>
	<p>2b. The context portion of the PROFICIENCY PROFILE Test entitled Math will be used to assess this outcome. This test will be given to a selection of students enrolled in REL4000/4100.</p>	<p>2b. The aggregate mean score of tested students will be at least at the 67th percentile of all students taking the test nationally.</p>	<p>2b. The aggregate Math mean score of all tested students was at the 60th percentile for all students taking the test nationally. Criterion was not met.</p>	<p>2b. Results were reported to faculty, faculty in related academic disciplines in Fall 2013. GenEd solicited recommendations for further action.</p>
<p>3. Students will demonstrate an understanding and practice of various intellectual modes of thinking.</p> <p>LEARNING OUTCOME 6</p>	<p>3a. The context portion of the PROFICIENCY PROFILE Test entitled Critical Thinking will be used to assess this outcome. This test will be given to a selection of students enrolled in REL4000/4100.</p>	<p>3a. 25% of tested students will score as "marginally proficient" and 15% of tested students will score as "proficient" in the Critical Thinking sub-score.</p>	<p>3a. 28% of tested students scored as "marginally proficient" and 4% of tested students scored as "proficient" in the Critical Thinking sub-score. Criterion was not met.</p>	<p>3a. Results were reported to faculty, faculty in related academic disciplines in Fall 2013. GenEd solicited recommendations for further action.</p>
	<p>3b. A total of at least 30 students will be randomly selected from all sections of one laboratory science. One laboratory exercise per student will be chosen and scored by two readers according to a pre-determined rubric: see attached.</p>	<p>3b. Two criteria for success will be determined. First, the criteria for success for the rubric as a whole will be a mean of 6 out of the 12 possible points (measures all 4 scientific thinking skills as a whole). Second, the criteria for success for each line item on the rubric will be 0.70 (the 6 items of the rubric measures the 4 main areas identified as the means for assessment of the natural sciences; namely, analyze data presented as a graph and/or table, draw correct conclusions based on available data, critique experimental design, and use experimental results correctly by applying results to a new situation and then asking the next question). The rubric was amended to include a score of zero. The committee approved the rubric as amended and the criteria for success.</p>	<p>3b. The average total score for 30 randomly selected students was 6.87.</p> <p>Criterion was met.</p> <p>The item average for students were</p> <ol style="list-style-type: none"> 1. 1.38 2. 1.42 3. 1.15 4. 0.93 5. 1.25 6. 0.73 <p>Criterion was met.</p>	<p>3b. Results were reported to faculty in Fall 2013. No further action at this time.</p>

<p>4. Students will demonstrate an understanding of cultural diversity with a capacity to positively engage others.</p>	<p>4a. The PROFICIENCY PROFILE included additional self-generated questions and students indicated their level of agreement with this statement: Trevecca Nazarene University enhances my sense of personal well-being and my ability to engage others as well.</p>	<p>4a. The level of agreement score for students responding to this statement on a five-point Likert scale, when averaged, will result in a mean of 3.5 or above</p>	<p>4a. The level of agreement for students responding to this statement averaged 3.82. Criterion was met.</p>	<p>4a. Results were reported to faculty in Fall 2013. No further action at this time.</p>
<p>LEARNING OUTCOME 8</p>	<p>4b. The PROFICIENCY PROFILE included additional self-generated questions and students indicated their level of agreement with these statements: 1. My Trevecca education helped me value perspectives that are different from mine. 2. My Trevecca education helped me be more comfortable when I socialize with persons outside my ethnic group. 3. Trevecca's general education program helped me understand cultures that are outside the United States.</p>	<p>4b. On a 5-point Lickert scale, 80% of tested students will respond with strongly agree (5) or agree (4) to each of these statements.</p>	<p>4b. Q1. 68% of students responded with strongly agree (5) or agree (4). Q2. 42% of students responded with strongly agree (5) or agree (4). Q3. 41% of students responded with strongly agree (5) or agree (4) Criterion was not met.</p>	<p>4b. Results were reported to faculty in Fall 2013. GenEd solicited recommendations for further action.</p>
<p>5. Students will value the general education curriculum of their degree program.</p>	<p>5. A final multiple choice question is given with the PROFICIENCY PROFILE. Students choose only one option that corresponds best to their understanding of General Education and their major. 1. General Education appears to be a necessary evil that I must complete to get a degree at TNU. 2. General Education gives me an appreciation of different aspects of intellectual life but does not directly apply to my major. 3. General Education prepares me to better understand my academic major even if they are not directly related. 4. My major directly utilizes what I learn in General Education classes. 5. My major is an extension of General Education.</p>	<p>5. A total of 70% of the responses should fall in the number 2 through number 5 range (inclusive).</p>	<p>5. 81% of students responded in the 2 through 5 range (inclusive) on this question. Criterion was met.</p>	<p>5. Results were reported to faculty in Fall 2013. No further action at this time.</p>

