Andrews University

Seventh
Assessment Report

2007

Completed: December 2007

Statement of Mission[1]

Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the world-wide mission of the Seventh-day Adventist Church.

Accordingly, students are challenged

- *to be inquisitive;*
- *to think clearly and communicate effectively;*
- *to explore the arts, letters, and sciences within the context of a Christian point of view;*
- *to develop competencies in their chosen fields of study;*
- *to prepare for a meaningful position in the work place;*
- *to respect ethnic and cultural diversity;*
- *to embrace a wholesome way of life;*
- *to heed God's call to personal and moral integrity;*
- *to nurture life in the Spirit; and*
- *to affirm their faith commitment.*

[1]In Fall 2007, the mission statement was revised as part of the strategic planning process; the revised statement will be used for the 2008 report.

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Definitions

MAPP®	Measure of Academic Proficiency and Progress. From ETS (Educational Testing Service). Replaced the Academic Profile® test in 2006. Results are comparable.
n/a	Not applicable or not available
n.s.	Not statistically significant
SAGES	Scholars Alternative General Education Studies; the General Education package for the Honors program. Students who complete the Honors program requirements graduate as J. N. Andrews Scholars.
SDA	Seventh-day Adventist

Acknowledgments

Thanks are due to the various departments and programs who collected and analyzed data and submitted assessment reports. The Counseling and Testing Center, under the supervision of Joanna Sudds, administered the Senior Exit Tests. Jerome Thayer, Assistant Director of Assessment, assisted with data preparation and statistical analysis; errors in interpretation and opinions about the data are mine.

Several individuals have contributed to preparation of the manuscript. Pretoria St. Juste, Assistant Director of Assessment, assisted with composition and interpretation of the results reported here. Others include Zachary Mngo, Abiodun Olalere, Rhonda Stephens, and Joseph Williams, who have faithfully compiled data into tables for this report and for the departments.

The goal of assessment is to promote a data-based approach to improving our ability to deliver the very best education possible to our students. Their participation in assessment processes and encouragement to improve in our work helps make this report possible.

Dr. Alice C. Williams
Director
University Assessment Office
Andrews University
December, 2007

Introduction

Andrews University continues the journey toward improving student learning through analysis, interpretation, and application of data related to student learner outcomes. The university mission statement (page ii) guides the assessment process. Departments, programs, and the general education program use a variety of direct and indirect methods to measure student learning and plan for more effective teaching. This report is a summary of those efforts. Beginning on page 2 is a discussion of the findings about spiritual outcomes; intellectual and skill outcomes are presented for general education (page 4) and programs (page 6); and, finally, other attitude and opinion measures are reported (page 7). A summary (page 8) of accomplishment of each aspect of the mission statement and how results have been used to improve teaching concludes the text of the document. Appendices provide additional summaries of data.

Sources of data include Senior Exit Testing, a Senior Survey, department reports, Student Life findings, and other campus sources. This report also seeks to document the university's commitment to student learning and continuous improvement in courses, programs, curricula, and student life. Thus, where possible, the link between data and change will be documented.

The Higher Learning Commission states Criterion 3 Student Learning and Effective Teaching thus:

> The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
>
> 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
>
> 3b. The organization values and supports effective teaching.
>
> 3c. The organization creates effective learning environments.

3d. The organization's learning resources support student learning and effective teaching.[2]

As we conduct a university-wide self-study, preparatory to a re-accreditation site visit in March 2009, assessment data demonstrating our commitment to student learning and effective teaching will continue to be important.

General Education Data. The Measure of Academic Proficiency and Progress (MAPP) from ETS[3] was used to evaluate accomplishment of selected general education outcomes. MAPP is a tool similar to the Academic Profile, the Standard Form of which has been used since the 2002-2003 academic year, with the exception of academic year 2004, when the Abbreviated Form was used. Another form of the Academic Profile was used for the 1999-2002 academic years. Comprised of 108 items, administered in two sixty-minute periods the instrument provides data about college level reading and writing, critical thinking, mathematics, humanities, social sciences, and natural sciences. The test is administered to first-baccalaureate seniors, usually during their last two semesters of college work. Trends in student performance are tracked and the effect of changes in instructional methods, course content, and admissions policies inferred. In July 2007 the university began using the online version of MAPP. Data from MAPP are comparable to data from the Academic Profile.

Selected data from MAPP are presented in Appendix A. Andrews University groups of seniors are compared with each other and with students at similar colleges and universities. The high percentages of international and minority students contribute to a unique profile in terms of ethnicity and first language skills at Andrews University (see Figures 1 and 2, upper right, and Tables A-1 and A-2 for 5-year trends). Appendix B provides a copy of the 2006-2007 Senior Survey and the MAPP criterion-referenced definitions; Appendix C contains Senior Survey results. Finally, Appendix D reports department participation in assessment processes.

Figure 1. Ethnic Distribution of Seniors

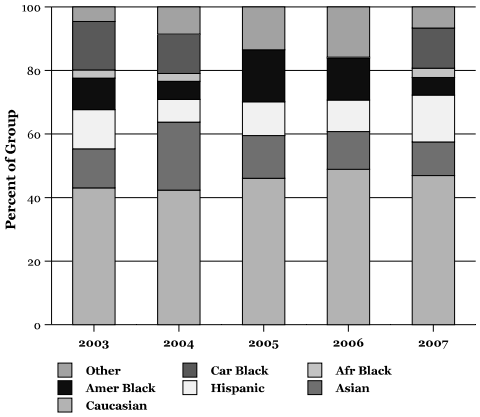


Figure 2. Language Ability of Seniors

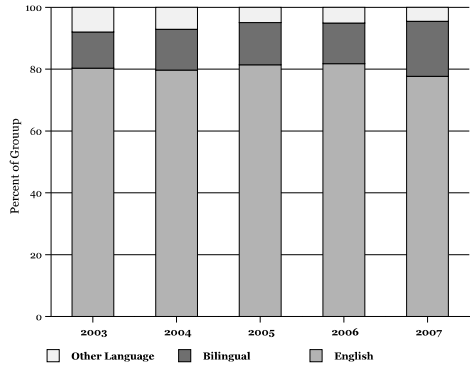
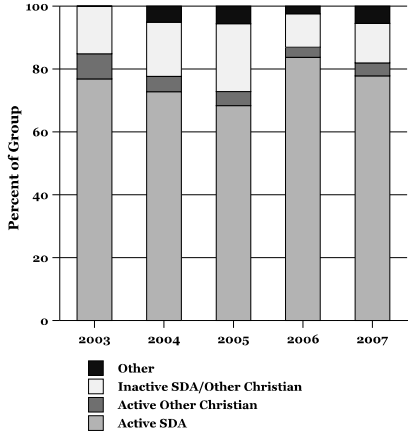


Figure 3. Religious Affiliation of Seniors



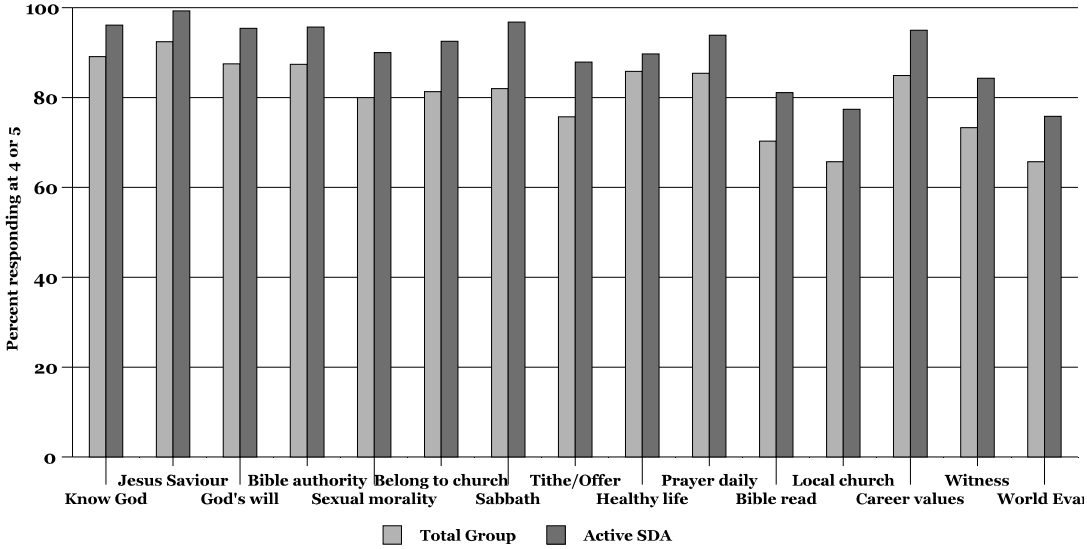
Spiritual Outcomes

The religious affiliation composition of the senior class remains stable, with 75- 80% claiming to be active SDA, and 15-20% claiming to be active or inactive Christian or inactive SDA (See Figure 3, at right, for distribution of religious affiliation by years).

[2]Higher Learning Commission of the North Central Association of Colleges and Schools, *Handbook for Accreditation*, 3rd edition, 2003, Chicago, IL.

[3]Formerly Educational Testing Service, Princeton, New Jersey.

Figure 4. Spiritual Commitments of Seniors, 2007

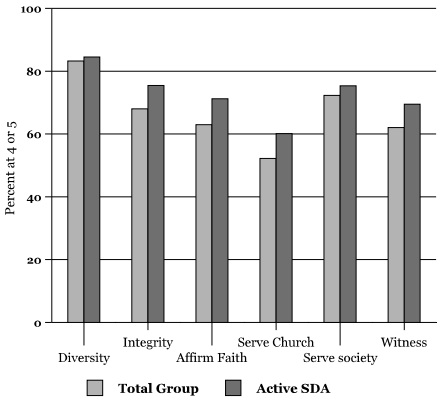


Spiritual commitments were measured using a tool developed by Dr. Jane Thayer, Religious Education. The differences between the total group and the active SDA group were striking (see Figure 4 on the next page and Tables C- 1 and 2). Students were more likely to express a strong commitment to spiritual activities such as prayer and Sabbath keeping, than they were to participating in local church life or supporting world evangelism. This may be related to their student status, since they may feel unable to participate much in local church life while still a student. Seniors expressed a high degree of commitment to knowing God, accepting Jesus as a personal Savior, submitting to God's will, regarding the Bible as authoritative, and applying Christian values in their careers.

