

**Minutes of the Undergraduate Council  
Andrews University  
February 5, 2007**

John Markovic, chair; Michelle Bacchiocchi, vice-chair; Ben A. Maguad, secretary; Gordon Atkins, Marsha Beal, Verlyn Benson, Emilio Garcia-Marenko, Merga Getahun, Keith Mattingly, Donald May, Boon-Chai Ng, Lawrence Onsager, Stephen Payne, Martin Smith, Kristen Von Maur, Gary Williams, Jeannie Wolfer

Members present

Heather Knight, Richard Show

Regrets

Gary Land, Allan Payne, Jane Sabes, Alice Williams

Invitees

John Markovic welcomed the Undergraduate Council members to its February 5, 2007 meeting.

Welcome and call to order

Verlyn Benson offered the opening prayer.

Prayer

The Council reviewed and approved the minutes of its December 4, 2006 meeting.

Approval of minutes

Jane Sabes presented an overview of the proposed BA/BS: Political Science major in the Department of History and Political Science. Andrews University is the only Adventist college or university offering a degree in Political Science. Political Science is the only interdisciplinary major in the College of Arts and Sciences. The proposal for a full major requiring 42 credit hours is in line with other full majors on campus. Moving to a full major would enhance recruitment of students seriously contemplating a career in Political Science.

Overview of the proposed BA/BS Political Science major

During its second reading, the Council voted to approve the proposed Political Science major.

Approval of the Political Science major

Stephen Payne gave a report on the work of the Admissions Committee, detailing its journey for the last several years and the challenges it faced regarding student admission. Some of these challenges are as follows: (a) identifying predictors of student success – GPA, ACT/SAT individual and composite scores, number of math classes taken in high school, math index, etc.; (b) disconnect between grades and exam scores – consider additional indicators such as class rank, attendance, letter(s) of recommendation, additional semester (senior year) of grades, retake of ACT/SAT exam, etc.; (c) labeling of students – e.g. good and regular, probationary, conditional, stealth, bridge, etc.; (d) putting a cap on the number of students who need academic interventions, concern about the enforceability of these interventions

Report from the Admissions Committee

Verlyn Benson presented a report on the proposed Bachelor of Technology degree in International Aviation Relief. The degree will prepare students for a life of international service. It will increase enrollment with no additional cost to Andrews University. The proposed degree requires a minimum of 140 required credits. There were questions about benchmarks for the proposed program, its length, and the possibility of shrinking it by offering fewer credits for the same content. Some courses (flight and maintenance) need to be offered per FAA regulations. No action was taken on the report.

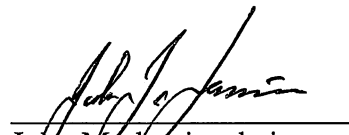
Report on the  
proposed BT degree  
in International  
Aviation Relief

Alice Williams shared with members of the Council her Senior 2006 Assessment Findings. 315 students were tested on four occasions. 61.7% of participants were women and 38.3% men. 11.4% were Asian, 47% Caucasian, 9.5% Hispanic, 13% Black, 15.2% Other, and 3.8% omit. 81.5% indicated English as their first language, 13.1% bilingual, 5.1% other, and 0.3% omit. The assessment report used academic profile from ETS (now called Measure of Academic Proficiency and Progress). 72% of respondents did not participate in the J. N. Andrews Scholars program. 19.4% planned to graduate as J. N. Andrews scholars. 8.6% started in the Honors program but did not complete it. Conclusions and other findings drawn from the report are as follows:

Senior 2006  
assessment findings

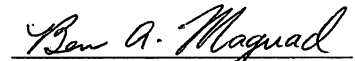
- Honors participation, the highest ever at the university, helped improved scores in reading, writing, and math.
- Mathematics rankings continue to rise, reflecting changes in admissions, teaching of remedial math, and overall preparation of students, probably secondary to APS program and SAGES.
- Writing and critical thinking scores are improving, possibly secondary to the large group of Honors participants and changes in admission practices.
- In general, Honors students are performing well above other students in all categories.
- AU Black and Hispanic students perform as well as or better than national norms for those groups, but not as well as White and Asian students.
- In general, students for whom English is a second language do not do well as well on reading and writing.
- With respect to spiritual commitments, SDA students rated themselves between 4 (make considerable effort to keep) and 4 (willing to keep even at great personal cost) on most items. Other students rated themselves between 2.5 and 3.5 on most items (3 = keep when convenient; 2 = am not keeping).
- With respect to mission accomplishment, 2006 seniors rated themselves well prepared (a mean score approaching 4) on most mission statement items with the exception of "inquisitive" and "participating in the life of a local church". Scores were higher than previous years for all except "inquisitive".
- With respect to program satisfaction, 2005 and 2006 seniors were more satisfied with their programs than previous years, rating most

items between 3.5 (3 = neutral) and 4.5 (4 = satisfied). The highest rated items were “academically stimulating” and “would recommend the program to a friend with similar interests.”



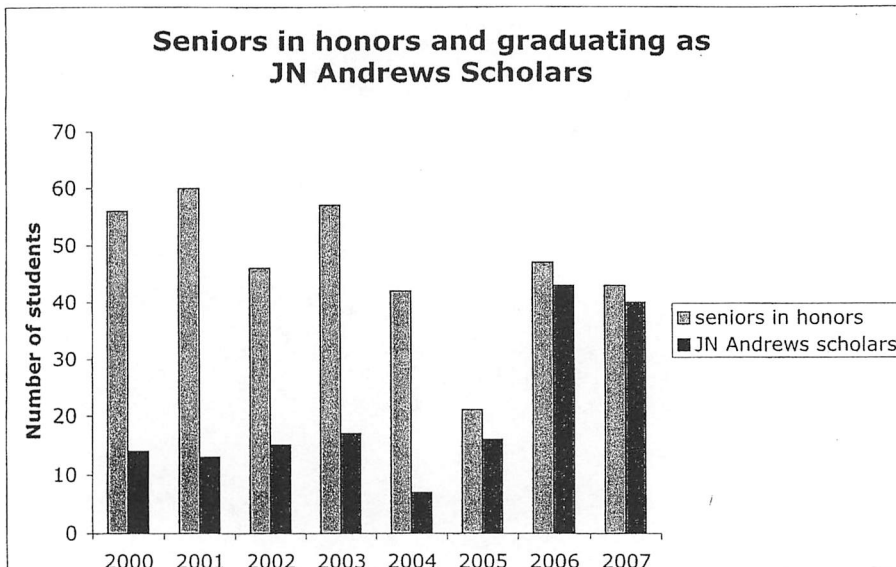
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John Markovic, chair

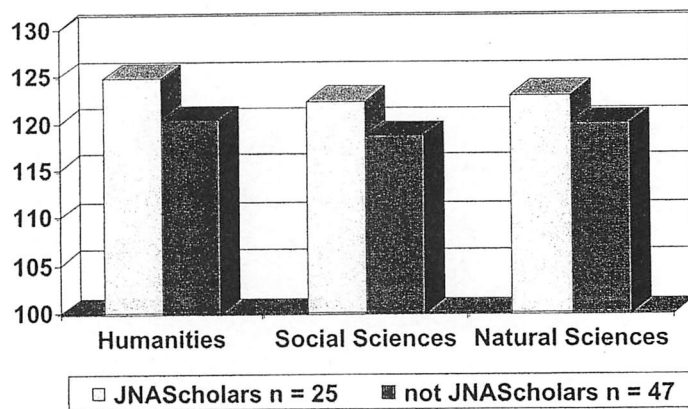


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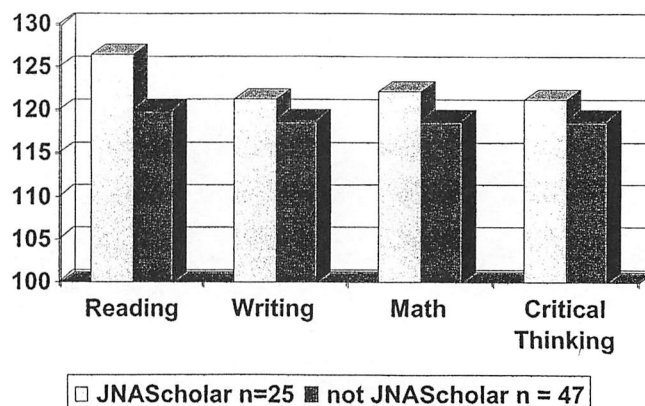
Ben A. Maguad, secretary



## Academic Profile Mean Scores; if ACT $\geq$ 23; Academic areas



## Academic Profile Mean Scores if ACT $\geq$ 23; Skill parameters



*Note: Here are students who would like to be honors but are discouraged by their dept.*



## REPLACING GENERAL EDUCATION REQUIREMENTS

Because of the integrated and interdisciplinary courses, students completing General Honors will satisfy their General Education requirements for the Bachelor of Science degree with 37 credits of honors courses and 11 credits of mathematics, science, and physical education. The Bachelor of Arts degree requires the identical courses for foreign language proficiency. In each case, the normal requirements are significantly reduced, which frees students' schedules for cognate courses and electives.

## ADMISSION TO THE HONORS PROGRAM

Each summer the honors program admits a limited number of prospective freshmen whose interests and achievements—as portrayed in part by the application essay and letter of recommendation—suggest they will benefit from participation in SAGES.

Students accepted into honors surpass the following qualifications:

- A minimum overall GPA of 3.50 on all secondary credits
- Scores of 25 on the ACT or 1200 on the SAT.

Recognizing that for some students either high school grades or standardized test scores may not satisfactorily predict the potential for academic success in college, a small number of students who show considerable promise on one measure but not the other may be admitted to the program upon the director's discretion.

### Admission for Transfer and Currently Enrolled Students

Applications are welcomed from currently enrolled students and transfer students who wish to participate in the program. Successful applicants demonstrate an interest in Honors and possess at least a B+ average on all college courses. Application forms are available in the Honors Office.