General Christian Vocation Essay

Assignment:

In 3-5 pages, write a well-thought-out essay on your own understanding of the calling or vocation of Christians for leadership and service in a global community. Specifically address the following aspects of vocation:

- Discuss *key aspects* of the mission or vocation to which Christians are called in this world?
- What *temptations* might be particularly important to avoid (particularly for you) in order to fulfill this vocation? (For example, is power an issue?)
- What *conditions or practical commitments* are necessary (particularly for you) to fulfilling this calling? (For example, is community necessary?)

Writing Guidelines:

- The essay should be both formal in structure (best writing, excellent construction) and personal. This combination is critical.
- You may use the above questions as an outline for the essay, but include an introduction and conclusion that are both polished and compelling.
- Write your essay in first person as a personal statement of belief and commitment. Put yourself into the essay. While this should be a synthesis of some things you have learned about Christian vocation, it is also about your journey and commitments. Let the reader hear *your* voice.
- The essay should be typed in 12 point Times New Roman font with standard 1" margins.
- Include a title page with your name. Your name should not appear on the pages which are the body of the paper.
- Begin the body of the essay on the first line of the first page.
- If you decide to quote or to refer to an author, you must use full citation information in a standard format. You may use whichever style manual has been used in your area of study at Trevecca. Handle citations and format quotes properly and consistently for the style manual you are following.

Rubric for Writing

2012-13 General Education Assessment Item 1a: Outcome 1

General Education Outcome 1: "Students will demonstrate competency in oral and written communication exhibiting an awareness of content, purpose, and audience while accurately using Standard English. (Written)"

Please read each essay and determine which writing description best describes the essay. Assign a single overall score from "1" (extremely weak) to "6" (superior) using the sets of descriptors given by the rubric below.

Example: After reading the essay and reviewing the descriptions for Subject, Audience, Purpose, Grammar, Punctuation, and Logical Organization for the Rubric Scores 1 to 6, you determine that the statements under Score "4" provide the best description of the essay. Enter a 4 in the Scoring Report for "Writing Rubric Score."

Rubric for Writing
2009-10 Assessment Item 1, Outcome A-2

	Score "6" Superior	Score "5" Above Average	Score "4" Adequate
Awareness of: 1) Subject	Focuses and develops ideas effectively, showing creativity, insight, and attention to task	Focuses and develops ideas well	Adequately focuses and develops ideas
2) Audience	Speaks directly to the reader in an individualistic, expressive, and engaging way	Speaks directly to the reader in a purposeful manner	Suggests sincerity, but only Intermittently involves the reader
3) Purpose	Presents ideas in a purposeful manner, building an effective and persuasive argument	Communicates a sense of commitment to the topic	Generally clear, but occasionally displays wordiness or ineffective
Accurate use of: 4) Grammar	Commits few, if any, errors in grammar	Commits few errors in grammar	Commits some errors in grammar
5) Punctuation	Commits few, if any, errors in punctuation or mechanics	Commits few errors in punctuation or mechanics	Commits some errors in punctuation or mechanics
6) Logical Organization	Organizes ideas in a logical manner that moves the reader smoothly through the text	Organizes ideas clearly and coherently	Organizes ideas in a satisfactory Manner
	Score "3" Inadequate	Score "2" Very Weak	Score "1" Extremely Weak
Awareness of: 1) Subject	Lacks a degree of attention to task; may not display mature or well-developed content	Lacks focus; may simply "list" items with no obvious relevancy	Simply repeats the topic
2) Audience	Uses ideas everyone has heard or read before; lacks sincerity in attempt to involve reader	Fails in attempt to involve the reader	Does not involve the reader
3) Purpose	Contains irrelevancies; digresses; rambles	Essay is "off-task" with little or no supporting detail	Fails to provide adequate development to limited ideas
Accurate use of: 4) Grammar	Contains flaws in grammar which do not impede meaning	Consistent violations in grammar which impede understanding	Serious violations of grammar overwhelm the sense of the essay
5) Punctuation	Indicates some consistent misunderstanding of the conventions; simplistic word choice	Sentence structure and word choice is highly limited, simplistic, or inappropriate	Immature sentence structure and word choice
6) Logical Organization	Minimal organization; lacks logical coherence	Serious flaws in organization & coherence	Almost no organization or coherence