Among honors students, those who dropped out of the honors program were less likely to have made several spiritual commitments than those completing the honors curriculum or those not involved in the honors curriculum (see Tables C-3 and 4). A small sample size makes these data difficult to interpret.

Seniors were asked for their perception of how well Andrews University succeeded in instilling the various aspects of the mission statement for them (See Appendix C, Tables C-5 and 6 for mean scores and related data). The aspects relating to spirituality include respect for diversity, integrity, affirming faith, serving the church, serving society, and witnessing of Christ. As usual, the mean score and the percent of individuals marking the highest scores for the respect for diversity item were higher than any other items (see Table C-5 and 6 and Figure 5 at right). Active SDA seniors were more likely to indicate that the university was successful in inculcating these values than were respondents in the total group (Table C-7). Again, local church involvement is lower than the other mission items.

Figure 5. Mission Statement, Spiritual Aspects



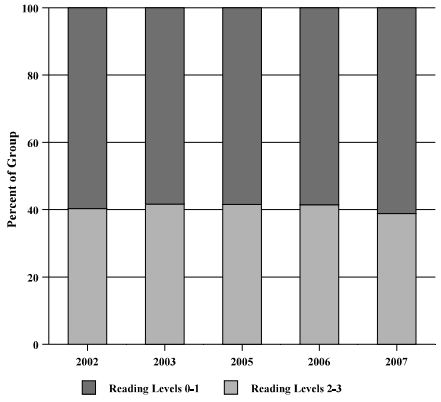
Students who had dropped out of the honors curriculum were less likely to feel prepared to serve a local church than the honors graduates and non-honors students (see Tables C-8 and 9).

The Student Services division collects feedback from student about Campus Ministries and residence hall programming and uses these data when planning for future programs.

Intellectual and Skill Outcomes
General Education

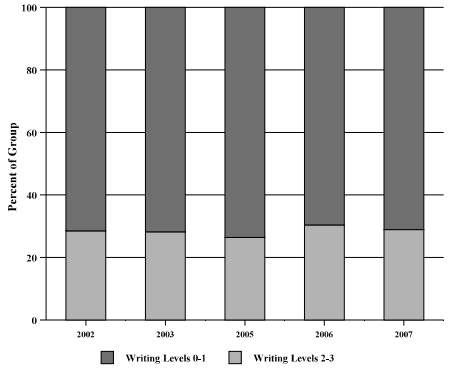
The findings from General Education areas are grouped by skills (communication, critical thinking, and math) and subject matter areas (Humanities, Social Sciences, and Natural Sciences) as measured by the MAPP test. For the skills, ETS provides both norm-referenced and criterion-referenced[4] data. These data can be used to compare ourselves to students at similar institutions. Mean scores and percentile ranks appear in Tables A-3 and 4.

Figure 6. MAPP Reading Proficiency Ratings



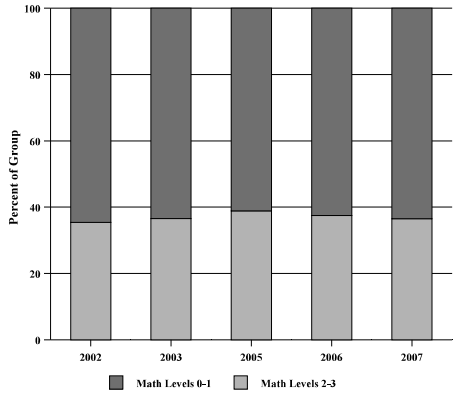
Language and communication: Thirty-nine percent of seniors scored at or above the 50th percentile in College Level Reading (see Table A-4 and 5); however, 38.8 percent were proficient at Level 2 or above in College Level Reading on the criterion-referenced scales (see Figure 6 at top right and Table A-6). Compared to students at comprehensive and liberal arts institutions, more Andrews University seniors were rated at Level 0 and Level 3.

Figure 7. MAPP Writing Proficiency Ratings



Fifty-nine percent of seniors scored at or above the 50th percentile in College Level Writing; 28.9 percent were proficient at Level 2 or above in College Level Writing (see Table A-7 and Figure 7 at right). Apparently, nationally, students score lower in writing than in reading–note the lower achievement in the criterion-referenced ratings. Thus, more of our students perform above the 50th percentile in writing, while performing worse than in reading on the criterion-referenced scales. The proportions of seniors at the various criterion levels is comparable to those at similar types of institutions (see Tables A-7).

Figure 8. MAPP Math Proficiency Ratings

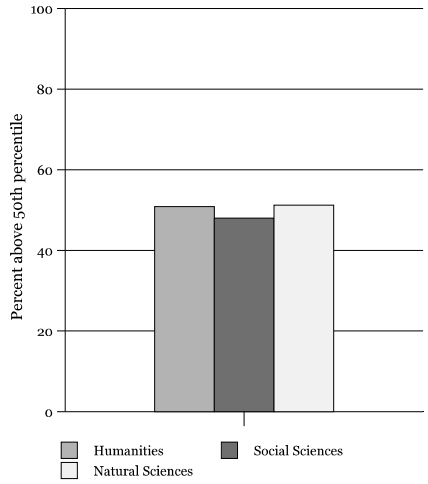


Mathematics and Critical Thinking: The mean mathematics score was near the 50th percentile (see Table A-4), after two years of means at the 60th percentile. The causes of the change are unknown at this time, but may be related to changes in proportions of Honors students accepted and graduating. Forty-nine percent of seniors scored at or above the 50th percentile on the Mathematics portion of MAPP. The percent of seniors proficient at Level 2 or 3 on the criterion-referenced

[4]See Figure B-2 for definitions of the criterion-referenced data.

section of MAPP was 36.5 (see Figure 8 at on previous page and Table A-9). Sixty percent of seniors scored at or above the 50th percentile on the Critical Thinking portion of the MAPP; 14 percent of seniors scored at Level 3, Critical Thinking on the criterion-referenced portion of the MAPP (Tables A-5 and 6). Even with a slight drop in the percent of Andrews University students scoring at the higher levels, slightly more Andrews University students scored at levels 2 and 3 than in the national groups (see Table A-5 and 8).

Figure 9. MAPP Subject Matter Areas



Subject Matter Areas: The MAPP provides scores in three subject matter areas. Fifty-one percent of seniors scored at or above the 50th percentile on the Humanities portion of MAPP; for the Social Sciences section, 48% of seniors scored at or above the 50th percentile on the Social Sciences portion of MAPP. In Natural Sciences, 51% of seniors scored at or above the 50th percentile. Slightly lower than last year, the subject matter scores were comparable to national scores. See Figure 9 at right and Tables A-3 and 4.

Ethnicity, English Language Ability, and General Education: Differences exist among race/ethnic groups on all areas of the MAPP tests. In general, Hispanic, American Black, and African Black groups tend to score lower than Asians, Carribean Blacks, and Caucasians in all skills and subject matter areas (see Tables A-9 and 10). Further investigation is needed to determine whether this is a matter of inadequate preparation and socialization for college-level work and/or related to differences in learning styles and attitudes toward learning. Seniors who considered themselves bilingual or communicating better in a language other than English tended to have lower scores than those who communicated best in English (See Tables A-11 to 15).

Honors Student Performance: Predictably, Honors[5] students and seniors graduating with honors designations[6] perform better on all MAPP areas (see Tables 5 and 16 to 19). The relatively small groups of high performing students have a dramatic effect on the mean scores.

Planning to Improve General Education Assessment: As self-study preparation for the 2009 HLC/NCA site visit has progressed, the University Assessment Office has proposed revised plans for general education assessment. These proposals are being shared with General Education subcommittees,

[5]Students participating in the J. N. Andrews Scholars program participate in Scholars Alternative General Education Studies (SAGES).

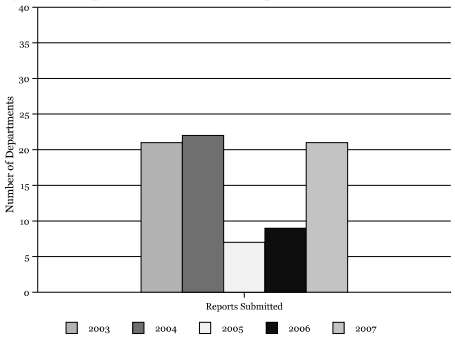
[6]Cum Laude, Magna Cum Laude, and Summa Cum Laude.

established to examine each area of General Education with the goals of streamlining the GE curriculum and, hopefully, creating a greater degree of standardization for the GE requirements for various degrees and programs.

Intellectual and Skill Outcomes Departments and Programs

For the 2006-2007 academic year, departments and programs were asked to submit their assessment reports directly to the University Assessment Office. In addition, a less detailed, survey-like form was used to collect information (Figure B-3). The number of returned reports (21) was much greater than in the previous two years (7 and 9, respectively) (see Fugure 10 at right and Table D-1). While the diminished returns of prior years were probably due to a protracted budget process (2005) and dramatic administrative changes (2006), the increase in reports was encouraging. In addition, several chairs and program directors scheduled visits with the Assessment Director to discuss developing assessment protocols for future use. At this writing, the Self-Study Subcommittee for Criterion 3 Student Learning and Effective Teaching, is working with chairs and program directors to improve and develop assessment protocols for all departments. The involvement of the members of this committee has had a dramatic effect on the understanding of chairs and program directors about the processes and practices related to developing learner outcome statements and assessing student learning. Not surprisingly, motivation is also enhanced by the nearness of the site visit.

Figure 10. Department Assessment Reports Submitted



From the departments and programs reporting, a variety of direct measures of student learning were reported, including national exams; internal exams; artifacts from capstone courses; course-embedded testing; student portfolios; research and writing, including projects, theses, and dissertations; performance evaluations; and pre- and post-testing (see Table D-2). Indirect measures of learning were also used, including surveys of students, alumni, employers, and patients/clients; exit interviews, and external reviews of the program (see Table D-3). Some programs also consider placement of students in jobs and graduate programs as evidence of successful outcomes.

Major Field Tests (ETS) are used by several departments. Results vary widely, ranging from mean scores at the 90-95th percentiles for some indicators in Biology and Business to below the 50th percentile for some other programs. Small sample sizes for several programs make interpretation of their results difficult. See Table D-4 for more information.