## SOCIETY OF ANDREWS SCHOLARS

Students in Honors form a society dedicated to spiritual, social, and intellectual activities outside the classroom. The society's logo depicts hands sheltering the flame of truth, which symbolizes the search for truth by students and faculty together. Excellence, Commitment, and Service is the society's motto. Membership fees and fees charged as part of the honors application process are used exclusively for student activities by the Society of Andrews Scholars. Annual participation in the service/citizenship/leadership program which is organized by the Society of Andrews Scholars, is required to continue in the J. N. Andrews Honors program.

## NATIONAL HONORS SOCIETIES

The honors program works with the university's 17 departmental national honor societies to coordinate information and enhance their activities. It also works closely with the prestigious interdisciplinary national honor society Phi Kappa Phi which inducts about 30 junior and senior Andrews Scholars each year who meet the rigorous requirements. See Appendix, p. 360.

## GRADUATION DISTINCTIONS

Designations are conferred at graduation on students who, one semester before graduation, have completed 30 semester hours at Andrews University with the following overall GPAs:

3.500–3.749	Cum Laude
3.750–3.899	Magna Cum Laude
3.900–4.000	Summa Cum Laude

## HONORS AUDITS

To enhance Andrews Scholars' opportunities to learn for the sake of learning, a scholar enrolled full time (a minimum of 12 regular credits) may attend one course free each semester, registering as an Honors Audit (HN), which is indicated on the transcript. Though no credit is earned, an Honors Audit provides a significant opportunity to broaden one's knowledge at no cost even if it forms an overload. Registration for an Honors Audit (HN) should take place during regular registration, and in no case later than the regular drop/add date. Attendance and other regulations for an audit apply.

## COURSES

(Credits)

The inside front cover gives the symbol code.

### HONS105, 106

\$ (5, 5)

#### *Western Heritage*

A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized, and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year.

### HONS115

(3)

#### *Transcribing the Self: Honors Composition*

What is the entity we call self? How is it formed, reformed, transformed? What role does the "other" play in our determination of self? To what extent is self an independent construct, and to what extent is it socially and ideologically determined? Such questions are addressed through written and oral examination of our own lives and the lives of others as presented in significant texts. Recommended during the first year.

### HONS215

(3)

#### *Scripture*

The reading of Biblical passages chosen for qualities such as centrality to Christian belief, power as literature, and variety of expression. Entire books will be addressed thematically, including Genesis, Job, Romans, and Revelation. A portion of the course will involve the detailed interpretation of a selected section. Required.

### HONS225

(3)

#### *Materialism & Idealism*

Philosophers and prophets often approach wealth with caution or hostility, but modern culture flaunts status symbols and values self-worth by material accumulation. Considering such differences, readings from Plato to contemporary authors will raise questions about the level of wealth we ought to desire, the thoughtful use of that wealth, and reconciling a Christian life of service with professional success today. Elective.

### HONS245

(3)

#### *Meanings of America*

Examines understandings of American society, culture and physical

Current PT Transfer Seniors who have completed Fall Semester (18 credits):

1) AU: 3.22  
TR: 3.62  
OVERALL: 3.56

2) AU: 3.78  
TR: 3.39  
OVERALL: 3.44

3) AU: 3.24  
TR: 3.21  
OVERALL: 3.21

4) AU: 3.33  
TR: 3.73  
OVERALL: 3.67

5) AU: 3.44  
TR: 3.65  
OVERALL: 3.61

6) AU: 4.00  
TR: 3.87  
OVERALL: 3.89

7) AU: 3.82  
TR: 3.84  
OVERALL: 3.84

8) AU: 3.2  
TR: 3.37  
OVERALL: 3.34

9) AU: 4.00  
TR: 4.00  
OVERALL: 4.00

10) AU: 3.49  
TR: 3.34  
OVERALL: 3.36

11) AU: 3.24  
TR: 3.23  
OVERALL: 3.23

12) AU: 3.54  
TR: 3.45  
OVERALL: 3.47

13) AU: 3.33  
TR: 3.29  
OVERALL: 3.29

14) AU: 3.75  
TR: 3.98  
OVERALL: 3.94

15) AU: 2.90  
TR: 3.59  
OVERALL: 3.49

**Proposed changes regarding academic distinctions (from the Honors Council):**

**1. Graduation Distinctions**

Designations are conferred at graduation on students who, one semester before graduation, have completed 16 semester hours at Andrews University with both Andrews and overall GPAs as follows (on a 4 point scale):

3.500 and above Cum Laude

3.750 and above Magnum Cum Laude

3.900 and above Summa Cum Laude

2. Make the above change effective for the May <sup>2006</sup>'07 graduation.

3. Move the section on graduation with distinction to pg 34 immediately after Grade Requirements for graduation.



# Andrews University

## Sixth Assessment Report

2006

Completed: October 2006

John Markovic







## ***Statement of Mission***

***Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide 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.***

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## Acknowledgments

Many thanks are due to the various departments and programs who collected and analyzed data, and submitted assessment reports. Jerry Thayer conducted many of the statistical analyses on the Academic Profile and Senior Survey data, counseled me on the meaning of the results, and guided me in the analyses I conducted. Mistakes in interpretation of the results should be credited to me. Many groups and colleagues have commented on presentations of the results in various forums. The groups include, but are not limited to, the University Assessment Committee, the General Education Committee, and the General Faculty.

Several people have contributed to the development of this manuscript. Most active have been Coleen Alexander, Jillian LeVos, Zachary Mngo, Joseph Williams, and Michele Wilson, faithful assistants in the University Assessment Office at various times during development.

The goal of assessment is to promote excellence in student learning outcomes; we are well on our way to a culture of assessment at Andrews University. Thank-you for the privilege of working with this process.

Alice C. Williams  
Director  
University Assessment Office  
Andrews University  
October, 2006

## INTRODUCTION

Assessment of learner outcomes at Andrews University continues to be guided by the university mission statement. Learner outcomes are measured in several areas, including spiritual outcomes (page 2), intellectual and skill outcomes for general education (page 4), intellectual and skill outcomes for programs (page 9), and affective outcomes (page 10). A summary (page 12) of accomplishment of each aspect of the mission statement concludes the text portion of the document. Appendices present additional data summaries.

Graduate and undergraduate data were obtained from Senior Exit Testing, Senior Surveys, department reports, Student Services, and other campus sources. Comparisons among years and groups are made where appropriate to evaluate differences and trends. This report also attempts to document how assessment data have been used to make decisions about teaching, courses, curricula, and services to improve student learning and the student experience.

As we anticipate a site visit by the North Central Association Higher Learning Commission in 2009, assessment data will be important to document our commitment to student learning and continuous improvement in courses, programs, curricula, and student life.

**General Education Data.** The Academic Profile, by ETS<sup>1</sup> was used for evaluation of some general education outcomes. For the 2004 academic year, The Abbreviated Form<sup>2</sup> was used for one hour of the test period. In 2001, The Standard Form, a two-hour version<sup>3</sup>, became available and was used for the 2002, 2003, 2005, and 2006 academic years.

Selected data from the Academic Profile are presented in Appendix A. The Andrews University test groups were compared with groups of similar colleges and universities (see p. 6). The ethnic profile and first language of Andrews University students are very different from those of the national groups taking the Academic Profile tests.<sup>4</sup> The proportion of Caucasians at Andrews University is lower, and the proportion of other ethnic groups is higher than the national groups (see Table A-1). Fewer students speak English as their first language than in the national population (see Table A-2). Because Andrews University is

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<sup>1</sup>Formerly Educational Testing Service, Princeton, New Jersey.

<sup>2</sup>The Abbreviated Form, formerly designated The Short Form, has 36 items and a 40 minute testing period. The 36 items represent one-third of The Standard Form items. Because of the larger set of test items, the Standard Form provides more data about student performance than The Abbreviated Form.

<sup>3</sup>Comprised of 108 items, administered in two 60-minute test periods.

<sup>4</sup>*Measure of Academic Proficiency and Progress (MAPP) Comparative Data Guide*, <http://www.ets.org/> website. The MAPP replaced the Academic Profile beginning July 2006. Scores between the tests are comparable.

committed to the success of all its students, various committees and work groups review and examine the performance of subgroups. Teaching and Student Success faculty continue to seek ways to promote student learning among all students.

**Survey Data.** The Senior Survey<sup>5</sup> included these constructs for the 2005-2006 survey:

- Andrews University's success in inculcating the values of the mission statement;<sup>6</sup>
- Perceptions about student's major department and/or program;
- Spiritual commitments;
- Feelings about service to diverse people groups;
- Perceptions of the importance of education in diversity issues at Andrews University;<sup>7</sup>
- Write-in comments of favorite memories of Andrews University;
- Write-in comments about helpful people in the university; and
- Selected demographic variables.

Where survey components have been used more than one year, comparisons are shown. All first-baccalaureate seniors participate in Senior Exit Testing, at which the Senior Survey (see Figure B-1 in Appendix B) is administered. Data from the senior survey is presented in Appendix C.

**Department Data.** Reports and information for the 2006 academic year were received from several departments and programs in summer and fall of 2006. Discussion of the results begins on page 9. Analyses of data from departments and programs and Major Field Test results for participating departments appear in Appendix D.

## SPIRITUAL OUTCOMES

**Purpose.** Assessment of spiritual learner outcomes at Andrews University includes mission statement constructs and assessment of spiritual commitments. This summary presents key findings about spiritual development from the graduating classes of 2001 through 2006.

**Spiritual Commitments.**<sup>8</sup> First-baccalaureate seniors were asked about their commitments to various spiritual behaviors. Demographic data included religious affiliation, summarized

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<sup>5</sup>Except where noted, survey components were developed in consultation with the General Education Committee and the Committee for University Assessment.