Reformatted: Mar. 2010

Natural Sciences - Critical Thinking Assessment Scoring Rubric, March 2013

Hypothesis Report: Students will prepare a 3-5 page written report on an experiment of their choosing. Students should demonstrate proper use of the scientific method. The hypothesis should be testable and falsifiable. Although a list of potential topics is provided, students are encouraged to choose their own topics and be creative. The report must include:

1. An overall summary clearly stating the hypothesis and results of experiments designed to test hypothesis
2. Important background information to interest and educate the reader
3. A description of how experiments were performed and materials utilized
4. A results section that includes
 - a. A table or graph of your results
 - b. a written summary of results
5. A discussion section that includes
 - a. A determination of whether the original hypothesis should be accepted or rejected
 - b. Describe future directions that could be explored based on results presented
6. References for all researched material

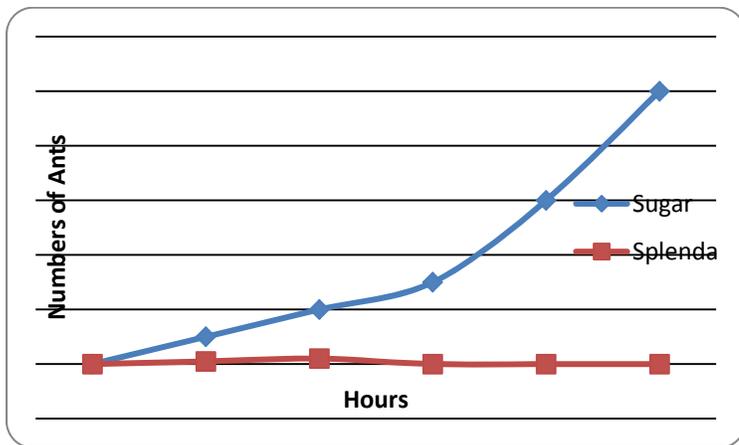
Scoring Rubric

Item	Skills Tested	Score of 0	Score of 1	Score of 2
1	experimental design - development of a novel experiment	unable to design an experiment that tests the proposed hypothesis	design an experiment that tests the proposed hypothesis	design an experiment that tests that proposed hypothesis <i>and</i> includes correct controls
2	experimental design - critical analysis	unable to identify any variables that should remain constant	correctly identify only one variable that should remain constant	correctly identify <i>two or more</i> variables that should remain constant
3	analysis of data presented as a table draw appropriate conclusions based on available data	indicate that results do not support the hypothesis or fail to indicate that the results support the hypothesis	indicate that the results support the hypothesis	indicate that results support the hypothesis <i>and</i> use the data presented in the table to support their answer
4	analysis of data presented as a graph	incorrectly describe the relationship between your independent and dependent variables	correctly identify the relationship between your independent and dependent variables	correctly identify the relationship between your independent, dependent variables along with a researched explanation supporting the data
5	draw appropriate conclusions based on available data	unable to formulate conclusions beyond a summary of the data	Able to formulate conclusions based on a surface understanding of the results	Able to formulate conclusions indicating a deeper, researched understanding of the results
6	appropriate use of experimental results - application of results to a new situation	unable to formulate a hypothesis relating the results of this experiment to a larger scenario	propose a hypothesis that relates the results of this experiment to a larger scenario	propose a hypothesis that relates the results of this experiment to a larger scenario and includes a mechanistic application