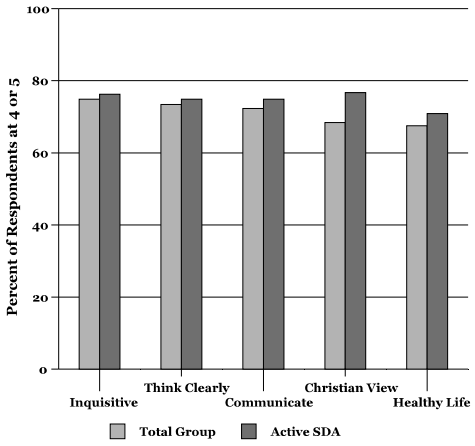
Some departments and programs are outstanding in utilizing faculty discussion and actions to “close the loop” and use the collected assessment data for improvement. Exceptional

examples include Behavioral Sciences, Biology, Clinical Laboratory Sciences, History and Political Science, Mathematics, Nursing, Physical Therapy, and the School of Business. Several other departments and programs provide evidence of data collection and discussion. Other departments and programs may utilize assessment protocols, but are not reporting such activity to the University Assessment Office. A few departments and programs seem to view assessment as an annual chore and are unable to produce much data or document discussion of actions taken to improve learner outcomes.

Other Outcomes

The 2006-2007 Senior Survey collected data on accomplishment of the Andrews University mission, spiritual commitments, and program satisfaction. The spiritual commitment data and the spiritual components of the mission have been reported in the Spiritual Outcomes section of this report (see pages 2-4). A slightly higher percentage of SDA respondents than total respondents responded at the "much" or "very much" level when asked the degree to which their Andrews University experience prepared them to carry out the other values included in the mission statement (see figure at right). The greatest difference is observed for exploring learning from a Christian point of view. Students who started in the Honors program, but did not complete it report lower mission accomplishment in the areas of inquisitiveness, thinking clearly, and Christian world-view (see Tables C-8 and 9).

Figure 11. AU Mission Accomplishment



Program satisfaction scores remain high, generally above 3.5 on a five-point scale (see Table C-10). Where there are 4 or more respondents for a department or programs, reports are prepared by the University Assessment Office. Many departments value these reports and utilize them as part of their total assessment protocol. No real differences were observed among students completing honors, students who dropped out of honors, and the rest of the seniors (see Tables C-11 and 12).

On the Senior Survey, students were asked for their favorite memories of their experience at Andrews University. Findings are summarized in Table C-13. In general, favorite memories center around spiritual activities, time spent with friends and classmates, and specific class-related activities.

Students were also asked about helpful faculty and staff on campus. The University Assessment Office prepares letters to the individuals named, to let them know they were appreciated. A summary of departments represented appears in Table C-14. Departments and programs with high credit generation, whether from General Education or large numbers of majors tended to have the most mentions. Examples include Architecture,

Biology, Behavioral Sciences, Communication, English, and the School of Business.

Summary and Conclusions

Accomplishment of University Mission: The University mission statement can be divided into

spiritual outcomes

to provide generous service to the church and society;
to witness to Christ and world-wide mission;
to respect ethnic and cultural diversity;
to embrace a wholesome way of life;
to heed God's call to personal and moral integrity;
to nurture life in the Spirit;
to affirm one's faith commitment;

and

academic outcomes

to be inquisitive;
to think clearly;
to communicate effectively;
to explore the arts, letters, and sciences within the context of a Christian point of view;
to prepare for a meaningful position in the workplace

Evidence that the spiritual outcomes are being met is gathered through the Spiritual Commitment and AU Mission items in the Senior Survey. While some spiritual outcomes are met more fully than others, in general, all are being met, especially for the SDA students.

Academic outcomes are measured both objectively through the MAPP test and subjectively through the Senior Survey. Departments also use objective and subjective measures. Department and program assessment especially investigate the preparation for a meaningful position in the workplace. The evidence suggests that most students are well-prepared in academic areas. There are some low-performing students; measures are in place to identify them and help them succeed.

The Higher Learning Commission Component 3a of the Criteria for Accreditation[7] expects all programs to have clearly stated student learning outcomes that are assessable for each program. Andrews University is probably at about the fifty-percent mark in terms of programs, including the General Education program, having clearly-stated outcomes that can be

[7]Higher Learning Commission of the North Central Association of Colleges and Schools, *Handbook for Accreditation*, 3rd edition, 2003, Chicago, IL.

assessed. Some outcomes, in some programs, are not linked directly to the assessment measures being used. Efforts are underway at the university level, in general education, and in programs, to help improve the statements of student learner outcomes and the connections between outcomes and assessment measures.

Conclusions: Understanding of assessment of learner outcomes at Andrews University is progressing. The General Education Committee is working to improve learner outcomes as they review the curriculum and consider existing assessment results. The University Assessment Office is working with several departments to improve their ability to embed assessment protocols into courses and the overall work of the department. The goal is to elevate assessment reporting from annual "homework" in the form of reports, to an ongoing process of collecting information that will inform our efforts to improve. In addition, faculty are meeting in small groups to study ways to improve student learning through use of classroom assessment protocols.

Appendix A

Academic Profile Results

Table A-1. Ethnicity and Race,[8] Percent of Group, MAPP, 2003-2007[9]

Ethnicity and Race[10]	**2003**	**2004**	**2005**	**2006**	**2007**
n	*305*	*212[11]*	*289*	*314*	*381*
Asian	12.3	21.2	13.2	11.4	10.5
White	43.0	42.0	45.1	47.0	46.7
Hispanic	12.3	7.1	10.4	9.5	14.7
Native American/ Alaskan Native	0	0	0	0	<1
Black, North American	9.9	5.7	16.0[12]	12.7	5.5
Black, African	2.6	2.4	n/a	n/a	2.9
Black, Carribean	15.2	12.3	n/a	0.3	12.6
Other	4.6	8.5	13.2	15.2	6.6

Table A-2. English Language Ability, MAPP, 2003-2007

English Language Ability[13]	**2003**	**2004**	**2005**	**2006**	**2007**
English as Best Language	80.3	79.7	80.6	81.5	77.7
Other as Best Language	8.0	7.1	4.9	5.1	4.5
English and Other Language Equal	11.7	13.2	13.5	13.1	17.8

[8]Ethnicity and race are self-reported.

[9]Information obtained directly from ETS several years ago. As a general rule, they do not publish results by ethnic/race or language group. However, the diversity present at Andrews University requires us to pay attention to such results.

[10]Percent of total group taking MAPP or Academic Profile.

[11]The October 2003 tests were lost in the mail; this may have affected the proportions and results.

[12]Only 3 or 4 of the Black respondents in the 2004-2005 class indicated their origin.

[13]Percent of total group taking MAPP that year.

Table A-3. Mean Skills Subscores and Total Scores, MAPP, 2003-2007

Skills Subscores[14]	**2003**	**2004**	**2005**	**2006**	**2007**	**Comprehensive Colleges and Universities**	**Liberal Arts Colleges**
n	*304*	*210*[15]	*289*	*313*	*381*	*34,007*[16]	*25,813*
Critical Thinking	112.9	112.17	113.83	113.46	113.94	112.0	112.2
Mathematics	115.4	115.49	115.88	115.84	114.42	114.3	114.4
Reading	119.1	119.56	119.67	119.77	118.68	119.7	119.9
Writing	115.2	114.72	115.50	115.87	115.58	115.4	115.4
Humanities	116.5	115.69	117.29	116.83	116.09	115.7	116.0
Social Sciences	114.4	114.57	115.28	115.05	115.12	114.4	114.7
Natural Sciences	116.2	115.74	116.67	116.68	116.40	115.9	115.9
Total Scores[17]	**448.5**	**448.78**	**450.64**	**450.88**	**448.86**	**447.9**	**448.7**

Table A-4. Percentile Ranks for MAPP Subscores and Total Score, 2003-2007[18]

Skills Subscores	**2003**	**2004**	**2005**	**2006**	**2007**	**Comprehensive**	**Liberal Arts**
Critical Thinking	60	53	61	60	60	54	54
Mathematics	50	51	63	64	48	49	49
Reading	38	40	41	43	38	39	44
Writing	44	40	46	50	44	44	44
Humanities	51	50	52	51	50	50	51
Social Sciences	44	45	47	49	46	44	46
Natural Sciences	47	42	50	52	46	46	46
Total Scores	**52**	**53**	**55**	**55**	**53**	**51**	**54**

[14]The scale for sub-scores extends from 100 to 130 points. See *The MAPP Comparative Data Guide* at http://www.ets.org/.

[15]Academic Profile scores from October 2003 were lost in the mail. Thus, data from this test group are missing.

[16]Size of reference groups was adjusted by ETS to avoid having the results distorted by large institutions.

[17]Scale for the Total Score extends from 400 to 500 points. See *The MAPP Comparative Data Guide* at http://www.ets.org/.

[18]Compared to Seniors at All Institution Types, *The MAPP Comparative Data Guide* at http://www.ets.org.

Table A-5. Honors Students and Percent Above the 50th Percentile on MAPP, 2007

Percent above 50th percentile	JNAndrews Scholar[19]	Honors Designation[20]	Other	Total Group
n	*36*	*93*	*252*	*381*
Critical Thinking	100	79.6	47.2	60.1
Reading	86.1	61.3	24.6	39.4
Writing	94.4	80.6	46.4	59.3
Math	88.9	62.4	38.5	49.1
Humanities	97.2	73.1	36.1	50.9
Social Sciences	88.9	64.5	36.1	48.0
Natural Sciences	94.4	75.3	36.1	51.2
Total Score	94.4	73.1	32.1	48.0

Table A-6. Percent Achieving College Level Reading Proficiency Levels,[21] MAPP, 2003[22] and 2005-2007

College Level Reading Proficiency Levels[23]	2003	2005	2006	2007	Comprehensive Colleges and Universities	Liberal Arts Colleges	All Institutions
n	*300*	*288*	*314*	*381*	*48,433*	*30,173*	*127,679*
0	29.3	30.2	24.2	33.6	28	28	28
1	29.0	28.1	34.3	27.6	32	31	32
2	31.3	28.5	31.8	24.9	34	35	35
3[24]	10.3	13.2	9.6	13.9	6	7	6

[19]J. N. Andrews Scholars completed the Honors curriculum: SAGES Scholar's Alternative General Education Studies.

[20]Students who did not graduate as J. N. Andrews Scholars, but attained a minimum GPA entitling them to one of the designations *summa cum laude* (3.90-4.00), *magna cum laude* (3.75-3.89), or *cum laude* (3.50-3.74).

[21]Definitions of the scores appear in Appendix B, page 34-36.

[22]The Abbreviated Form of the Academic Profile, administered in 2004 and Fall 2005, did not provide these data.