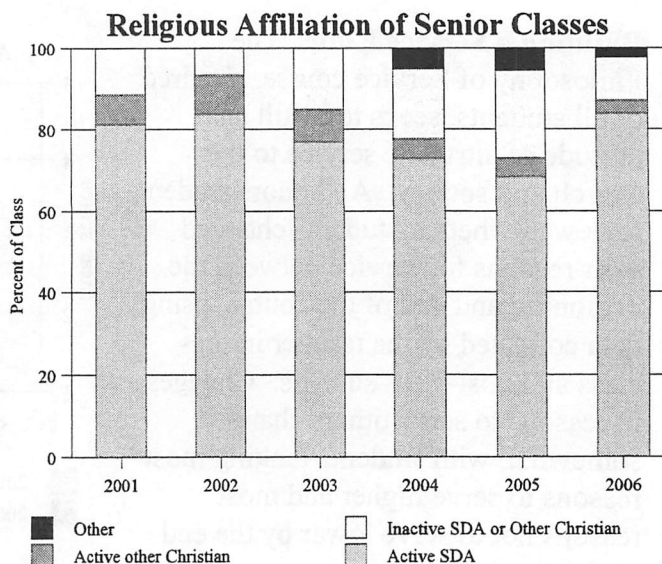
<sup>6</sup>The Mission Statement item was scored on a 5 to 1 scale, with 5 meaning *very much prepared*, 3 being *moderately well prepared*, and 1 being *prepared very little*. The item about "to serve your church" was revised for the 2003-2004 and following surveys to read "to engage in church related service."

<sup>7</sup>Adapted from items used at Oregon State University, used with permission.

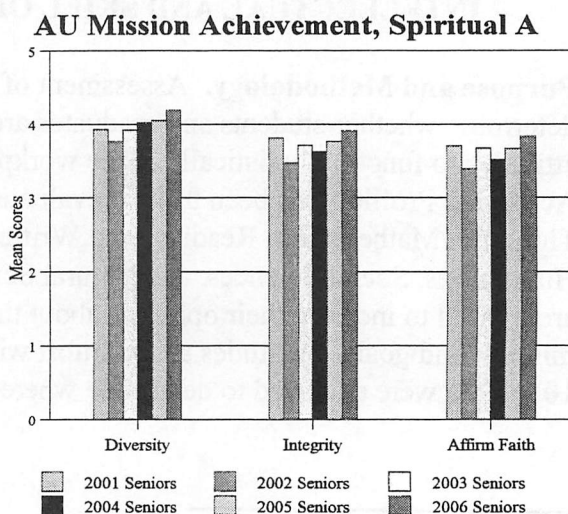
<sup>8</sup>The Spiritual Commitments Instrument was developed by Jane Thayer, former Director of University Assessment and presently Director of the Religious Education Programs in the SDA Theological Seminary.

at right for the senior classes of 2001-2006. After several years of decline the percentage of the senior class claiming to be Active SDA has increased dramatically. Perhaps more SDA students enrolled in 2002 when the Andrews Partnership Scholarship (APS) was initiated. Mean spiritual commitment scores were dramatically higher for Active SDA students than for all other groups combined (see Tables C-1 thru C-3).

Within the Active SDA groups of seniors, all items were close to or above the 4.00 mark<sup>9</sup>. The commitment with the highest degree of adherence was “to accept Jesus as your only savior.” Further detail appears in Appendix C, Tables 1-3.



**Mission Achievement.** Since 2001, seniors have been asked whether Andrews University prepared them in the areas delineated in the Andrews University Mission Statement (see page ii). For spiritual issues, seniors felt well prepared in all areas, rating each above 3.00<sup>10</sup> (see figures at right and next page). The highest ratings were given for “respect for ethnic and cultural diversity” for all years.<sup>11</sup> All classes responded favorably to “have personal and moral integrity,” “to faithfully witness for Christ,” and “to affirm my faith commitment.” Further findings are shown in Tables 4-7, Appendix C. Religious affiliation was also related to mission achievement, with Active SDA respondents rating each item higher than Other Religion respondents. The higher proportion of SDA respondents may also account for the higher scores noted in 2006.

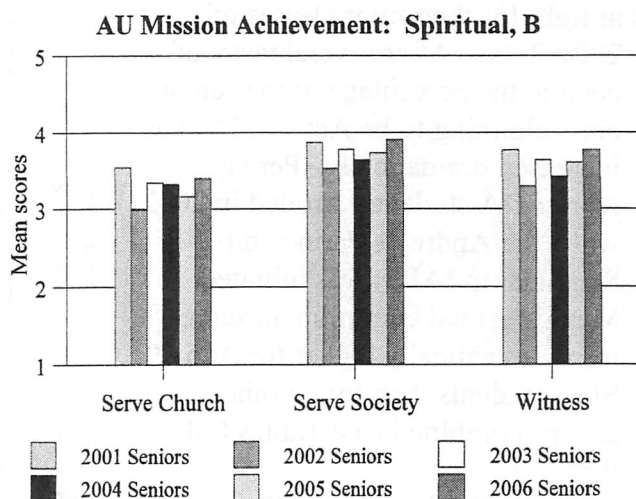


<sup>9</sup>Mean scores for Spiritual Commitments are based on a 5 to 1 scale, with 5 being *Willing to Keep Even at Great Personal Sacrifice*, 4 being *Make Considerable Effort to Keep*, 3 being *Keep When Convenient*, 2 being *Am Not Keeping*, and 1 being *Have Not Made*.

<sup>10</sup>Items were rated on a 5 to 1 scale, 5 = *Very Prepared*, 3 = *Moderately Prepared*, and 1 = *Very Little Prepared*.

<sup>11</sup>More discussion about diversity appears in under Affective Outcomes, page 10.

**Building a Service Ethic.** The Philosophy of Service course, required of all students, seeks to instill an attitude of altruistic service to the church and society. An honors student reviewed whether students changed their reasons for service between the beginning and end of the course, using data collected by the teacher in pre-class and post-class surveys. Changes in reasons to serve others changed somewhat, with students ranking most reasons to serve higher and most reasons not to serve lower by the end of the course.<sup>12</sup>



**Quest for a Culture of Assessment.** Findings from assessment of spiritual development of students have been used by the Committee for Development of Spiritual Life, the General Education Committee, and other campus committees to continue promotion of student spiritual development.

## INTELLECTUAL AND SKILL OUTCOMES: GENERAL EDUCATION

**Purpose and Methodology.** Assessment of General Education learner outcomes helps determine whether students and graduates are prepared with the skills, knowledge, and attitudes to function holistically in the workplace. Since the academic year 1999-2000, the Academic Profile<sup>13</sup> has been used to evaluate first-baccalaureate seniors for skills in Critical Thinking, Mathematics, Reading, and Writing.<sup>14</sup> In addition, scores in the academic areas of Humanities, Social Sciences, and Natural Sciences are provided. Through a survey, seniors are invited to indicate their opinions about the university's success in meeting the university's mission and goals. Attitudes and comfort with diversity were also surveyed (see pages 3 and 10). Data were analyzed to determine where improvements in the curriculum could be made.

<sup>12</sup>Stojanovic, S. 2006. Philosophy of Service at Andrews University. Senior Honors Thesis.

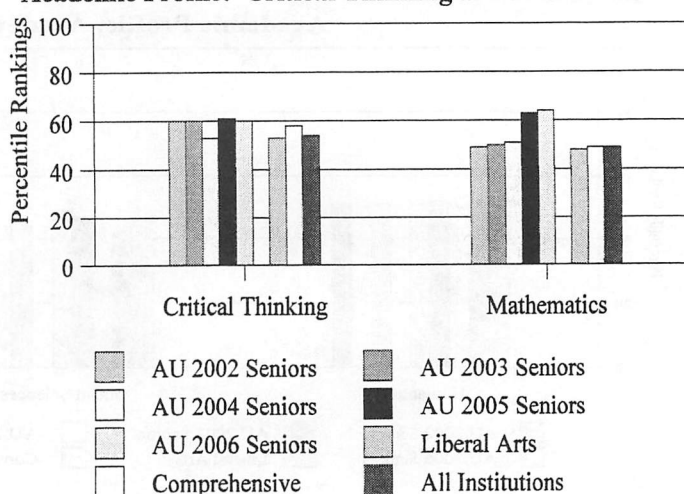
<sup>13</sup>The Academic Profile from Educational Testing Services (ETS) is administered five times each academic year to first-baccalaureate seniors. ETS provides normative data, (compared to students at comparable institutions of higher education), and criterion-referenced data, (compared to established performance standards), in four skill areas (Mathematics, College-Level Reading, College-Level Writing, and Critical Thinking), three academic areas (Humanities, Social Sciences, and Natural Sciences), plus a total score. The Standard Form (2 hours) was administered in 2001-2002, 2002-2003, 2004-2005 and 2005-2006. A shorter version, the Abbreviated Form, was administered in 2003-2004. Available data vary with the form used. Much less information was available from the Abbreviated Form.

<sup>14</sup>The norm-referenced scores in Mathematics, College-Level Reading, College-Level Writing, Humanities, Social Sciences, and Natural Sciences use a scale of 100-130 points; the Total Score ranges from 400-500 points. Each scale is independent of the others.

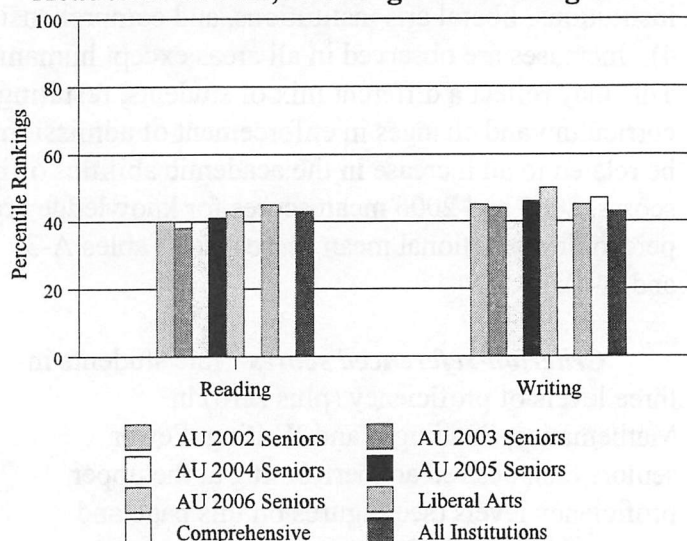


**General Education. Norm-referenced scores** show that seniors are prepared about as well as seniors at comparable national institutions<sup>15</sup> for the years 2002-2004. Scores improved in 2005 and again in 2006. The graph at right shows the percentile rankings of mean scores for Critical Thinking and Mathematics, compared with mean scores at liberal arts institutions, comprehensive institutions, and all institutions. Rankings for all institutions were used for comparison. The figure at right compares the percentile rankings for Reading and Writing with national norms (see Table A-3 for mean score comparisons). Major changes have been made in mathematics<sup>16</sup> instruction and in tracking students needing remedial work. These changes appear to be related to the increase in mathematics scores in 2005 and again in 2006. This class of seniors includes the second and largest group to graduate under the revised Honors program (SAGES<sup>17</sup>, see page 7). Further analyses of Academic Profile results appear in Appendix A.