Example in Brief

1. Hypothesis—Ants prefer sugar to artificial sweeteners
Experiment—Place equal amounts of natural sugar and Splenda in dishes along with an empty dish in equal proximity to a group of ants.
Quantitate over time the number of ants that choose Splenda versus real sugar versus the empty dish control plate.
2. The amount of sugar and artificial sweetener should be the same.
The accessibility of the food particles should be identical
3. Upon completion of the experiment as indicated in the table, 100% of the ants were seen around the sugar plate and none surrounding the artificial sweetener or empty plate. These results suggest that the ants prefer natural sugar, thus supporting the hypothesis.
4. Over time the preference for sugar over artificial sweetener widens rapidly, which may indicate a pre-selection process taking place within the community of ants
5. Ants prefer natural sugar and once identified communicate this preference to others facilitating a rapid community decision rather than an individual choice
6. It may be interesting to determine whether individual ants outside of a community but instead in isolation choose sugar over artificial sweetener with the same kinetics

Natural Sugar	Artificial Sweetener
100	0



Additional Questions for Profile Proficiency Test

Questions 1-4. Level of Agreement (5-pt Likert scale):

1. Trevecca Nazarene University enhances my sense of personal well-being and my ability to engage others as well. [4a.]
2. My Trevecca education helped me value perspectives that are different from mine. [4b]
3. My Trevecca education helped me be more comfortable when I socialize with persons outside my ethnic group. [4b]
4. Trevecca's general education program helped me understand cultures that are outside the United States. [4b]

5. Which of the following best corresponds to your understanding of General Education and its relationship to your major [5]:
 - a. General Education appears to be a necessary evil that I must complete to get a TNU degree.
 - b. General Education gives me an appreciation for different aspects of intellectual life but does not directly apply to my major.
 - c. General Education prepares me to better understand my academic major, even if the two are not directly related.
 - d. My major directly utilizes what I learn in General Education classes.
 - e. My major is an extension of General Education.

Comparison of ETS Proficiency Profile Mean Scores

Mar-2013 [Detailed reports are available on request.]

Norm Referenced

	2012-13	Doctoral	All	2012-13	Doctoral	All	2012-13	Doctoral	All
	Aggregate	Percentile	Percentile	Traditional	Percentile	Percentile	Non-Trad	Percentile	Percentile
	n=235			n=168			n=67		
Total Score	447.25	27	78	449.51	42	85	441.58	17	49
Skills Subscores:									
Critical Thinking	112.16	19	68	112.83	19	68	110.48	10	30
Reading	119.04	27	78	119.27	27	78	118.48	19	63
Writing	115.7	42	78	116.21	63	91	114.42	17	59
Mathematics	113.26	19	60	113.96	19	60	111.51	8	23
Context-Based Subscores:									
Humanities	115.35	21	67	115.95	21	67	113.84	13	67
Social Sciences	113.6	15	50	113.7	15	50	113.37	15	50
Natural Sciences	116.21	33	80	116.66	33	80	115.09	33	56

	2012-13	2011-12	2010-11	2009-10	2008-09
	Dr Prctl	Dr Prctl	Dr Prctl	Dr Prctl	Dr Prctl*
Total Score (percentile)	27	42	21	21	58
Skills Subscores:					
Critical Thinking	19	58	17	19	73
Reading	27	27	19	19	67
Writing	42	17	17	17	63
Mathematics	19	33	10	10	44

Context-Based Subscores:

	2012-13	2011-12	2010-11	2009-10	2008-09
	Dr Prctl	Dr Prctl	Dr Prctl	Dr Prctl	Dr Prctl*
Humanities	21	40	15	21	85
Social Sciences	15	44	15	21	69
Natural Sciences	33	33	21	10	79

* Test administered in selected major capstone courses

Criterion-Referenced

	SR > DR Inst	2013	2013	2013
	Percent	Aggregate	Traditional	Non-Trad
Reading, Level 1				
Proficient	73	69	69	69
Marginal	16	20	20	19
Not Proficient	11	11	11	12
Reading, Level 2				
Proficient	47	44	47	37
Marginal	18	16	14	19
Not Proficient	35	40	39	43
Critical Thinking				
Proficient	11	4	5	1
Marginal	23	28	29	25
Not Proficient	67	68	65	73
Writing, Level 1				
Proficient	70	77	80	67
Marginal	22	17	16	18
Not Proficient	8	7	4	15
Writing, Level 2				
Proficient	26	23	24	22
Marginal	37	44	46	39
Not Proficient	36	33	30	39

Writing, Level 3				
Proficient	12	9	9	9
Marginal	30	37	40	28
Not Proficient	59	54	51	63
Mathematics, Level 1				
Proficient	66	52	59	36
Marginal	20	29	27	31
Not Proficient	15	19	14	33
Mathematics, Level 2				
Proficient	42	26	30	13
Marginal	24	27	29	24
Not Proficient	35	47	41	63
Mathematics, Level 3				
Proficient	15	6	8	0
Marginal	21	14	14	12
Not Proficient	64	81	78	88

Report Date: 3/21/2013

About the ETS® Proficiency Profile *Item Information Report*

The Item Information Report provides descriptive, item-level data for a particular cohort(s) in order to help your institution further pinpoint specific concepts you may wish to reinforce with your students.