[23]Percent of group attaining level of proficiency.

[24]Reading proficiency level 3 is Critical Thinking per the MAPP developers.

Table A-7. Percent Achieving College Level Writing Proficiency Levels,[25] MAPP, 2003[26] and 2005-2007

College Level Writing Proficiency Levels[27]	2003	2005	2006	2007	Comprehensive Colleges and Universities	Liberal Arts Colleges	All Institutions
n	*298*	*288*	*312*	*381*	*48,433*	*30,173*	*127,679*
0	19.5	27.1	21.2	28.0	27	28	27
1	52.3	46.5	48.4	43.0	51	49	50
2	19.8	19.1	20.5	16.6	13	12	12
3	8.4	7.3	9.9	12.3	9	11	10

Table A-8. Percent Achieving Mathematics Criterion-Referenced Scores,[28] MAPP, 2003[29] and 2005-2007

Mathematics Criterion-Reference[30]	2003	2005	2006	2007	Comprehensive Colleges and Universities	Liberal Arts Colleges	All Institutions
n	*303*	*288*	*312*	*381*	*48,433*	*30,173*	*127,679*
0	23.8	33.7	26.0	43.0	40	41	41
1	39.6	27.4	36.5	20.5	29	27	28
2	24.1	23.3	23.7	22.1	23	23	25
3	12.5	15.6	13.8	14.4	8	9	8

[25]Definitions of the scores appear in Appendix B, page 34-36.

[26]The Abbreviated Form of the Academic Profile, administered in 2004 and Fall 2005, did not provide these data.

[27]Percent of group attaining level of proficiency.

[28]The definitions of the scores appear in Appendix B, see pages 34-36.

[29]The Abbreviated Form of the Academic Profile, administered in 2004 and Fall 2005, did not provide these data.

[30]Percent of total taking MAPP.

Table A-9. Ethnicity and Race by Total Scores, MAPP, 2003-2007

Ethnicity and Race	2003		2004		2005		2006		2007	
	n	**mean**	***n***	**mean**	***n***	**mean**	***n***	**mean**	***n***	**mean**
Asian	*37*	448.6	*45*	449.8	*38*	447.6	*36*	450	*40*	448
White	*130*	456.6	*89*	454.1	*131*	461.0	*148*	459	*178*	456
Hispanic	*37*	445.6	*15*	443.3	*30*	444.4	*30*	445	*56*	436
Native American/ Alaskan	*0*	0	*0*	0	*0*	0	*0*	0	*2*	n/a[31]
Black, North American	*30*	439.0	*12*	432.2	*46*	437.4	*40*	435	*21*	437
Black, Carribean	*46*	439.2	*26*	436.4	*n/a*[3]	n/a	*1*	420	*48*	442.0
Black, African	*8*	420.3	*5*	453.4	*n/a*	n/a	*n/a*	n/a	*11*	435.3
Other	*14*	449.3	*18*	448.1	*38*	440.5	*48*	446	*n/a*	n/a
Totals	***302***	**448.6**	***210***	**448.5**	***283***	**450.8**	***303***	**451.5**	***376***	**448.3**
ANOVA, groups	$p \leq .000$		$p \leq .001$		$p \leq .000$		$p \leq .000$		$p \leq .000$	

Table A-10. Ethnicity and Race by all MAPP Scores, 2007

Race/Ethnicity[33]	Asian	White	Hispanic	Black, American	Black, African	Black, Carribean	ANOVA
Area ***n***	*40*	*178*	*56*	*21*	*11*	*48*	
Critical Thinking	113.7	116.0	110.1	111.0	109.6	112.5	$p \leq .000$
Reading	117.5	120.7	115.7	116.1	115.2	116.7	$p \leq .000$
Writing	115.0	116.8	113.7	114.2	114.0	114.6	$p \leq .000$
Math	115.9	117.0	109.8	109.2	110.3	111.5	$p \leq .000$
Humanities	115.5	118.2	112.9	112.5	111.4	114.0	$p \leq .000$
Social Sciences	114.7	116.8	111.7	112.7	112.5	114.3	$p \leq .000$
Natural Sciences	115.7	118.3	113.5	114.7	112.7	114.6	$p \leq .000$

[31]Too few students for the mean to be meaningful.

[32]Very few Black students identified themselves by origin.

[33]The 27 "other" students were not able to be identified separately for computation of the mean.

Table A-11. First Language by Percent Achieving College Level Reading Proficiency Levels, MAPP, 2003[34] and 2005-2007

First Language[35]	**Year**	***n***	**0**	**1**	**2**	**3**
English	2003	*241*	24.9	29	33.2	12.9
	2005	*232*	19.4	33.6	31.0	15.9
	2006	*257*	20.6	33.5	35.0	10.9
	2007	*296*	28.7	25.0	29.1	17.2
Other	2003	*24*	54.2	33.3	12.5	0.0
	2005	*14*	50.0	35.7	14.3	0.0
	2006	*16*	56.3	25.0	12.5	6.3
	2007	*17*	52.9	35.3	11.8	0.0
Bilingual	2003	*35*	42.9	25.7	31.4	0.0
	2005	*39*	56.4	25.6	15.4	2.6
	2006	*41*	34.1	43.9	19.5	2.4
	2007	*68*	50.0	36.8	10.3	2.9

[34]The Abbreviated Form of the Academic Profile, administered in 2004 and Fall 2005, did not provide these data.

[35]Percent of group attaining level of proficiency; language ability is self-reported.

Table A-12. First Language by Percent Achieving College Level Writing Proficiency Levels, MAPP, 2003 and 2005-2007

First Language[36]	**Year**	***n***	**0**	**1**	**2**	**3**
English	2003	*240*	15.4	52.5	22.1	10
	2005	*232*	19.4	33.6	31.0	15.9
	2006	*255*	16.9	49.8	22.0	11.4
	2007	*296*	24.6	40.9	17.5	14.9
Other	2003	*24*	50.0	41.7	4.2	4.2
	2005	*14*	50.0	35.7	14.3	0.0
	2006	*16*	62.5	18.8	18.8	0.0
	2007	*17*	47.1	35.3	17.6	0.0
Bilingual	2003	*34*	26.5	58.8	14.7	0.0
	2005	*39*	56.4	25.6	15.4	2.6
	2006	*41*	31.7	51.2	12.2	4.9
	2007	*68*	38.2	45.6	11.8	4.4

[36]Percent of group attaining level of proficiency.

Table A-13. First Language and Percent Achieving Mathematics Proficiency Levels, MAPP, 2003[37] and 2005-2007

First Language[38]	**Year**	***n***	**0**	**1**	**2**	**3**
English	2003	*240*	22.5	38.8	25.4	13.3
	2005	*233*	24.5	33.0	25.3	17.2
	2006	*255*	23.9	38.8	23.5	13.7
	2007	*296*	36.5	21.3	24.6	17.6
Other	2003	*24*	29.2	37.5	25	8.3
	2005	*14*	21.4	35.7	28.6	14.3
	2006	*16*	43.8	18.8	18.8	18.8
	2007	*17*	35.3	23.5	35.3	5.9
Bilingual	2003	*35*	25.7	45.7	17.1	11.4
	2005	*39*	26.6	32.5	25.2	15.7
	2006	*41*	31.7	29.3	26.8	12.2
	2007	*68*	73.6	16.2	7.4	2.9

Table A-14. First Language by Total Scores, MAPP, 2003-2007

	2003		**2004**		**2005**		**2006**		**2007**	
First Language	***n***	**mean**	***n***	**mean**	***n***	**mean**	***n***	**mean**	***n***	**mean**
English	*241*	451.6	*169*	450.8	*233*	453.4	*257*	453.0	*296*	451.8
Other	*24*	433.3	*15*	438.5	*14*	438.0	*16*	438.5	*17*	441.6
Bilingual	*35*	440.0	*28*	438.4	*39*	438.1	*41*	442.2	*68*	435.1
Totals	***300***	**448.8**	***212***	**448.3**	***286***	**450.6**	***314***	**450.8**	***381***	**448.4**
ANOVA: groups	$p \leq .000$		$p \leq .004$		$p \leq .000$		$p \leq .000$		$p \leq .000$	

[37]The Abbreviated Form of the Academic Profile, administered in 2004 and Fall 2005, did not provide these data.

[38]Percent of group attaining level of proficiency; language ability is self-reported.

Table A-15. First Language by all MAPP Scores, 2007

First Language	**English**	**Other**	**Bilingual**	**ANOVA**
Area ***n***	*296*	*17*	*68*	
Critical Thinking	114.83	111.00	109.85	$p \leq .000$
Reading	119.53	115.29	114.99	$p \leq .000$
Writing	116.08	113.65	113.72	$p \leq .000$
Math	115.25	115.47	109.71	$p \leq .000$
Humanities	116.95	111.94	112.09	$p \leq .000$
Social Sciences	115.91	111.94	111.78	$p \leq .000$
Natural Sciences	117.17	114.94	112.97	$p \leq .000$

Table A-16. Honors Students and Mean Scores on MAPP, 2007

MAPP Score	**JNAndrews Scholar**[39]	**Honors Designation**[40]	**Other**	***p* ≤**
n	*36*	*93*	*252*	
Critical Thinking	134.1	116.6	111.4	*.000*
Reading	126.3	121.7	116.3	*.000*
Writing	120.6	117.7	114.0	*.000*
Math	121.5	116.7	113.36	*.000*
Humanities	124.4	118.7	113.6	*.000*
Social Sciences	124.1	117.2	112.9	*.000*
Natural Sciences	123.1	119.4	114.2	*.000*
Total Score	477.8	458.2	440.6	*.000*

[39] JNAndrews Scholars completed the Honors curriculum: SAGES Scholar's Alternative General Education Studies.

[40] Students who did not graduate as JNAndrews Scholars, but attained a minimum GPA entitling them to one of the designations *summa cum laude* (3.90-4.00), *magna cum laude* (3.75-3.89), or *cum laude* (3.50-3.74).