**Academic Profile: Critical Thinking and Mathematics**



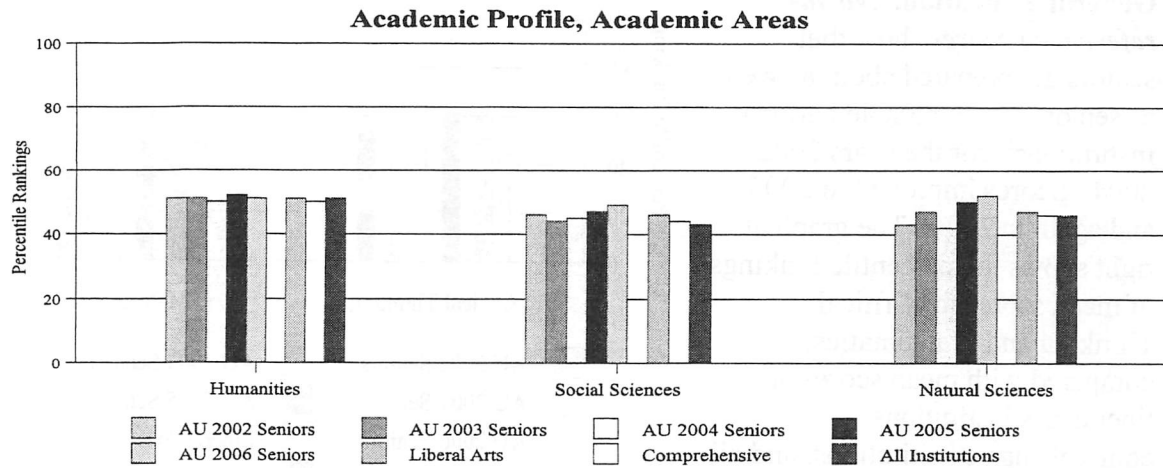
**Academic Profile, Reading and Writing Skills**



<sup>15</sup>Liberal arts or baccalaureate colleges include Atlantic Union College, MA; Bethel College, IN; Southern Adventist University, TN; Southwestern Adventist University, TX; St. Mary-of-the-Woods College, IN; and Union College, NE. Comprehensive or master's institutions include Ferris State University, MI; Indiana Wesleyan University, IN; Lake Superior State University, MI; Concordia University River Forest, IL; and Walla Walla College, WA.

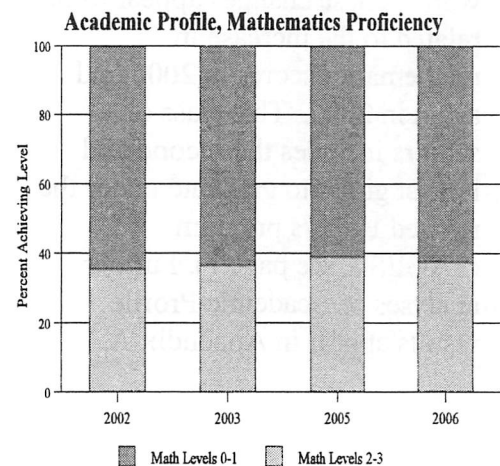
<sup>16</sup>The decline in mathematics ranking in 2004 may be an artifact of the missing October 2003 tests which were lost in the mail. The analyses assume that the available scores are comparable to the full data set, but this assumption cannot be confirmed. About 90 tests were lost.

<sup>17</sup>Scholars Alternative General Education Studies



In the academic areas of Humanities, Social Sciences, and Natural Sciences, Academic Profile percentile rankings for Andrews University seniors are compared to seniors at all institutions, liberal arts institutions, and comprehensive institutions (see above and Table A-4). Increases are observed in all areas except humanities for the second time in several years. This may reflect a different mix of students, resulting from both the revised Honors curriculum and changes in enforcement of admission requirements. The APS<sup>18</sup> program may be related to an increase in the academic abilities of incoming students. As noted for the skill scores, 2005 and 2006 mean scores for knowledge areas were slightly above the 50<sup>th</sup> percentile for national mean scores (see Tables A-3 and A-4).

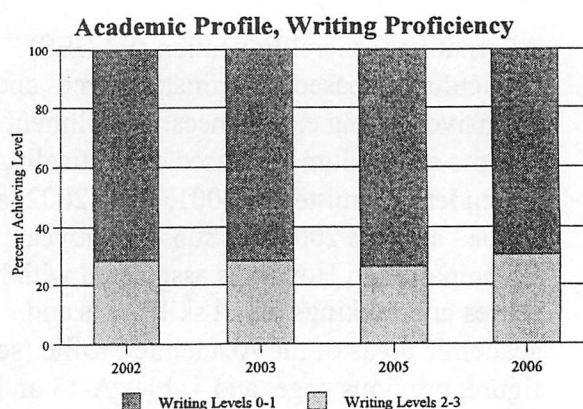
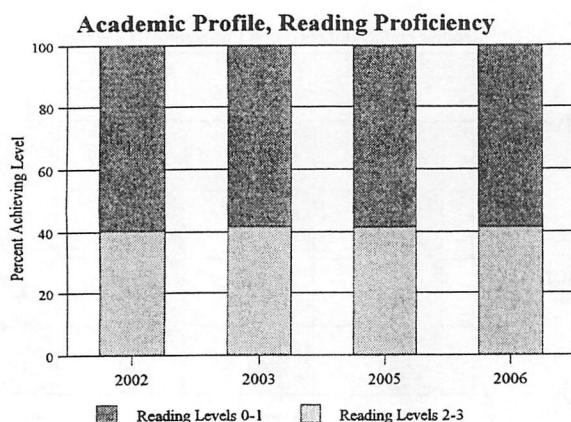
**Criterion-referenced scores<sup>19</sup>** rate students in three levels of proficiency (plus zero) in Mathematics, Reading<sup>20</sup>, and Writing. Fewer seniors than desired are performing at the upper proficiency levels (see Figures on this page and next, and Tables 5-10 in Appendix A). In response to previous mathematics data, changes in remedial and college-level mathematics courses have been implemented. Changes have occurred in enforcement of admissions criteria, and intensive



<sup>18</sup> Andrews Partnership Scholarship, instituted in Fall of 2002, which guarantees a specific level of university financial aid for the remainder of the student's program. Based on high school GPA and ACT or SAT scores for incoming freshmen, previously enrolled students and transfer students are eligible for the program based on their college GPA.

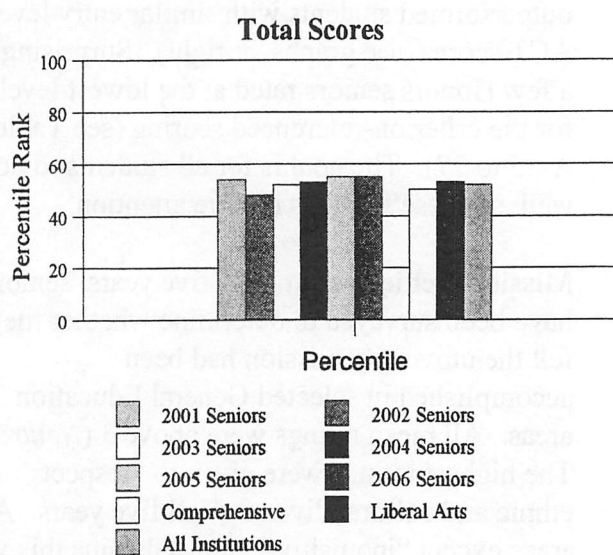
<sup>19</sup> Criterion-referenced data were not available for the version of the Academic Profile administered in 2003-2004.

<sup>20</sup> Reading proficiency level 3 is Critical Thinking.

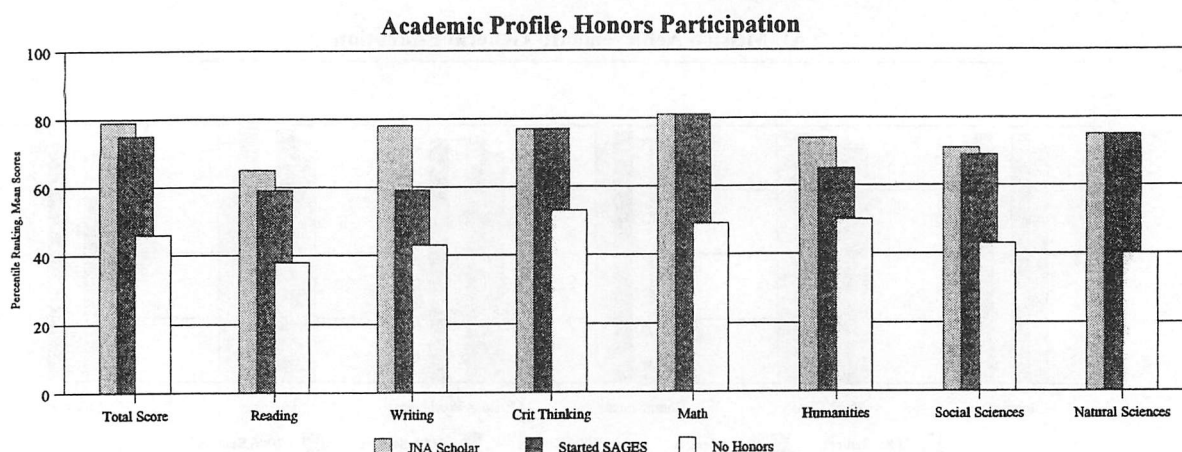


support is being provided to freshmen with low English and Mathematics ACT scores.

The Academic Profile Total Score provides an overall measure of student abilities. Scores have risen in 2005 and 2006, compared to the previous three years, but are still close to the mean scores for national groups (see Table A-3 and graph next page). As noted above, changes in the make-up of the student population may account for this slight change in direction. Considering the diverse make-up of the group, the fact that their scores are equivalent to the national norms is impressive. Further analyses of the total scores appear in Appendix A, Tables 11 and 12.