Below is an excerpt from a sample Item Information Report with an explanation of each data element in the report.

Example:

Report Date: xxxxxxxx



ETS Proficiency Profile Standard Form A
Item Information Report
ETS University
Administration Date Range: May 2005-May 2010
Number of Test Takers =1,453

Section	Item Number ^(a)	Percent Correct: Institution	Percent Correct: National ^(b)	Percent Omit	Percent Not Reached	Skill Area	Proficiency Level	Type of Content
1	1	88.0	84.1	0.1	0.0	Reading	I	Discern facts from a passage

This example shows that for question number 1 in Section 1 of the ETS® Proficiency Profile Standard Form A test...

88.0% of your test takers answered the question correctly (**Percent Correct: Institution**)

84.1% of students at other institutions answered the question correctly (**Percent Correct: National**)

This column allows you to gauge the difficulty level of this question for your students compared with the difficulty level of this question for test takers at other institutions. (Note that **Percent Correct: National** is based on *all* test takers at *all* class levels - freshmen through senior.)

0.1% of your test takers skipped over this question without answering and continued with the test (**Percent Omit**), and 0.0% of your test takers stopped taking the assessment before getting to this question and did not answer this question or any subsequent questions (**Percent Not Reached**). The total of these two columns is the total percentage of your students that did not provide an answer to this question.

This question contributes to the "Reading" subscore (**Skill Area**) and the "Level I" Reading proficiency classification (**Proficiency Level**), and this question was specifically designed to assess a student's ability to "Discern facts from a passage" (**Type of Content**).

[For more information about this report or other ways the ETS Proficiency Profile can help your institution, contact an ETS Advisor at highered@ets.org or call 1-800-745-0269.](mailto:highered@ets.org)

Report Date: 3/21/2013

ETS® Proficiency Profile - ETS® Proficiency Profile Abbreviated Form B (4BMA2-A1C)

Item Information Report

Administration Date Range: October 2012 - February 2013

Trevecca Nazarene University

Number of Test Takers = 242 (aggregate)

Section	Percent	Percent	Percent	Percent	Skill Area/ Proficiency Level	Type of Content	=Inst - Ntl	Aggr	Trad	N-Trad
	Correct Institution	Correct National ^(b)	Omit	Not Reached						
1	37.8	34.6	0	7.5	Critical Thinking III	Determine relevance of information	3.20			
2	53.1	51	1.2	0	Critical Thinking III	Determine relevance of information	2.10			
2	54.3	40	1.2	0	Critical Thinking III	Determine relevance of information	14.30			
3	51.9	56.6	0	0	Critical Thinking III	Determine relevance of information	-4.70			
3	65.4	64.4	0	0	Critical Thinking III	Determine relevance of information	1.00			
3	59.3	56.9	0	0	Critical Thinking III	Determine relevance of information	2.40			
3	24.7	33	0	0	Critical Thinking III	Determine relevance of information	-8.30			
3	75	68.1	0	1.2	Critical Thinking III	Determine relevance of information	6.90			
1	72.5	69	0	0	Critical Thinking III	Evaluate an argument	3.50			
1	24.1	19.4	0	1.2	Critical Thinking III	Evaluate an argument	4.70			
2	71.6	76.3	0	0	Critical Thinking III	Evaluate an argument	-4.70			
1	46.8	53.2	0	1.2	Critical Thinking III	Evaluate data for consistency	-6.40			
1	72.6	59.9	0	8.8	Critical Thinking III	Evaluate data for consistency	12.70			
1	12.3	23	0	8.8	Critical Thinking III	Evaluate data for consistency	-10.70			
2	40.7	49.4	2.5	0	Critical Thinking III	Evaluate data for consistency	-8.70			
1	68.9	63.8	1.2	7.5	Critical Thinking III	Evaluate hypotheses	5.10			
1	39.7	38.2	0	8.8	Critical Thinking III	Evaluate hypotheses	1.50			
3	50.6	58.3	0	0	Critical Thinking III	Evaluate hypotheses	-7.70			
2	66.7	66.9	0	0	Critical Thinking III	Evaluate interpretations	-0.20			
2	21.1	21.7	0	6.2	Critical Thinking III	Evaluate interpretations	-0.60			
2	36.1	31.8	0	11.1	Critical Thinking III	Evaluate interpretations	4.30			
3	53.2	49.7	0	2.5	Critical Thinking III	Evaluate interpretations	3.50			
3	80.5	71.1	0	4.9	Critical Thinking III	Evaluate interpretations	9.40			
3	74.7	67.5	0	7.4	Critical Thinking III	Evaluate interpretations	7.20			
2	48.1	51.7	0	0	Critical Thinking III	Evaluate interpretive claims	-3.60	Critical Thinking		
1	35	44.5	0	0	Critical Thinking III	Recognize assumptions	-9.50			
2	48.1	49.1	1.2	0	Critical Thinking III	Recognize assumptions	-1.00		0.6	2.4