Table A-17. Honors Students and Proficiency Levels for Reading, 2007

Group[41]	***n***	**0**	**1**	**2**	**3**
JNAndrews Scholar	*36*	2.8	11.1	25.1	61.1
Honors Designation	*93*	14.0	25.8	41.9	18.3
Other	*252*	45.2	30.6	18.6	5.6
Total	*381*	33.6	27.6	24.9	13.9

Table A-18. Honors Students and Proficiency Levels for Writing, 2007

Group[42]	***n***	**0**	**1**	**2**	**3**
JNAndrews Scholar	*36*	2.8	27.8	27.7	41.7
Honors Designation	*93*	12.9	43.0	19.4	24.7
Other	*252*	37.3	45.2	13.9	3.6
Total	*381*	28.0	43.0	16.6	12.3

Table A-19. Honors Students and Proficiency Levels for Math, 2007

Group[43]	***n***	**0**	**1**	**2**	**3**
JNAndrews Scholar	*36*	11.1	16.7	25.0	47.2
Honors Designation	*93*	23.7	25.8	33.3	17.2
Other	*252*	54.8	19.0	17.5	8.7
Total	*381*	43.0	20.5	22.1	14.4

[41]Percent of group attaining level of proficiency.

[42]Percent of group attaining level of proficiency.

[43]Percent of group attaining level of proficiency.

Appendix B

Survey Tools and Definitions

Figure B-1. Senior Survey, 2006-2007, page 1

Figure B-1. Senior Survey, 2006-2007, page 2

Figure B-2. **MAPP, Levels of Proficiency, Definitions**[44]

Reading/Critical Thinking

At level 1, a student can
- Recognize factual material explicitly presented in a reading passage
- Understand the meaning of particular words or phrases in the context of a reading passage

At level 2, a student can
- Synthesize material from different sections of a passage
- Recognize valid inferences derived from material in the passage
- Identify accurate summaries of a passage or of significant sections of the passage
- Understand and interpret figurative language
- Discern the main idea, purpose, or focus of a passage or a significant portion of the passage

At level 3, a student can
- Evaluate competing causal explanations
- Evaluate hypotheses for consistency with known facts
- Determine the relevance of information for evaluating an argument or conclusion
- Determine whether an artistic interpretation is supported by evidence contained in a work
- Recognize the salient features or themes in a work of art
- Evaluate the appropriateness of procedures for investigating a question of causation
- Evaluate data for consistency with known facts, hypotheses or methods
- Recognize flaws and inconsistencies in an argument

Writing

At level 1, a student can
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- Recognize appropriate transition words
- Recognize incorrect word choice
- Order sentences in a paragraph
- Order elements in an outline

At level 2, a student can
- Incorporate new material into a passage
- Recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- Combine simple clauses into single, more complex combinations
- Recast existing sentences into new syntactic combinations

At level 3, a student can
- Discriminate between appropriate and inappropriate use of parallelism
- Discriminate between appropriate and inappropriate use of idiomatic language
- Recognize redundancy

[44]MAPP–Measure of Academic Proficiency and Progress, Scores, Proficiency Classifications. http://www.ets.org/

- Discriminate between correct and incorrect constructions
- Recognize the most effective revision of a sentence

Mathematics

At Level 1, a student can

- Solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multi-step if the steps are repeated rather than embedded.
- Solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25 percent)
- Solve problems requiring a general understanding of square roots and the squares of numbers
- Solve a simple equation or substitute numbers into an algebraic expression
- Find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

At level 2, a student can

- Solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).
- Simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving simple equations, thought they may be approached arithmetically by substituting numbers.
- Interpret a trend represented in a graph, or choose a graph that reflects a trend
- Solve problems involving sets; the problems would have numeric answer choices

At level 3, a student can

- Solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or are numbers that do not lend themselves to back-solving.
- Solve problems involving difficult arithmetic concepts such as exponents and roots other than squares and square roots and percent of increase or decrease
- Generalize about numbers, e.g., identify the values of (x) for which an expression increases as (x) increases
- Solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- Interpret a graph in which the trends are to be expressed algebraically or in which one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- Solve problems requiring insight or logical reasoning

Form B-3

Andrews University

Report of Department Assessment Practices[45]

2006-2007 Academic Year

Department/Program _____

I. Assessment Plan

A. The department/program has an assessment plan[46] to evaluate learner outcomes:

1. For the undergraduate programs. Y N N/A
2. For the graduate programs. Y N N/A

B. The assessment plans are linked to specific outcome goals for your students. Y N N/A

Direct Measures of Student Learning	**Undergraduate Program[47]**	**Graduate Program**
National Exams		
Local Exams		
Capstone Courses		
Embedded Testing		
Student Portfolios		
Theses, Dissertations		
Performance Evaluations		
Pre & Post Testing		
Other		
Indirect Measures of Student Learning	**Undergraduate Program**	**Graduate Program**
Student Surveys		
Exit Interviews		
Alumni Surveys		
Employer Surveys		
Client/Patient Surveys		
External Reviews		
Other		

C. Of the tools used to **directly assess student learning**, which provided the **most** useful information?

---

[45]Adapted from University of Wisconsin, Madison.

[46]Programs with specialized accreditation may attach or insert information reported to the accrediting body, or provide a website with their data.

[47]Please add pages, columns, or tables to report for all programs in this unit. Contact alicew@andrews.edu for the template.

D. Of the tools used to **directly assess student learning**, which provided the **least** useful information?

E. Of the tools used to **indirectly assess student learning**, which provide the **most** useful information?

F. Of the tools used to **indirectly assess student learning**, which provide the **least** useful information?

G. Please describe how **assessment results** were used to plan for improvements in the department/program curricula, advising, procedures, instruction and/or assessment protocols (may attach extra pages as needed).

II. Assessment Processes

A. Who is responsible for assessment of program(s)?[48]

_____ individuals: (whom?) _____

_____ committee(s)/faculty groups: _____

B. The department/program has sought professional assistance for assessment processes. Y N

If yes, from whom has the department sought assistance? _____
(For example: the Assessment Office, an outside consultant, a statistician).

III. Additional Information

A. Would you like to have a consultant from the University Assessment Office work with your department to improve assessment protocols?

B. Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

Thank-you for taking time to complete this report.
The results will be compiled in the Annual Assessment Report 2007.

Please return this report to the University Assessment Office (0218) by June 29, 2007

[48]Expand as needed to account for all programs in this unit.

Appendix C

Senior Survey Results

Table C-1. Seniors, 2003-2007 Spiritual Commitments by Religious Affiliation[49]

Spiritual Commitment Items	**SDA**	**Other**	**p≤**
n	1109	344	*.000*
Know God	4.49	3.61	.000
Accept Jesus Christ as your only savior	4.69	3.72	.000
Submit to God's will for your life	4.50	3.53	.000
Use the Bible as God's authoritative revealed word	4.51	3.38	.000
Live by biblical principles of sexual morality (sex only within marriage)	4.39	3.15	.000
Belong to a church	4.45	2.98	.000
Observe the Seventh-day Sabbath	4.59	2.75	.000
Give systematic tithes and offerings	4.23	2.80	.000
Live a lifestyle that promotes physical health	4.29	3.74	.000
Pray daily	4.42	3.43	.000
Read or study daily the Bible or devotional literature	4.07	2.81	.000
Participate actively in the life and work of a local church[50]	3.94	2.54	.000
Reflect and apply Christian values in your career to glorify God	4.45	3.28	.000
Tell others of the Christian message as found in scriptures	4.13	2.87	.000
Support world evangelism through personal participation or financial contribution	3.86	2.71	.000
Summative Commit Scale	**4.33**	**3.12**	.000

[49]SDA are those identifying themselves as active Seventh-day Adventist. Other are those identifying themselves as inactive Seventh-day Adventist, active member of another Christian denomination, inactive member of another Christian denomination, active member of another religion, inactive member of another religion, and not a member of any denomination or religion.

[50]Item was revised for 2005 to read "local church" instead of "church." Scores are higher with the change.

Table C-2. Spiritual Commitments Scale[51], SDA vs Total Group, 2007

Spiritual Commitment, Responses at 4 or 5; percent of respondents	**Total**	**SDA**
n	**280**	**80**
To know God	89.1	96.1
To accept Jesus Christ as your only savior	92.4	99.3
To submit to God's will for your life	87.5	95.4
To use the Bible as God's authoritative revealed word	87.4	95.7
To live by biblical principles of sexual morality (sex only within marriage)	80.0	90.0
To belong to a church	81.3	92.5
To observe the seventh-day Sabbath	82.0	96.8
To give systematic tithes and offerings	75.7	87.9
To live a lifestyle that promotes physical health	85.8	89.7
To pray daily	85.4	93.9
To read or study daily the Bible or devotional literature	70.3	81.1
To participate actively in the life and work of a local church	65.7	77.4
To reflect and apply Christian values in your career to glorify God	84.9	95.0
To tell others of the Christian message as found in Scripture	73.3	84.3
To support world evangelism through personal participation or financial contribution	65.7	75.8

[51]The items are presented with a common question: "To what extent do you keep the following commitments?" Responses include 1 = Have not made; 2 = Am not keeping; 3 = Keep when convenient; 4 = Make considerable effort to keep; and 5 = Willing to keep even at great personal sacrifice. Total respondents, *n* = 372; SDA respondents, *n* = 283.

Table C-3. Honors participation and Spiritual Commitments[52], Mean Scores

Spiritual Commitment	**JNAScholar**	**Started Honors**	**No Honors**	***p* ≤[53]**
n	41	24	289	
To know God	4.27	4.00	4.38	*n.s.*
To accept Jesus Christ as your only savior	4.51	4.08	4.54	*.065*
To submit to God's will for your life	4.34	4.13	4.34	*n.s.*
To use the Bible as God's authoritative revealed word	4.26	4.13	4.36	*n.s.*
To live by biblical principles of sexual morality (sex only within marriage)	4.32	3.83	4.09	*n.s.*
To belong to a church	4.10	3.67	4.22	*.050*
To observe the seventh-day Sabbath	4.22	3.88	4.20	*n.s.*
To give systematic tithes and offerings	3.95	3.42	4.04	*0.039*
To live a lifestyle that promotes physical health	4.24	4.17	4.23	*n.s.*
To pray daily	4.18	3.75	4.29	*.031*
To read or study daily the Bible or devotional literature	3.68	3.00	3.91	*.000*
To participate actively in the life and work of a local church	3.78	3.29	3.71	*n.s.*
To reflect and apply Christian values in your career to glorify God	4.32	4.00	4.24	*n.s.*
To tell others of the Christian message as found in Scripture	3.68	3.46	3.98	*.037*
To support world evangelism through personal participation or financial contribution	3.54	3.29	3.78	*n.s.*
Summative Commitment Scale	**4.10**	**3.74**	**4.15**	***.075***

[52]The items are presented with a common question: "To what extent do you keep the following commitments?" Responses include 1 = Have not made; 2 = Am not keeping; 3 = Keep when convenient; 4 = Make considerable effort to keep; and 5 = Willing to keep even at great personal sacrifice.