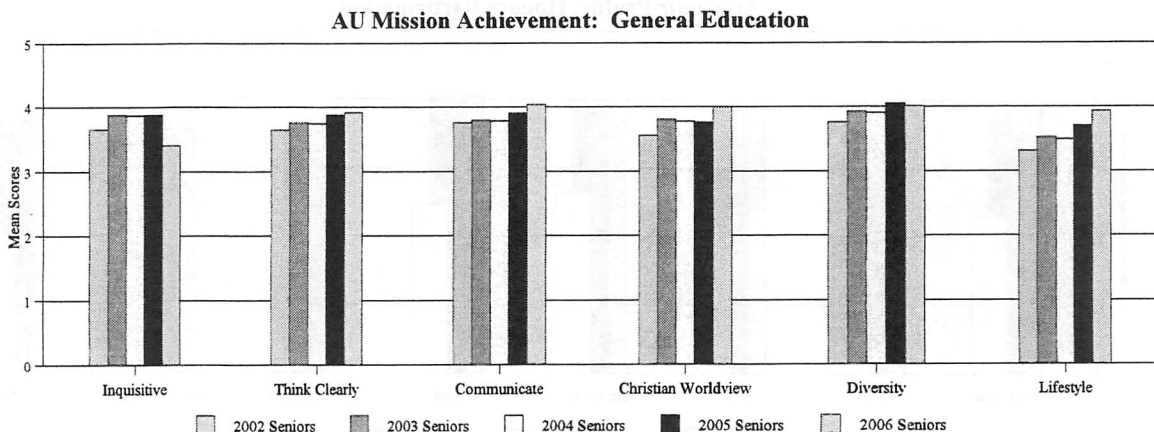
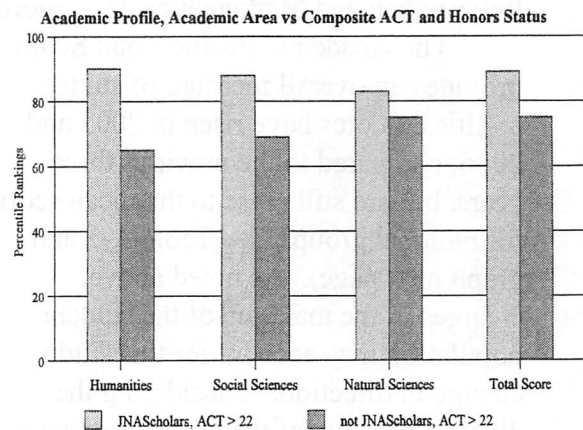
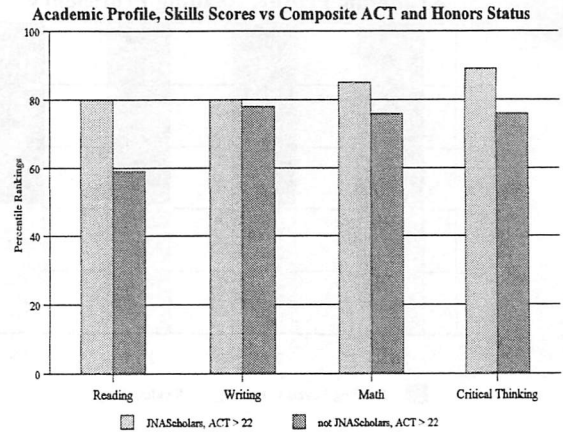
**J. N. Andrews Scholars Honors Program.** A major revision in the honors program general education component was implemented for the 2001-2002 academic year. The Scholar's



Alternative General Education (SAGES) curriculum is based on primary sources and intensive writing experiences. Enrollment in the Honors curriculum increased dramatically, with 40 students admitted in 2001, 80 in 2002, and capped at 60 in 2003 and subsequent years. Participation in Honors is associated with higher scores and rankings on all skill areas and academic areas of the Academic Profile (see figure, previous page, and Tables A-13 and 14). These higher scores helped increase the mean scores for the university. Honors students even outperformed students with similar entry level ACT scores (see graphs, at right). Surprisingly, a few Honors seniors rated at the lowest levels for the criterion-referenced scoring (see Tables A-15 to 17). The goal is for all students to do well, so these findings require attention.

**Mission Achievement.** For five years, seniors have been surveyed to determine whether they felt the university mission had been accomplished in selected General Education areas. All mean ratings were above 3 (*Neutral*). The highest ratings were given to “respect ethnic and cultural diversity” all five years. All areas except “inquisitive” showed gains this year over the previous years (see Figure below). Further results about mission achievement are shown in Appendix C, Tables 4-6.

**Toward a Culture of Assessment.** The university is beginning to see improvements in some measures after making evidence-based changes in curricula, teaching strategies, financial aid, and admission policies. Further improvements are anticipated as these changes impact more of the student body.





## INTELLECTUAL AND SKILL OUTCOMES: PROGRAMS

**Assessment Reports.** As part of their annual reports, academic departments and programs are expected to submit a report of assessment activities, findings, and responses. In 2006, nine departments or programs submitted formal reports (see Table D-1). Additional data regarding department assessment of majors and department assessment reports can be found in Appendix D. Chairs/program directors/deans for departments/programs who did not submit reports were contacted by the University Assessment Director with offers to assist in developing assessment measures and consistency in reporting. At this writing, several departments have met with the assessment director and are planning for a report about their assessment processes next year.

Departments employ a variety of assessment methods, including Major Field Tests (see Table D-2), exit surveys and interviews, nationally normed exit or certification/licensure exams, portfolios, and course projects. A variety of intellectual and skill outcomes within disciplines are measured (see Table D-3).

Major Field Tests (MFT) are administered to seniors in the School of Business and the departments of Behavioral Sciences (Psychology and Sociology tests), Biology, English, History and Political Science, Mathematics, and Physics. Andrews University students tend to perform at or above the 50<sup>th</sup> percentile on most indicators in most disciplines (see Table D-2). Students in some disciplines (e.g. Biology, Business, and Psychology) are consistently at or close to the 90<sup>th</sup> percentile in most Major Field Test indicators.

Results from the Senior Survey and Academic Profile are compiled by the University Assessment Office and sent to departments and programs for their use. Department scores on the Academic Profile (the amount of data depends on the form of the test used), program satisfaction (17 items), spiritual commitment (15 items) and accomplishment of the University mission (12 items) are provided to each department with 4 or more respondents on any item. For the 2006 survey, library use and the diversity attitudes and comfort data were distributed. The mean scores for the university are provided to departments for comparison.

Some departments stand out in terms of “closing the loop” with their assessment findings. For example,

- Physical Therapy holds an annual Curriculum Review meeting with faculty and representation from multiple stakeholders. Data reviewed includes student and graduate performance (e.g., licensure results, clinical experience evaluations); student, graduate, employer, and patient surveys; and Senior Exit Testing and Senior Survey results. Previous curriculum changes are reviewed and changes for the coming year are developed.
- As part of the recent NCATE reaccreditation process, the *Teaching and Learning Department* in the School of Education revised their assessment processes to collect data about student performance at every stage of student progression, including a plan for review of appropriate data at every level of the organization.
- Recently, the chair of Clinical Laboratory Sciences assessed predictors of success on the American Society of Clinical Pathology exam for a doctoral dissertation.
- The Biology Department has documented success in transforming minority students, who often enter their programs with average or low entry test scores, into highly successful scientists. This success has led to an National Science



Foundation grant to study this phenomena and to attempt replication of the effect in a new interdisciplinary Behavioral Neuroscience degree program.

Other departments, schools, and programs have documented faculty discussion of results from multiple assessment sources consistently over several years, whether or not they have submitted formal reports to the Assessment Office. Examples include (Division of) Architecture, Behavioral Sciences, Biology, (School of) Business, Communication, Educational and Counseling Psychology, History and Political Science, Mathematics, Nursing, Nutrition and Wellness, Religious Education, Social Work, and Speech-Language Pathology and Audiology. Numerous other programs and departments have systems in place, but have not documented their processes in as much detail yet.

**Program Satisfaction:** Analysis of program satisfaction data suggests that most graduating seniors are satisfied with their programs. Eight of the 17 items showed mean scores above the 4.0 (*Satisfied*) mark (see Table C-8) in 2006. The highest ranked items were “academically stimulating” and “would advise a friend with similar interests” into the program.

**Review of Department Reports:** The 2005-2006 academic year was one of change and disruption throughout the university. Several departments and programs that usually submit assessment reports failed to do so. These departments (e.g., Biology, Business, Clinical Laboratory Sciences, and Speech-Language Pathology and Audiology) have a consistent track record in collecting data, discussing findings, and effecting change in curricula and teaching methods.

Components of 2006 assessment reports are displayed in Table D-3. In addition, this review of the reports yielded observations of what types of data were gathered and used for each department or program.

**Toward a Culture of Assessment.** Departments and programs with external accreditation tend to be more proactive in developing assessment processes and documenting those processes for the Assessment Office. Other departments vary in the rigor they apply to assessment. The Director will continue to work with those departments to encourage them to document their processes.

## AFFECTIVE OUTCOMES

**Comfort with Diversity.** Seniors were asked about their comfort with various types of people in service settings, using a list expanded from previous data. These results were compared with comfort in professional and social settings from data collected on the 2004-2005 Senior Survey (see Tables C-9-14). High standard deviations make any comparisons difficult, but this group of seniors may be slightly more comfortable serving people in several groups than the 2005 seniors were in social and collegial settings with people different from themselves.



In addition, adaptation of a survey from Oregon State University<sup>21</sup> addressed student attitudes about the benefits of studying and experiencing diversity issues in their college experience (see Table C-16). For comparison, the items from 2005, where students were asked about the effect of the Andrews University experience on their competence in multicultural/diversity matters are shown (Table C-17). Again, wide standard deviations, reflecting a broad range of responses to any given item, make comparisons among groups (e.g., gender, race/ethnic group) difficult.(see tables C-18-20)

During Fall Semester, 2005, a multi-cultural component was implemented in the General Education curriculum. Five courses<sup>22</sup> were selected in which the multi cultural/diversity components were enhanced and/or made more overt. As part of the implementation of the changes in the GE curriculum in 2005-2006, students in selected courses were surveyed at the beginning and end of Fall semester and at the end of Spring semester. Survey items were similar or identical to those used in the Senior Surveys in 2005 and 2006. These data are still being analyzed and will be reported in other forms and venues.