1	70	69.3	1.2	0	Mathematics I	Apply formula	0.70			
2	48.1	60.8	0	2.5	Mathematics I	Arithmetic word problem - percents	-12.70			
1	72.5	78.4	0	0	Mathematics I	Arithmetic word problem - profit/loss	-5.90			
2	77.8	75.6	0	0	Mathematics I	Data interpretation - bar chart	2.20			
1	78.8	73	0	0	Mathematics I	Data interpretation - ratios	5.80			
3	56.8	55.8	1.2	0	Mathematics I	Data interpretation - read data	1.00			
2	76.5	79.4	0	0	Mathematics I	Number line	-2.90			
1	57.7	59	0	2.5	Mathematics I	Properties of integers	-1.30	Math I		
3	81.5	88.4	0	0	Mathematics I	Solve algebraic equation	-6.90	-2.2	1.6	-11.4
2	79.5	70.8	0	3.7	Mathematics II	Algebraic word problem - translation	8.70			
3	35	43.6	1.2	1.2	Mathematics II	Arithmetic word problem - graduated rate	-8.60			
2	37	42.4	1.2	0	Mathematics II	Arithmetic word problem - rates	-5.40			
1	66.7	58.6	0	2.5	Mathematics II	Data interpretation - probability	8.10			
1	56.2	61.2	1.2	0	Mathematics II	Draw conclusion from algebraic equations	-5.00			
3	22.5	28.8	0	1.2	Mathematics II	Linear growth	-6.30			
3	53.1	55	0	0	Mathematics II	Properties of integers - average	-1.90			
2	59.3	61.3	0	0	Mathematics II	Word problem - averages	-2.00	Math II		
3	43.2	49.8	0	0	Mathematics II	Word problem - similar triangles	-6.60	-2.1	3.0	-14.6
3	69.1	60.4	0	0	Mathematics III	Compound interest	8.70			
1	12.8	11.7	1.2	2.5	Mathematics III	Data interpretation - percent change	1.10			
3	21.5	22.7	1.2	2.5	Mathematics III	Exponential growth	-1.20			
2	36.2	38.6	0	1.2	Mathematics III	Interpretation of graphs	-2.40			
2	58	60.5	0	0	Mathematics III	Properties of integers - modular arithmetic	-2.50			
1	46.2	41.8	1.2	2.5	Mathematics III	Word problem - algebraic equation	4.40			
1	31.2	33	1.2	0	Mathematics III	Word problem - algebraic translation	-1.80			
3	30	35.5	0	1.2	Mathematics III	Word problem - percent of percent	-5.50	Math III		
2	2.6	9.5	1.2	3.7	Mathematics III	Word problem - sets	-6.90	-0.7	-1.2	0.6