[53]ANOVA

Table C-4. Honors Participation and Spiritual Commitments[54], Percent at Upper Levels

Spiritual Commitment	**JNAScholar**	**Started Honors**	**No Honors**	***p* ≤[55]**
n	41	24	289	
To know God	85.4%	87.5%	89.6%	*n.s.*
To accept Jesus Christ as your only savior	92.7%	83.3%	92.7%	*n.s.*
To submit to God's will for your life	90.2%	79.2%	87.5%	*n.s.*
To use the Bible as God's authoritative revealed word	89.7%	83.3%	87.2%	*n.s.*
To live by biblical principles of sexual morality (sex only within marriage)	87.8%	66.7%	79.7%	*n.s.*
To belong to a church	80.5%	66.7%	83.5%	*n.s.*
To observe the seventh-day Sabbath	82.9%	81.6%	75.0%	*n.s.*
To give systematic tithes and offerings	80.5%	58.3%	77.0%	*n.s.*
To live a lifestyle that promotes physical health	87.8%	83.3%	85.0%	*n.s.*
To pray daily	82.5%	66.7%	87.1%	*0.085*
To read or study daily the Bible or devotional literature	65.9%	41.7%	73.3%	*0.001*
To participate actively in the life and work of a local church	75.0%	41.7%	66.4%	*0.082*
To reflect and apply Christian values in your career to glorify God	92.7%	70.8%	85.3%	*0.054*
To tell others of the Christian message as found in Scripture	73.2%	45.8%	76.0%	*0.013*
To support world evangelism through personal participation or financial contribution	63.4%	45.8%	68.1%	*n.s.*

[54]The items are presented with a common question: "To what extent do you keep the following commitments?" Responses include 1 = Have not made; 2 = Am not keeping; 3 = Keep when convenient; 4 = Make considerable effort to keep; and 5 = Willing to keep even at great personal sacrifice.

[55]Chi-square.

Table C-5. Accomplishment of University Mission, Senior Survey, 2003-2007, Mean Scores

Mission Statement[56] Items **AU prepared me to:**	**2003** *n=282-285*	**2004** *n=261-263*	**2005** *n=264-270*	**2006** *n=294-297*	**2007** *n=364-366*
be inquisitive	3.88	3.87	3.88	3.40	4.00
think clearly	3.76	3.74	3.88	3.91	3.95
communicate effectively	3.79	3.78	3.90	4.03	3.94
explore learning with Christian worldview	3.80	3.77	3.76	4.00	3.85
respect ethnic/cultural diversity	3.92	3.90	4.05	4.01	4.26
embrace a wholesome way of life	3.52	3.49	3.70	3.93	3.84
have personal/moral integrity	3.71	3.68	3.76	4.19	3.86
affirm my faith commitment	3.67	3.63	3.66	3.85	3.76
serve your church	3.34	3.33	3.16	3.91	3.46
serve society	3.78	3.77	3.73	3.83	3.99
faithfully witness for Christ	3.64	3.61	3.61	3.77	3.71

Table C-6. Mission Statement Items,[57] Percent at Much or Very Much

Andrews University prepared me **Percent of responses at 4 or 5.**	**Total**	**SDA**
To be inquisitive	74.9	76.3
Think clearly	73.4	74.9
Communicate effectively	72.3	74.9
Explore learning from a Christian point of view	68.4	76.7
To respect ethnic and cultural diversity	83.2	84.5
To embrace a wholesome way of life	67.5	70.9
Have personal/moral integrity	68.0	75.4
Affirm your faith commitment	63.0	71.2
Serve your church	52.2	60.1
Serve society	72.3	75.3
Faithfully witness for Christ	62.0	69.5

[56]Means calculated from a 5 to 1 scale; 5 being *Very Prepared*, 3 being *Moderately Prepared*, and 1 *Very Little Prepared*.

[57]Question: "Please indicate the degree to which your experience at Andrews prepared you to carry out each of the following values in your life." Possible responses were 1 = very little, 2, 3 = neutral, 4, 5 = very much. Total respondents, *n* = 372; *n* = 283

Table C-7. Senior Survey, 2007 Seniors, AU Mission by Religious Affiliation[58], Mean Scores

Mission Items	**SDA**	**Other**	
n	282	81	***p*≤**
Serve church	3.70	2.70	*.000*
Serve society	4.08	3.68	*.001*
Inquisitive	4.09	3.78	*.010*
Think clearly	4.02	3.73	*.018*
Communicate effectively	3.97	3.79	*n.s.*
Christian point of view	4.06	3.15	*.000*
Respect diversity	4.31	4.12	*n.s.*
Wholesome way of life	3.96	3.49	*.000*
Personal and moral integrity	4.07	3.16	*.000*
Affirm faith commitment	4.00	2.98	*.000*
Witness for Christ	3.97	2.91	*.000*

[58]SDA are those identifying themselves as active Seventh-day Adventist. Other are those identifying themselves as inactive Seventh-day Adventist, active member of another Christian denomination, inactive member of another Christian denomination, active member of another religion, inactive member of another religion, and not a member of any denomination or religion.

Table C-8. Honors Participation and Mission[59] Accomplishment, Mean Scores

AU prepared me to:	**JNAScholar**	**Started Honors**	**No Honors**	***p* =[60]**
n	41	24	290	
be inquisitive	4.39	3.96	3.95	*.026*
think clearly	4.37	4.25	3.86	*.003*
communicate effectively	4.24	4.04	3.91	*n.s.*
explore learning with Christian worldview	4.20	3.75	3.83	*.098*
respect ethnic/cultural diversity	4.51	4.42	4.23	*n.s.*
embrace a wholesome way of life	4.05	4.00	3.80	*n.s.*
have personal/moral integrity	3.98	3.96	3.86	*n.s.*
affirm my faith commitment	3.95	3.42	3.79	*n.s.*
serve your church	3.68	2.96	3.47	*.082*
serve society	4.02	3.92	3.98	*n.s.*
faithfully witness for Christ	3.78	3.33	3.76	*n.s.*
Summative Mission scale	**4.13**	**3.82**	**3.86**	***n.s.***

[59] Question was "Please indicate the degree to which your experience at Andrews prepared you to carry out each of the following values in your life." Possible responses were 1 = very little, 2, 3 = neutral, 4, 5 = very much.

[60] ANOVA

Table C-9. Honors Participation and Mission[61] Accomplishment, Percent at Much or Very Much

AU prepared me to:	**JNAScholar**	**Started Honors**	**No Honors**	***p* =[62]**
n	41	24	290	
be inquisitive	90.2%	75.0%	71.5%	*n.s.*
think clearly	90.2%	87.5%	69.5%	*.024*
communicate effectively	85.4%	73.4%	85.4%	*n.s.*
explore learning with Christian worldview	78.0%	58.3%	67.8%	*n.s.*
respect ethnic/cultural diversity	92.7%	91.7%	81.5%	*n.s.*
embrace a wholesome way of life	68.3%	75.0%	66.0%	*n.s.*
have personal/moral integrity	75.0%	70.8%	67.4%	*n.s.*
affirm my faith commitment	65.0%	45.8%	64.6%	*n.s.*
serve your church	56.1%	37.5%	52.1%	*.045*
serve society	80.5%	62.5%	72.3%	*n.s.*
faithfully witness for Christ	60.0%	41.7%	63.7%	*n.s.*

[61] "Please indicate the degree to which your experience at Andrews prepared you to carry out each of the following values in your life." Possible responses were 1 = very little, 2, 3 = neutral, 4, 5 = very much.

[62]Chi-square.

Table C-10. Seniors' Program Satisfaction, Senior Survey, 2003-2007, Mean Scores

Program Satisfaction Items	**2003** *n=280-284*	**2004** *n=263-265*	**2005** *n=275-281*	**2006** *n=298-299*	**2007** *n=372*
The program was academically stimulating.	4.24	4.14	4.29	4.40	4.25
The academic advising was helpful and accurate.[63]	3.89	n/a	n/a	n/a	n/a
The academic advising was helpful.	n/a	3.70	3.79	3.89	3.75
Academic advising was accurate.	n/a	3.48	3.77	3.73	3.72
The program had adequate variety in advanced course and program offerings.	3.75	3.67	3.65	3.95	3.84
There was adequate depth in subject matter of advanced course and program offerings.	3.89	3.81	3.93	4.09	3.93
Faculty used computer technology effectively to enhance their teaching.[64]	n/a	n/a	3.79	3.98	3.76
There was appropriate opportunity for research and/or creative work.	3.90	3.69	3.85	4.12	3.87
There were adequate specialized facilities such as labs, studios, and/or equipment.	3.61	3.45	3.69	3.56	3.63
The program provided me with a good preparation for my later professional work or advanced study.	3.95	3.76	3.96	3.47	3.95
Faculty provided good advising about career and graduate school opportunities.	3.60	3.48	3.42	3.72	3.52
Faculty were aware of new developments in their fields or discipline.	4.00	3.79	3.97	4.08	3.93
Faculty members demonstrated genuine interest in students.	4.03	4.02	4.15	3.70	4.08
Faculty taught me how Christian faith and ethics relate to my discipline and professional area.	3.88	3.87	4.00	4.12	4.07
I would advise a friend with similar interests to pursue a major in the same program.	4.04	3.85	4.08	4.26	3.99
There were appropriate opportunities for co-op and internship experiences.	3.25	3.12	3.30	4.10	3.36
Employment opportunities in the department enhanced professional growth among students.	3.21	3.08	3.20	4.18	3.24
Mean Program Satisfaction	**n/a**	**n/a**	**3.80**	**3.96**	**3.80**

[63]In 2003-2004, the item was separated into two items.