**Memories.** On the Senior Surveys, seniors were asked for their favorite memory of their time at Andrews University. Results are presented in Tables C-21. Friends and classmates were cited the most often with more than 25 mentions in 2006. Other items with 5 or more mentions include residence hall life, participation in ministry and service experiences, spiritual experiences; and sports/recreation experiences.

**Helpful Faculty and Staff.** Seniors were also asked to mention a member of the university family who had been especially helpful to them. The departments from which individuals or groups were mentioned are summarized in Table C-27. Since initiating this survey item, 250 to 300 individuals and/or departments have been mentioned each year. One-third to one-half of the senior survey respondents write in something (frequently more than one person). Letters for each individual and department mentioned are prepared by the Assessment Office to let them know students appreciated their ministry.

**Student Services.** As part of an ongoing commitment to evaluating their programming, the Student Services group conducts surveys about residence hall life, including facilities, environment, support of academic life, spiritual programming, services and staff, and quality of life. Results from these surveys are reviewed at an early summer meeting of the Student Services professional staff. This discussion fuels planning for improvements in the contribution of the residence hall experience to campus life. Chapels and assemblies are evaluated by attendees on the attendance card; these data are used by the Campus Ministries and Student Services teams to plan programming for subsequent years.

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<sup>21</sup>Roper, L. D. (2004) Do students support diversity programs? *Change*, 36(6), 48-51.

<sup>22</sup>English Composition I, Civilizations and Ideas I and II, Communication Skills, and God and Human Life. An additional credit was added to the Communication Skills and Civilization and Ideas I courses to allow for more content specifically related to multi-cultural and diversity issues.



## SUMMARY AND CONCLUSIONS

**Summary.** Assessment of learner outcomes at Andrews University is guided by the university mission statement. The organization of this summary reflects the mission statement with additional constructs<sup>23</sup> added as needed. The learner outcomes reported are organized in the following way:

***Spiritual Outcomes*** (page 2) state that students and graduates will render \*service to the church and society, \*faithfully witness of Christ, have respect for ethnic and cultural diversity, possess personal and moral integrity, nurture life in the spirit, and affirm their faith commitment. The university is measuring several spiritual outcomes, from spiritual commitments to attitudes toward diversity to accomplishment of the mission statement. Active SDA seniors have higher spiritual commitments than other groups, which may demonstrate that the university is successful in inculcating and strengthening SDA values. Seniors appear to believe that the university accomplishes the spiritual aspects of the mission. The high scores on “respect for ethnic and cultural diversity” are gratifying. The measures about diversity comfort, skills, and attitudes are revealing and will serve as a baseline for the data collected during the 2005-2006 academic year and a senior study to be conducted in 2008-2009.

***Intellectual and Skill Outcomes*** (pages 4 and 9) state that students and graduates will think clearly; communicate effectively; lead a wholesome way of life; be inquisitive; understand the arts, letters, and sciences within the context of a Christian point of view; be competent in their chosen fields of study; and be prepared for a meaningful position in the work place.

Measures of reading, critical thinking, writing, and mathematics skills are measured primarily by the Academic Profile. Andrews University graduates rank close to students at comprehensive and liberal arts institutions. While we are not satisfied with this ranking, given the unusual diversity of the test groups as compared to the national norms, we may be doing better than expected. Several programs report outcomes (e.g., results from licensure exams and anecdotes about perceived readiness for graduate programs) that suggest their graduates are prepared unusually well within their disciplines as well as for the workplace.

The ***Affective Outcome*** (page 10) states that students and graduates will be satisfied with their educational experience. Most graduates appear to believe that they have received good preparation in relation to the mission of the university. Seniors are very satisfied with their departments and faculty. Many report good memories of their time at Andrews and express appreciation of one or more faculty and staff.

**Discussion.** In response to earlier data about comfort with other groups in diverse social settings, the General Education Committee revised selected courses in the curriculum to be more intentional about teaching and mentoring students to function confidently and skillfully

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<sup>23</sup>\*Indicates additional constructs which were developed for clarity when assessing these outcomes.



in a multi-cultural world. Instituted in the Fall of 2005, changes occurred in the first English Composition course, Communication Skills (adding a credit to the requirement), the freshman religion course God and Human Life, the Philosophy of Service course, and the Civilization and Ideas courses (adding a credit to the second one and revising both courses). The Diversity Council provided training in diversity education and assisted the Assessment Office in conducting a pre- and post-test of diversity attitudes and skills Fall Semester 2005 with another post-test at the end of Spring Semester 2006.

The Andrews Partnership Scholarship (APS) program<sup>24</sup> is based on high school GPA and ACT scores. Since initiating the program, increases have been observed in entering ACT scores. Because of this, we may see an increase in Academic Profile subscores over the next few years. In addition, a projected increase in enrollment in the Science, Mathematics, and Health Related career programs may lead to improvement of the various subscores.

**Conclusions.** Andrews University is developing a culture of assessment slowly, but surely. Most years a significant number of departments report outcomes; measures are becoming more learner outcome oriented each year. The Assessment Office has developed a credible system for assessing General Education outcomes. However, the Assessment Office needs to do more to encourage departments to develop measures that are meaningful for their programs and useful for planning for change.

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<sup>24</sup>Initiated in the 2002-2003 academic year, see footnote 18, page 6.

## Appendix A

### Academic Profile Results







Table A-1. Ethnicity and Race,<sup>25</sup> Percent of Group, Academic Profile, 2002-2006<sup>26</sup>

Ethnicity and Race <sup>27</sup>	2002	2003	2004	2005	2006	Comprehensive Colleges and Universities	Liberal Arts Colleges
Asian	12.2	12.3	21.2	13.2	11.4	2	2
White	46.3	43.0	42.0	45.1	47.0	80	82
Hispanic	6.3	12.3	7.1	10.4	9.5	< 4	< 4
Native American/ Alaskan Native	0	0	0	0	0	1	1
Black, North American	23.7	9.9	5.7	16.0 <sup>28</sup>	12.7	12	10
Black, African	n/a	2.6	2.4	n/a	n/a	n/a	n/a
Black, Carribean	n/a	15.2	12.3	n/a	0.3	n/a	n/a
Other	9.6	4.6	8.5	13.2	15.2	3	3
Omit	1.9	n/a	0.9	2.1	0.3	1	1

Table A-2. English Language Ability, Academic Profile, 2002-2006

English Language Ability <sup>29</sup>	2002	2003	2004	2005	2006	Comprehensive Colleges and Universities	Liberal Arts Colleges
English as Best Language	84.1	80.3	79.7	80.6	81.5	95	94
Other as Best Language	3.7	8.0	7.1	4.9	5.1	3	3
English and Other Language Equal	11.1	11.7	13.2	13.5	13.1	2	2
Omit	0.1	n/a	n/a	1	0.3	< 1	< 1

<sup>25</sup>Ethnicity and race are self-reported.<sup>26</sup>Information found at <http://www.ets.org/hea/acpro/compare.html> at various times. The Short Form, administered in 2003-2004 and for the October 2005 testing did not provide these data.<sup>27</sup>Percent of total group taking Academic Profile.<sup>28</sup>Only 3 or 4 of the Black respondents in the 2004-2005 class indicated their origin.<sup>29</sup>Percent of total taking Academic Profile that year.

Table A-3. Mean Skills Subscores and Total Scores, Academic Profile, 2002-2006.

Skills Subscores <sup>30</sup>	2002 <sup>31</sup>	2003	2004	2005	2006	Comprehensive Colleges and Universities	Liberal Arts Colleges
<i>n</i>	270	304	210 <sup>32</sup>	289	313	22,991	17,052
Critical Thinking	113.1	112.9	112.17	113.83	113.46	112.0	112.4
Mathematics	114.8	115.4	115.49	115.88	115.84	114.3	114.6
Reading	119.4	119.1	119.56	119.67	119.77	119.7	120.2
Writing	115.3	115.2	114.72	115.50	115.87	115.4	115.5
Humanities	116.6	116.5	115.69	117.29	116.83	115.7	116.2
Social Sciences	114.9	114.4	114.57	115.28	115.05	114.4	114.9
Natural Sciences	116.3	116.2	115.74	116.67	116.68	115.9	116.1
<b>Total Scores<sup>33</sup></b>	<b>446.7</b>	<b>448.5</b>	<b>448.78</b>	<b>450.64</b>	<b>450.88</b>	<b>449.0</b>	<b>449.5</b>

Table A-4. Percentile Ranks for Academic Profile Subscores and Total Score, 2002-2006<sup>34</sup>

Skills Subscores	2002	2003	2004	2005	2006	Comprehensive	Liberal Arts
Critical Thinking	60	60	53	61	60	53	58
Mathematics	49	50	51	63	64	48	49
Reading	40	38	40	41	43	43	45
Writing	45	44	40	46	50	45	47
Humanities	51	51	50	52	51	50	51
Social Sciences	46	44	45	47	49	44	46
Natural Sciences	43	47	42	50	52	46	47
<b>Total Scores</b>	<b>48</b>	<b>52</b>	<b>53</b>	<b>55</b>	<b>55</b>	<b>50</b>	<b>53</b>

<sup>30</sup>The scale for sub-scores extends from 100 to 130 points. See *The MAPP Comparative Data Guide* at <http://www.ets.org/>.

<sup>31</sup>In addition to being one of the smaller graduating classes in recent history, the class of 2001-2002 had fewer PT students than usual. The comparable freshman class also had worse entry ACT scores than the years before or after.

<sup>32</sup>Academic Profile scores from October 2003 were lost in the mail. Thus, data from this test group are missing.

<sup>33</sup>Scale for the Total Score extends from 400 to 500 points. See *The MAPP Comparative Data Guide* at <http://www.ets.org/>.

<sup>34</sup>Compared to Seniors at All Institutions, *The MAPP Comparative Data Guide* at <http://www.ets.org/>.