1	67.5	71.3	0	0	Reading I	Discern facts from a passage	-3.80			
1	73.8	74	0	0	Reading I	Discern facts from a passage	-0.20			
1	48.7	50.5	0	5	Reading I	Discern facts from a passage	-1.80			
2	42	44.8	0	0	Reading I	Discern facts from a passage	-2.80			
2	54.3	57.3	0	0	Reading I	Discern facts from a passage	-3.00			
2	92.6	87	0	0	Reading I	Discern facts from a passage	5.60			
2	34.7	32.6	0	11.1	Reading I	Discern facts from a passage	2.10			
3	96.3	91.2	0	0	Reading I	Discern facts from a passage	5.10			
3	58	60.2	0	0	Reading I	Discern facts from a passage	-2.20			
3	80.2	72.2	0	0	Reading I	Discern facts from a passage	8.00			
3	71.4	58.6	0	4.9	Reading I	Discern facts from a passage	12.80			
3	75.7	62.7	0	8.6	Reading I	Discern facts from a passage	13.00			
1	80	69.9	0	0	Reading I	Meaning in context	10.10	Reading I		
								3.3	3.2	3.6
1	82.5	80.1	0	0	Reading II	Discern primary purpose	2.40			
1	51.2	50.4	0	0	Reading II	Discern primary purpose	0.80			
2	34.6	41.1	0	0	Reading II	Discern primary purpose	-6.50			
2	67.9	67.6	0	0	Reading II	Discern primary purpose	0.30			
2	59.5	52.1	0	8.6	Reading II	Discern primary purpose	7.40			
3	45.7	39.7	0	0	Reading II	Discern primary purpose	6.00			
1	57	54	0	1.2	Reading II	Recognize a valid inference	3.00			
1	51.3	40.5	0	5	Reading II	Recognize a valid inference	10.80			
1	55.3	54.1	0	5	Reading II	Recognize a valid inference	1.20			
2	60.5	63.6	1.2	0	Reading II	Recognize a valid inference	-3.10			
2	51.9	58.2	1.2	0	Reading II	Recognize a valid inference	-6.30			
3	67.9	62.1	0	0	Reading II	Recognize a valid inference	5.80			
3	76.5	66.8	0	0	Reading II	Recognize a valid inference	9.70	Reading II		
3	23.1	23.2	1.2	3.7	Reading II	Recognize a valid inference	-0.10	2.2	3.5	-0.8

1	91.1	88.2	0	1.2	Writing I	Recognize agreement	2.90			
1	87.3	87.8	0	1.2	Writing I	Recognize agreement	-0.50			
3	96.2	83.9	0	3.7	Writing I	Recognize agreement	12.30			
1	61.2	56.5	0	0	Writing I	Recognize appropriate transition	4.70			
3	63	57.2	0	0	Writing I	Recognize appropriate transitions	5.80			
2	67.9	71.8	0	0	Writing I	Recognize incorrect capitalization	-3.90			
2	56.8	58.5	0	0	Writing I	Recognize incorrect word choice	-1.70			
2	91.4	93.7	0	0	Writing I	Recognize lack of agreement	-2.30	Writing I		
3	86.4	80.5	0	0	Writing I	Recognize lack of agreement	5.90	2.6	4.8	-2.7
3	53.1	56.2	0	0	Writing II	Combine simple clauses	-3.10			
1	45	46.7	0	0	Writing II	Incorporate new material	-1.70			
2	45.7	43.1	1.2	0	Writing II	Incorporate new material	2.60			
2	80	68.8	1.2	1.2	Writing II	Incorporate new material	11.20			
1	68.8	56.8	0	3.8	Writing II	Recast existing sentences	12.00			
1	85.5	82.3	0	5	Writing II	Recast existing sentences	3.20			
2	80.2	80.4	0	0	Writing II	Recognize agreement	-0.20			
3	93.6	76.2	0	3.7	Writing II	Recognize agreement	17.40	Writing II		
3	79	71.5	0	0	Writing II	Recognize lack of agreement	7.50	5.4	8.4	-1.9
2	90.1	90.5	0	0	Writing III	Recognize appropriate idiom	-0.40			
1	65.8	57.1	0	5	Writing III	Recognize correct construction	8.70			
2	91.4	87.2	0	0	Writing III	Recognize correct construction	4.20			
3	85.2	78.1	0	0	Writing III	Recognize correct construction	7.10			
1	55	61.9	0	0	Writing III	Recognize most effective revision	-6.90			
1	78.8	71.7	0	0	Writing III	Recognize most effective revision	7.10			
2	74.1	63.7	1.2	0	Writing III	Recognize most effective revision	10.40			
3	82.7	74.9	0	0	Writing III	Recognize most effective revision	7.80	Writing III		
3	11.1	14.1	0	0	Writing III	Recognize redundancy	-3.00	3.9	5.8	-0.7