[64]New item in 2004-2005

Table C-11. Honors Participation and Program Satisfaction[65], Mean Scores

Program Satisfaction Items	**JNA Scholar** *n=40-41*	**Started** *n=23-24*	**Not Honors** *n=288-292*	***p≤***
The program was academically stimulating.	4.15	4.42	4.24	*n.s.*
The academic advising was helpful.	3.66	3.75	3.76	*n.s.*
Academic advising was accurate.	3.71	3.83	3.71	*n.s.*
The program had adequate variety in advanced course and program offerings.	3.90	4.21	3.80	*n.s.*
There was adequate depth in subject matter of advanced course and program offerings.	3.83	4.00	3.96	*n.s.*
Faculty used computer technology effectively to enhance their teaching.	3.78	3.92	3.74	*n.s.*
There was appropriate opportunity for research and/or creative work.	3.93	3.88	3.85	*n.s.*
There were appropriate opportunities for co-op and internship experiences.	3.44	3.63	3.32	*n.s.*
Employment opportunities in the department enhanced professional growth among students.	3.61	3.33	3.16	*.064*
There were adequate specialized facilities such as labs, studios, and/or equipment.	3.49	3.96	3.63	*n.s.*
The program provided me with a good preparation for my later professional work or advanced study.	3.85	4.17	3.94	*n.s.*
Faculty provided good advising about career and graduate school opportunities.	3.53	3.63	3.50	*n.s.*
Faculty were aware of new developments in their fields or discipline.	3.85	4.17	3.90	*n.s.*
Faculty members demonstrated genuine interest in students.	4.29	4.33	4.02	*.086*
Faculty taught me how Christian faith and ethics relate to my discipline and professional area.	4.07	4.13	4.06	*n.s.*
I would advise a friend with similar interests to pursue a major in the same program.	4.05	3.87	3.99	*n.s.*
Mean Program Satisfaction	**3.82**	**3.95**	**3.79**	***n.s.***

[65]ANOVA

Table C-12. Honors Participation and Program Satisfaction, Percent Rating Agree or Strongly Agree[66]

Program Satisfaction Items **Percent at 4 or 5**	**JNA Scholar** *n=40-41*	**Started** *n=23-24*	**Not Honors** *n=288-292*	$p \leq$
The program was academically stimulating.	80.5	91.7	85.6	*n.s.*
The academic advising was helpful.	53.7	70.8	66.4	*n.s.*
Academic advising was accurate.	58.5	62.5	64.1	*n.s.*
The program had adequate variety in advanced course and program offerings.	70.7	83.3	66.3	*n.s.*
There was adequate depth in subject matter of advanced course and program offerings.	73.2	75.0	73.2	*.060*
Faculty used computer technology effectively to enhance their teaching.	63.4	70.8	61.5	*n.s.*
There was appropriate opportunity for research and/or creative work.	75.0	70.9	65.6	*n.s.*
There were appropriate opportunities for co-op and internship experiences.	41.5	58.4	43.3	*n.s.*
Employment opportunities in the department enhanced professional growth among students.	53.7	45.8	36.1	*n.s.*
There were adequate specialized facilities such as labs, studios, and/or equipment.	58.6	70.9	62.3	*n.s.*
The program provided me with a good preparation for my later professional work or advanced study.	75.6	83.3	72.4	*n.s.*
Faculty provided good advising about career and graduate school opportunities.	57.5	54.1	53.4	*n.s.*
Faculty were aware of new developments in their fields or discipline.	70.7	79.2	70.6	*n.s.*
Faculty members demonstrated genuine interest in students.	87.8	87.5	72.1	*.001*
Faculty taught me how Christian faith and ethics relate to my discipline and professional area.	80.5	75.0	76.4	*n.s.*
I would advise a friend with similar interests to pursue a major in the same program.	75.6	60.8	72.5	*n.s.*

[66]Chi-square

Table C-13. Senior Favorite Memories, Senior Survey, 2003-2007, Frequency of Mentions

Favorite Memories	2003	2004	2005	2006	2007
Almost Anything Goes	9	4	1	3	3
Classes, specific experiences, field trips	18	28	28	2	27
Classes within major field, non-specific	4	3	15	1	10
Diversity of Andrews University	3	5	9	3	4
Faculty or department,[67] specific	14	12	8	3	13
Faculty and staff, nonspecific or other issues	9	9	10	0	1
Freshman year	9	5	12	4	7
Friends, classmates	57	75	51	27	72
Leaving, graduating, being done with degree	10	9	4	4	3
Meeting future spouse or significant other, family	22	4	7	2	13
Music and cultural experiences	6	10	7	2	7
Negative memories	2	2	0	0	1
Other	17	16	6	6	16
Participation in ministry or service, various types	7	14	10	8	11
Residence hall life	15	10	8	5	11
Sabbath experiences, PMC	8	9	6	1	4
Spiritual experiences[68]	16	12	30	10	37
Sports and recreation experiences[69]	15	14	22	7	18
Studying, learning	3	11	5	1	7
Weather, nature, or place (campus or local)	4	8	4	4	6
Work experiences	4	3	7	0	0

[67]Because of the volume of named faculty and departments, the 2002-2003 Senior Survey was revised to ask whether someone had been especially helpful during their stay here. Letters to the named faculty, staff, and departments are prepared after each semester quoting the senior comments about them.

[68]Other than Sabbath and PMC.

[69]Excluding *Almost Anything Goes*.

Table C-14. Senior Recognition of Departments and Faculty, Senior Survey, 2004-2007

Entity	2004	2005	2006	2007
Aeronautics	0	5	2	7
Agriculture	4	4	1	5
Architecture	9	2	5	23
Art and Design	8	5	3	12
Behavioral Sciences	15	16	18	29
Biology	32	10	36	34
Chemistry	19	19	15	14
Clinical Laboratory Sciences	4	9	5	6
College of Arts and Sciences (office and deans)	1	0	2	13
College of Technology (office and deans)	5	5	3	1
Communication	19	16	20	21
Development				3
Digital Media and Photography	20	12	16	19
Engineering and Computer Science	7	2	10	7
English	10	10	24	24
History and Political Science	19	10	9	12
Honors	1	4	5	0
International Languages	5	5	9	14
Mathematics	0	6	2	5
Music	3	5	9	9
Nursing	14	10	18	13
Nutrition and Wellness	5	4	9	3
Other offices, general comment, unknown individual	17	7	11	19
Physical Therapy	2	4	12	13
Religion and Biblical Languages	24	28	30	17
Residence Hall Staff	1	5	10	13
School of Business	33	18	24	23
School of Education	10	11	12	19
Social Work	7	6	12	10
Speech-Language Pathology and Audiology	7	5	10	4
Student Success	0	5	1	8
Student Services	5	1	8	11
Student Financial Services				6

Appendix D

Department Results

Table D-1. Academic Entities Submitting Assessment Information[70], 2003-2007[71]

School	Department/Program	2003	2004	2005	2006	2007
College of Arts and Sciences	Art and Design		•		#	
	Behavioral Sciences	•	•	•	•	
	Biology	•		•	~	•
	Chemistry and Biochemistry				#	
	Clinical Laboratory Sciences	•	•		~	•
	Communication	•	•		•	•
	Center for Intensive English[72]	•	•			
	English	•	•		~	•
	General Studies Degree					#[73]
	History and Political Science	•	•		•	•
	International Language Studies				#	
	Mathematics	•	•	•	•	•
	Music			•	%	
	Nursing	•	•	•	~	•
	Nutrition and Wellness		•		•	•
	Physical Therapy	•	•	•	~,[74]	•
	Physics				%	
	Religion and Biblical Languages	•			#	•

[70]In response to a request from the University Assessment Office in May 2007; some reports admitted limited documentation of assessment activity. At this writing, the Criterion 3 Student Learning and Effective Teaching subcommittee for the 2009 University Self-Study for reaccreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools is working with each department and program to help develop learner outcome statements, assessment protocols, and then follow through with collection, analysis, and evaluation of data for improvement of student learning.

[71]# indicates departments and entities who consulted with the Assessment Director during 2006-2007 or 2007-2008 and are planning toward having an assessment report prepared for the future; ~ indicates a conversation between the assessment director and chairs or directors of departments/programs who usually report assessment activities, but did do so not in 2006. In most cases, assessment reports are in process, but delayed for various reasons; % indicates departments and programs who were invited to consult with the Assessment Director but have not yet made an appointment.

[72]The Center for Intensive English is now part of the English Department.

[73]Few and very diverse graduates make this program unlikely to have meaningful assessment data. However, the director plans to develop outcome statements for use in assessing the success of the program.

[74]Physical Therapy conducts a Curriculum Review every fall; the associated documents and process constitute their assessment report. The Assessment Director usually attends the event.

School	Department/Program	2003	2004	2005	2006	2007
	Social Work	•	•		•	
	Speech-Language Pathology and Audiology	•	•	•	~	
College of Technology	Aeronautics	•	•		%	•
	Agriculture		•		#	
	Digital Media and Photography		•		#	
	Engineering and Computer Science		•		#	
School of Architecture		•[75]	•	•	#	•
School of Business[76]	Accounting, Economics, and Finance	•	•	•	#	•
	Management, Marketing, and Information Systems					
School of Education	Educational and Counseling Psychology		•[77]		•	
	Leadership and Educational Administration	•			#	•
	Teaching, Learning, and Curriculum	•			#	
SDA Theological Seminary	All programs	•	•		•#	
	Doctor of Ministry					•
	InMinistry Program					•
	Master of Divinity					•
	MA in Pastoral Ministry					#
	MA in Religion					•
	New Testament					•
	PhD/ThD Programs					•
	Religious Education	•	•	•	•	•
J. N. Andrews Scholars Honors Program (SAGES)					#	
International Development (MSA)		•			#	
Annual total of formal reports		21	22	7	9	21

[75]Referred to other documents for 2003, 2004, 2007.

[76]Separate department reports were not submitted in 2003.

[77]For Community Counseling, School Counseling, and School Psychology.

Table D-2. Direct Assessment Measures from Department Reports, 2007

School	Department	National Exams	Local Exams	Capstone Courses	Embedded Testing	Student Portfolios	Research & Writing	Performance Evaluations	Pre & Post Testing	Other
College of Arts and Sciences	Biology, *ug*[78]	•		•						•[79]
	Biology, *g*		•				•			•
	Clinical Lab Sciences, *ug*	•		•	•			•		•[80]
	Clinical Lab Sciences, *g*			•						•
	Communication, *ug*			•	•	•		•	•	
	Communication, *g*		•				•	•		
	English, *ug*	•			•	•				
	English, *g*		•		•		•			
	History and Political Science	•	•	•		•	•			
	Mathematics	•	•					•	•	•
	Nursing, *ug*	•		•	•			•		
	Nursing, *g*	•		•			•			
	Physical Therapy, entry level[81]	•	•	•	•		•	•	•	•
	Religion[82]									
College of Technology	Aeronautics	•	•							
School of Architecture[83], *g* and *ug* programs										•[84]

[78] *ug* = undergraduate program; *g* = graduate program

[79] Placement and success in continuing education, for both graduate and undergraduate programs in Biology.