Table A-5. Percent Achieving Mathematics Criterion-Referenced Scores,<sup>35</sup> Academic Profile, 2002-2003<sup>36</sup> and 2005-2006

<b>Mathematics Criterion-Reference<sup>37</sup></b>	<b>2002</b>	<b>2003</b>	<b>2005</b>	<b>2006</b>	<b>Comprehensive Colleges and Universities</b>	<b>Liberal Arts Colleges</b>	<b>All Institutions</b>
<i>n</i>	268	303	288	312	30,674	19,142	54,743
0	31.3	23.8	33.7	26.0	40	39	40
1	33.2	39.6	27.4	36.5	29	27	28
2	26.1	24.1	23.3	23.7	23	24	24
3	9.3	12.5	15.6	13.8	8	9	8

Table A-6. First Language and Percent Achieving Mathematics Proficiency Levels, Academic Profile, 2001-2003<sup>38</sup> and 2005-2006

<b>First Language<sup>39</sup></b>	<b>Year</b>	<b><i>n</i></b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>English</b>	2002	225	29.8	33.8	27.6	8.9
	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
<b>Other</b>	2002	10	40.0	10.0	40.0	10.0
	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
<b>Bilingual</b>	2002	30	40.0	36.7	10.0	13.3
	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

<sup>35</sup>The definitions of the scores appear in Appendix B, see pages 34-36.

<sup>36</sup>The Abbreviated Form of the Academic Profile, administered in 2004, did not provide these data.

<sup>37</sup>Percent of total taking Academic Profile.

<sup>38</sup>The Abbreviated Form of the Academic Profile, administered in 2004, did not provide these data.

<sup>39</sup>Percent of group attaining level of proficiency.

Table A-7. Percent Achieving College Level Reading Proficiency Levels,<sup>40</sup> Academic Profile, 2002-2003<sup>41</sup> and 2005-2006

<b>College Level Reading Proficiency Levels<sup>42</sup></b>	<b>2002</b>	<b>2003</b>	<b>2005</b>	<b>2006</b>	<b>Comprehensive Colleges and Universities</b>	<b>Liberal Arts Colleges</b>
<i>n</i>	268	300	288	314	30,674	19,142
0	30.6	29.3	30.2	24.2	27	26
1	29.1	29.0	28.1	34.3	33	30
2	38.1	31.3	28.5	31.8	34	37
3 <sup>43</sup>	2.2	10.3	13.2	9.6	6	7

Table A-8. Percent Achieving College Level Writing Proficiency Levels,<sup>44</sup> Academic Profile, 2002-2003 and 2005-2006

<b>College Level Writing Proficiency Levels<sup>45</sup></b>	<b>2002</b>	<b>2003</b>	<b>2005</b>	<b>2006</b>	<b>Comprehensive Colleges and Universities</b>	<b>Liberal Arts Colleges</b>
<i>n</i>	270	298	288	312	30,674	19,142
0	23.0	19.5	27.1	21.2	27	11
1	48.5	52.3	46.5	48.4	51	49
2	18.9	19.8	19.1	20.5	12	13
3	9.6	8.4	7.3	9.9	10	27

<sup>40</sup>Definitions of the scores appear in Appendix B, page 34-36.

<sup>41</sup>The Abbreviated Form of the Academic Profile, administered in 2004, did not provide these data.

<sup>42</sup>Percent of group attaining level of proficiency.

<sup>43</sup>Reading proficiency level 3 is Critical Thinking per the Academic Profile developers.

<sup>44</sup>Definitions of the scores appear in Appendix B, page 34-36.

<sup>45</sup>Percent of group attaining level of proficiency.

Table A-9. First Language by Percent Achieving College Level Reading Proficiency Levels, Academic Profile, 2002-2003 and 2005-2006

First Language <sup>46</sup>	Year	<i>n</i>	0	1	2	3
English	2001	269	7.4	24.5	39	29
	2002	225	27.6	28.9	40.9	2.7
	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
Other	2001	23	39.1	30.4	17.4	13
	2002	10	60	10	30	0
	2003	24	54.2	33.3	12.5	0
	2005	14	50.0	35.7	14.3	0.0
	2006	16	56.3	25.0	12.5	6.3
Bilingual	2001	45	35.6	40	20	4.4
	2002	30	43.3	33.3	23.3	0
	2003	35	42.9	25.7	31.4	0
	2005	39	56.4	25.6	15.4	2.6
	2006	41	34.1	43.9	19.5	2.4

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<sup>46</sup>Percent of group attaining level of proficiency.



Table A-10. First Language by Percent Achieving College Level Writing Proficiency Levels, Academic Profile, 2002-2003 and 2005-2006

First Language <sup>47</sup>	Year	<i>n</i>	0	1	2	3
English	2001	269	10	40.9	31.6	17.5
	2002	227	20.3	51.1	17.6	11
	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
Other	2001	23	30.4	39.1	21.7	8.7
	2002	10	40	10	50	0
	2003	24	50	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
Bilingual	2001	45	28.9	48.9	17.8	4.4
	2002	30	30	46.7	20	3.3
	2003	34	26.5	58.8	14.7	0
	2005	39	56.4	25.6	15.4	2.6
	2006	41	31.7	51.2	12.2	4.9

---

<sup>47</sup>Percent of group attaining level of proficiency.

Table A-11. First Language by Total Scores, Academic Profile, 2002-2006.

First Language	2002		2003		2004		2005		2006		Comprehensive Institutions		Liberal Arts Colleges	
	<i>n</i>	mean	<i>n</i>	mean	<i>n</i>	mean	<i>n</i>	mean	<i>n</i>	mean	<i>n</i>	mean	<i>n</i>	mean
English	227	449.86	241	451.63	169	450.84	233	453.38	257	452.95	37,729	449.15	23,801	452.2
Other	10	444.46	24	433.33	15	438.53	14	438.00	16	438.50	1,147	441.63	707	448.23
Bilingual	30	440.1	35	440.0	28	438.36	39	438.13	41	442.17	769	439.39	614	443.48
<b>Totals</b>	<b>267</b>	<b>448.56</b>	<b>300</b>	<b>448.81</b>	<b>212</b>	<b>448.32</b>	<b>286</b>	<b>450.55</b>	<b>314</b>	<b>450.81</b>	<b>34,653</b>	<b>448.6</b>	<b>21,786</b>	<b>451.9</b>
ANOVA: AU groups	$p \leq .000$		$p \leq .000$		$p \leq .004$		$p \leq .000$							

Table A-12. Ethnicity and Race by Total Scores, Academic Profile, 2002-2006

Ethnicity and Race	2002		2003		2004		2005		2006		Comprehensive Institutions		Liberal Arts Colleges	
	<i>n</i>	mean	<i>n</i>	mean	<i>n</i>	mean	<i>n</i>	mean	<i>n</i>	mean	<i>n</i>	mean	<i>n</i>	mean
Asian	33	457.3	37	448.6	45	449.8	38	447.58	36	450	749	439.74	507	447.04
White	125	455.9	130	456.6	89	454.1	131	460.98	148	459	33,791	450.19	20,272	454.75
Hispanic	17	437.1	37	445.6	15	443.3	30	444.43	30	445	887	440.23	760	442.73
Native American/Alaskan	0	0	0	0	0	0	0	0	0	0	233	447.19	169	449.66
Black, North American	20	433.7	30	439.0	12	432.2	46	437.39	40	435	3,985	434.25	3,414	437.65
Black, Carribean	39	438.3	46	439.2	26	436.4	<i>n/a</i> <sup>48</sup>	<i>n/a</i>	1	420	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Black, African	5	431.6	8	420.3	5	453.4	<i>n/a</i>	<i>n/a</i>	<i>n/s</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Other	26	442.2	14	449.3	18	448.1	38	440.47	48	446	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Totals	265	448.8	302	448.6	210	448.5	283	450.84	303	451.45	34,653 <sup>49</sup>	448.6	21,786	451.9
ANOVA for AU groups	<i>p</i> ≤ .000		<i>p</i> ≤ .000		<i>p</i> ≤ .001		<i>p</i> ≤ .000							

<sup>48</sup>Very few Black students identified themselves by origin.<sup>49</sup>From Educational Testing Service, 2000. Dates differ from the other sources, so total numbers in the data sets will vary. This data was obtained privately from ETS.

Table A-13. Honors Participation, Mean Skills Subscores and Total Scores, Academic Profile, 2005-2006

Skills Subscores <sup>50</sup>	Year	AU Total	JN Andrews Scholar	Honors, not JNA Scholar	Started Honors	Never in Honors	<i>p</i>
<i>n</i>	2005	280 <sup>51</sup>	30	12	15	223	
	2006	222	43	4	15	160	
Critical Thinking	2005	113.94	118.43	117.17	117.07	112.95	.000
	2006	113.89	119.42	113.25	117.67	112.06	.000
Mathematics	2005	115.88	118.53	116.92	120.67	115.26	.002
	2006	116.23	120.51	113.50	120.67	114.73	.000
Reading	2005	119.80	123.03	121.42	123.47	119.03	.007
	2006	119.74	124.02	117.50	123.07	118.33	.000
Writing	2005	115.60	118.53	117.92	118.60	114.88	.000
	2006	116.00	118.98	115.00	118.27	115.02	.000
Humanities	2005	117.39	121.80	120.42	120.93	116.39	.000
	2006	117.14	122.14	116.00	120.00	115.56	.000
Social Sciences	2005	115.37	118.47	117.67	119.00	114.58	.003
	2006	115.38	120.42	112.00	118.67	113.80	.000
Natural Sciences	2005	116.79	118.87	117.83	119.27	116.15	.010
	2006	116.86	120.79	117.75	120.60	115.44	.000
Total Score <sup>52</sup>	2005	451.00	463.43	458.50	464.40	448.02	.000
	2006	451.45	467.28	446.25	464.33	446.13	.000

<sup>50</sup>The scale for sub-scores extends from 100 to 130 points. See *The MAPP Comparative Data Guide* at <http://www.ets.org/>.

<sup>51</sup>Number and performance of students who responded to the item about honors participation

<sup>52</sup>Scale for the Total Score extends from 400 to 500 points. See *The MAPP Comparative Data Guide* at <http://www.ets.org/>.