[80] Clinical practica projects, both graduate and undergraduate programs.

[81] Assessment and evaluation of students occurs throughout the three-year professional program, which spans the senior undergraduate year and two years of graduate school.

[82] In response to a recommendation from the University Assessment Director, the department submitted an assessment report indicating that they needed to develop an assessment protocol.

[83] The school submitted a report indicating that they did not have a formal assessment plan at that time.

[84] NAAB Accreditation

School	Department	National Exams	Local Exams	Capstone Courses	Embedded Testing	Student Portfolios	Research & Writing	Performance Evaluations	Pre & Post Testing	Other
School of Business,[85] ***ug***		•								
School of Business, *g*										
School of Education	Educational & Counseling Psych									
	Leadership & Educational Admin			•	•	•	•			
	Teaching and Learning, *ug*									
	Teaching and Learning, *g*									
SDA Theological Seminary (all graduate)	Doctor of Ministry		•			•	•	•	•	
	InMinistry Center									
	Master of Divinity				•	[86]	•	•		•
	Master of Arts, Religion		•				•			
	Ph.D. & Th.D. Programs				•	•	•	•	•	
	New Testament						•	•	•	
	Religious Education	•	•	•	•	•	•	•		

[85]The School of Business prepares one report covering all degrees and both departments: Accounting, Economics and Finance; and Management, Marketing, and Information Science.

[86]Planned for the future.

Table D-3. Indirect Assessment Measures from Department Reports, 2007

School	Department	Student Surveys	Exit Interviews	Alumni Surveys	Employer Surveys	Client/Patient Surveys	External Reviews	Other
College of Arts and Sciences	Biology, *ug*[87]	•	•	•				
	Biology, *g*	•	•	•				
	Clinical & Laboratory Sciences, *ug*	•	•	•	•	•[88]	•[89]	•[90]
	Clinical & Laboratory Sciences, *g*	•	•		•		•	
	Communication, *ug*	•	•	•	•[91]			•[92]
	Communication, *g*	•	•		•			
	English, *ug*		•		•[93]			•[94]
	English, *g*		•		•			•
	History and Political Science		•					
	Mathematics	•						•[95]
	Nursing, *ug*						•[96]	
	Nursing, *g*	•[97]						
	Physical Therapy	•	•	•	•	•		

[87] *ug* = undergraduate program; *g* = graduate program

[88] Feedback from clinical affiliates

[89] Adjunct clinical instructor feedback

[90] External accreditation

[91] Internship employer feedback, for both graduate and undergraduate programs

[92] AU student evaluation instruments

[93] Informal for both graduate and undergraduate

[94] For both graduate and undergraduate, getting discipline-related jobs and/or accepted into graduate programs.

[95] Plans for future education or work

[96] Hospital reviews of students.

[97] Telephone survey and online course evaluations

School	Department	Student Surveys	Exit Interviews	Alumni Surveys	Employer Surveys	Client/Patient Surveys	External Reviews	Other
	Religion[98]							
College of Technology	Aeronautics	•		•				
School of Architecture[99] *ug* and *g*								•[100]
School of Business, *ug*		•						
School of Business, *g*		•						
School of Education	Educational & Counseling Psych							
	Leadership & Educational Admin	•	•	•				
	Teaching & Learning, *ug*							
	Teaching & Learning, *g*							
SDA Theological Seminary (all graduate)	Doctor of Ministry	•						
	InMinistry Center	•						
	Master of Divinity	•						•[101]
	Master of Arts, Religion	•						
	Ph.D. & Th.D. Programs	•					•	
	New Testament	•	•				•	•
	Religious Education	•					•	

[98]In response to a recommendation from the University Assessment Director, the department submitted an assessment report indicating that they needed to develop an assessment protocol.

[99]The school submitted a report indicating that they did not have a formal assessment plan at that time.

[100]External accreditation

[101]Student comments

Table D-4. Summary of Major Field Test Percentile Rankings, 2003 to 2007[102]

Assessment Indicator	2002 Fall	2003 Spring	2003 Fall	2004 Spring	2004 Fall	2005 Spring	2005 Fall	2006 Spring	2006 Fall	2007 Spring
Biology, ***Assessment Indicators***	*n/a*	*n=26*	*n=3*	*n=17*	*n/a*	*n=11*	*n/a*	*n=21*	*n=3*	*n=21*
Biochemistry and Cell Energetics		95		95		95		95		90
Cellular Structure, Organization, and Function		90		90		95		75		90
Molecular Biology and Molecular Genetics		65		90		95		90		85
Diversity of Organisms		65		45		85		75		60
Organismal--Animal		95		95		95		95		90
Organismal--Plant		90		85		95		45		55
Population Genetics and Evolution		80		95		95		90		45
Ecology		80		90		95		95		85
Analytical Skills		75		90		90		95		85
Biology Subscores										
Cell Biology		95		90		95		90		75
Molecular Biology & Genetics		70		90		95		85		75
Organismal Biology		85		85		95		85		60
Population Biology/Evolution/ Ecology		75		90		95		80		65
Biology Total		70		95		95		90		70
Business, *Assessment Indicators*[103]	*n=12*	*n=7*	*n=19*	*n=12*	*n=9*	*n=27*	*n=1*	*n=40*	*n/a*	*n=45*
Accounting	69	15	30	70	25	65		15		90
Economics	95	25	45	70	45	75		5		90
Management	23	25	20	30	40	70		55		80
Quantitative Business Analysis	99	35	20	35	55	80		70		5
Finance	32	25	20	50	60	70		1		95

[102]Comparative data are available from http://www.ets.org/portal/site/ets/ under Major Field Tests. Summary results are reported only for groups of 5 or more students tested.

[103]The School of Business administered the Major Field Test as part of a course, counting the score as part of the class requirements, beginning in the Spring semester of 2005.

Assessment Indicator	2002 Fall	2003 Spring	2003 Fall	2004 Spring	2004 Fall	2005 Spring	2005 Fall	2006 Spring	2006 Fall	2007 Spring
Marketing	84	30	80	85	85	90		60		95
Legal & Social Environment	88	5	55	50	25	25		1		90
International Issues	42	80	25	85	90	75		10		95
Business Total	50	43	30	60	50	70		35		75
Economics	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n=1*	*n/a*	*n/a*	*n/a*
History, *Assessment Indicators*	*n/a*	*n=8*	*n/a*	*n/a*	*n=1*	*n=8*	*n=1*	*n=1*	*n=3*	*n=5*
US: Colonization to 1800		10				95				10
US: 1800-1920		25				55				25
US: 1920-Present		80				35				35
European: Ancient to 1815		1				60				20
European: 1815 to present		35				75				10
World and Comparative History		30				70				30
History sub-scores	*n/a*	*n=8*	*n/a*	*n/a*	*n=1*	*n=8*	*n=1*	*n=1*	*n=3*	*n=3*
United States History		50				65				15
European History		40				70				10
African/Asian/Latin American History		45				65				25
History Total		35				65				15
Literature in English, *Assessment Indicators*	*n=2*	*n/a*	*n/a*	*n=6*	*n=7*	*n=4*	*n=2*	*n=7*	*n=3*	*n=6*
British Literature Pre–1660				25	55			80		30
British Literature 1660-1900				35	35			85		20
American Literature to 1900				50	65			90		45
British & American Literature 1909-1945				35	85			95		15
Literature in English Since 1945				45	35			80		40
Literary History				25	55			95		15
Identification				20	39			55		15
Literary Theory				30	20			90		60
Literature in English, sub-scores	*n= 2*	*n/a*	*n/a*	*n=6*	*n=7*	*n=4*	*n=2*	*n=7*	*n=3*	*n=4*

Assessment Indicator	2002 Fall	2003 Spring	2003 Fall	2004 Spring	2004 Fall	2005 Spring	2005 Fall	2006 Spring	2006 Fall	2007 Spring
Literature 1900 and Earlier				35	55			85		35
Literature 1901 and Later				40	65			90		35
Literary Analysis				45	70			90		40
Literary History & Identification				20	45			65		30
Literature in English, Total				40	60			85		40
Mathematics, *Assessment Indicators*	*n/a*	*n/a*	*n=1*	*n=1*	*n/a*	*n=5*	*n=1*	*n/a*	*n=3*	*n=3*
Calculus		85				90				25
Algebra		25				70				30
Routine		75				70				45
Nonroutine		5				55				5
Applied		80				60				65
Mathematics Total		70				95				
Physics, *assessment indicators*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n=1*	*n/a*	*n=5*	*n=2*
Classical Mechanics and Relativity									85	85
Electromagnetism									85	90
Optics/Waves and Thermodynamics									75	50
Quantum Mechanics and Atomic Physics									85	15
Special Topics									95	15
Physics subscores	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*	*n=1*	*n /a*	*n=5*	*n=2*
Introductory Physics									85	90
Advanced Physics									90	65
Physics Total									90	85
Political Science	*n/a*	*n=4*	*n=1*	*n=4*	*n/a*	*n/a*	*n/a*	*n=4*	*n/a*	*n/a*
Psychology, *Assessment Indicators*	*n=12*	*n/a*	*n=2*	*n=8*	*n=12*	*n=3*	*n=9*	*n=5*	*n=8*	*n=13*
Memory & Thinking	56			55	10		70	40	55	75
Sensory & Physiology	54			15	55		75	20	40	85
Developmental	26			25	25		85	15	85	45
Clinical & Abnormal	83			30	25		95	10	25	55

Assessment Indicator	2002 Fall	2003 Spring	2003 Fall	2004 Spring	2004 Fall	2005 Spring	2005 Fall	2006 Spring	2006 Fall	2007 Spring
Social	40			75	20		50	50	40	85
Measurement and Methodology	80			50	50		95	40	40	60
Psychology, subscores							*n=11*	*n=5*	*n=8*	*n=4*
Learning and Cognition	58			55	25		70	35	70	55
Perception/ Sensory/ Physiology/ Comp/Ethology	44			30	45		70	20	45	85
Clinical, Abnormal, & Personality	67			25	15		40	15	30	60
Developmental and Social	34			55	20		35	25	70	55
Psychology Total	56			45	25		65	30	50	65
Sociology	*n=3*	*n/a*	*n=2*	*n=2*	*n/a*	*n/a*	*n=2*	*n/a*	*n/a*	*n/a*