Table A-14. Honors Participation, Percentile Rankings, Compared to All Seniors, Academic Profile, 2005-2006

Skills Subscores	Year	AU Total	JN Andrews Scholar	Honors, not JNA Scholar	Started Honors	Never in Honors
<i>n</i>	2005	280	30	12	15	223
	2006	222	43	4	15	160
Critical Thinking	2005	62	78	77	77	61
	2006	60	77	60	77	53
Mathematics	2005	65	71	67	82	54
	2006	64	81	38	81	49
Reading	2005	45	60	52	63	39
	2006	43	65	28	59	38
Writing	2005	50	70	60	70	42
	2006	50	78	43	59	43
Humanities	2005	53	76	70	74	52
	2006	51	74	51	65	50
Social Sciences	2005	50	71	70	71	46
	2006	49	71	36	69	43
Natural Sciences	2005	51	60	53	65	46
	2006	52	75	52	75	40
Total Score	2005	57	77	70	78	51
	2006	55	79	46	75	46

Table A-15. 2005-2006 Honors Senior Performance on Criterion-Referenced Scores for Mathematics, Academic Profile

Honors Participation	Year	<i>n</i>	Percent attaining level			
			0	1	2	3
JNA Scholars	2005	30	16.7	30.0	13.3	40.0
	2006	43	7.0	32.6	25.6	34.9
not JNA Scholars	2005	12	25.0	33.3	25.0	16.7
	2006	4	25.0	75.0	0.0	0.0
Began Honors	2005	15	6.7	20.0	40.0	33.3
	2006	15	13.3	13.3	26.7	46.7
Never in Honors	2005	222	28.7	34.1	26.0	11.2
	2006	160	29.4	38.1	22.5	8.8

Table A-16. 2005-2006 Honors Senior Performance on Criterion-Referenced Scores for Reading, Academic Profile

Honors Participation	Year	<i>n</i>	Percent attaining level			
			0	1	2	3
JNA Scholars	2005	30	13.3	23.3	30.0	43.3
	2006	43	9.3	9.3	53.5	27.9
not JNA Scholars	2005	12	16.7	25.0	41.7	16.7
	2006	4	25.0	25.0	50.0	0.0
Began Honors	2005	15	20.0	13.3	40.0	26.7
	2006	15	13.3	26.7	26.7	33.3
Never in Honors	2005	222	27.5	36.5	27.9	8.1
	2006	160	30.0	38.8	24.4	6.9

Table A-17. 2005-2006 Honors Student Performance on Criterion-Referenced Scores for Writing, Academic Profile

Honors Participation	Year	<i>n</i>	Percent attaining level			
			0	1	2	3
JNA Scholars	2005	30	10.0	26.7	40.0	23.3
	2006	43	7.0	34.9	41.9	16.3
not JNA Scholars	2005	12	16.7	33.3	41.7	8.3
	2006	4	25.0	50.0	25.0	0.0
Began Honors	2005	15	6.7	33.3	40.0	20.0
	2006	15	19.4	40.0	20.0	26.7
Never in Honors	2005	222	19.8	59.0	17.1	4.1
	2006	160	19.4	58.8	15.0	5.6



## Appendix B

### Survey Tools and Definitions







## Andrews University Assessment Office - Senior Survey, 2005-2006

1. What is the extent of your knowledge of the following James White Library resources and services and your use or experience with them while at Andrews University?

	Use / Experience			Knowledge	
	More than 10 times	Less than 10 times	Not Used	Don't know how to use	Didn't know about it
Library Web site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Catalog for books and audiovisuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online article databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Search-EBSCO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information/reference desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library workshops/tours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations to classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library computers for internet, email, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What library database was most useful to you for your major field?

3. In your job, profession, or community service, how comfortable are you serving people who:

Very Comfortable	Neutral	Very Uncomfortable	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Are from other ethnic, cultural, or racial groups
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Are very poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Do not have a spiritual outlook on life
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Use profanity and/or tell offensive jokes
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Are wheel-chair bound
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Are blind
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Are deaf
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Are mentally disabled or have had severe emotional problems
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Are not native speakers of your first language
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Drink alcohol and/or use tobacco products
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Use illegal drugs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Are sexually active outside of marriage
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Are of the opposite gender
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Have a sexual orientation different from yours

4. To what extent do you agree with the following statements.

Strongly Agree	Neutral	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Interactions with and/or taking courses from faculty members with diverse backgrounds was beneficial to my educational experience at Andrews University
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Class discussions on diversity issues helped me see different points of view.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Being educated on diversity issues will help me to be successful in my career.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am able to recognize culturally biased behavior.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am able to stop myself from using language that may be offensive to others.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am comfortable discussing topics related to diversity with my friends.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am able to initiate contact with people of different racial, ethnic, or cultural background than mine.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The ideal educational climate includes people from a variety of diverse backgrounds.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My experiences since coming to Andrews University have strengthened my sense of ethnic identity.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I believe it is important to discuss topics of diversity in my academic classes.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I believe that all people are one in Christ.

5. To what extent do you agree with the following statements about your major, concentration, or degree? If you are graduating with more than one major, please evaluate one major and enter the number of that major as your first major in item 8.

Strongly Agree	Neutral	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The program was academically stimulating.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Academic advising was helpful.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Academic advising was accurate.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The program had adequate variety in advanced course and program offerings.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	There was adequate depth in subject matter of advanced course and program offerings.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Faculty used computer technology effectively to enhance their teaching.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	There was appropriate opportunity for research and/or creative work
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	There were appropriate opportunities for co-op and internship experiences.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Employment opportunities in the department enhanced professional growth among students.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	There were adequate specialized facilities such as labs, studios, and/or equipment.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The program provided me with a good preparation for my later professional work or advanced study.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Faculty provided good advising about career and graduate school opportunities.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Faculty were aware of new developments in their field or discipline.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Faculty members demonstrated genuine interest in the undergraduate majors.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Faculty taught me how Christian faith and ethics relate to my discipline and professional area.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I would advise a friend with similar interests to pursue a major in the same program.

6. Did you participate in the Honors program (SAGES)?

- ☐ Yes and I am graduating as a J. N. Andrews Scholar  
☐ Yes, but I am not graduating as a J.N. Andrews Scholar  
☐ Started, but dropped out (for any reason)  
☐ No

Please turn this page and complete the other side.

Figure B-1. Senior Survey, 2005-2006, page 2

7. To what extent do you keep the following commitments?

	Make even if great personal sacrifice	Keep when convenient	Am not keeping	Have not made
To know God?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To accept Jesus Christ as your only savior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To submit to God's will for your life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use the Bible as God's revealed word, authoritative for truth and guidance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To live by biblical principles of sexual morality (sex only within marriage)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To belong to a church?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To observe the seventh-day Sabbath?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To give systematic tithes and offerings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To live a lifestyle that promotes physical health?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To pray daily?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read or study daily the Bible or devotional literature?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To participate actively in the life and work of a local church?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To reflect and apply Christian values in your career to glorify God?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To tell others of the Christian message as found in Scripture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To support world evangelism through personal participation or financial contribution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Enter the three-digit number for each of your majors, concentrations, or degrees. (see handout)

	Major #1	Major #2	Major #3
0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. In what year did you graduate from secondary school?

	1996	1997	1998	1999	2000	2001	2002	2003
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. In what year did you begin college (anywhere)?

	1999	2000	2001	2002	2003	2004
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. In what year did you begin classes at Andrews University?

	1999	2000	2001	2002	2003	2004	2005
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What are your plans for your first year after graduation? (Check all that apply)

<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>

13. Do you intend to seek employment within the Seventh-day Adventist church during your first year after graduation from Andrews or immediately after completing graduate school?

<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>

14. Indicate the number of years you attended the following types of secondary or high schools (do not include grades K-8 or elementary school).

	0	1	2	3	4
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					

15. Please indicate the degree to which your experience at Andrews prepared you to carry out each of the following values in your life.

	Very Much	Moderately	Little
<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			
<input type="radio"/>			

16. Gender: ☐ Male ☐ Female

17. Age: ☐ <21 ☐ 22-23 ☐ 24-25 ☐ 26+

18. Please indicate the racial or ethnic group with which you most closely identify

<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>

19. Where is your citizenship?

<input type="radio"/>
<input type="radio"/>

20. In which language are you most fluent?

<input type="radio"/>
<input type="radio"/>
<input type="radio"/>

21. What is your religious affiliation?

<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>

22. What is your favorite memory of your time at Andrews University?

23. Was there a faculty or staff member who was especially helpful to you while you were at Andrews University? Please tell us who and how.

If you have further comments, please use the space below. If you wish to respond at greater length, you may send a snail mail or e-mail letter to Dr. Alice Williams (see below). Your comments will remain confidential.

Thank you very much for participating in this survey and in the Senior Exit Testing process. Your cooperation will help us improve Andrews University programs for the students who follow you. May God bless you as you complete your preparation to serve Him.

Alice C. Williams, Director, University Assessment Office, 320 Marsh Hall, 269-471-3373, [alicew@andrews.edu](mailto:alicew@andrews.edu)

Items and content for this survey were drawn from several sources: Andrews University faculty and staff developed and designed several sections of the survey in addition to recommending items from other sources. Jane Thayer, Assoc. Professor of Religious Education and the former Director of University Assessment developed the religious life items.



Figure B-2. **Academic Profile, Levels of Proficiency, Definitions<sup>53</sup>**

### **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

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<sup>53</sup>MAPP—Measure of Academic Proficiency and Progress, Scores, Proficiency Classifications. <http://www.ets.org/>

- Recognize redundancy
- 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  $\frac{1}{4}$  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, though 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

Table C-1. Seniors, 2001-2006 Spiritual Commitments by Religious Affiliation<sup>54</sup>

Spiritual Commitment Items	Religious Affiliation	Seniors
<i>n</i>	SDA	1266-1281
<i>n</i>	Other	354-360
Know God	SDA	4.48
	Other	3.64
Accept Jesus Christ as your only savior	SDA	4.67
	Other	3.76
Submit to God's will for your life	SDA	4.50
	Other	3.60
Use the Bible as God's authoritative revealed word	SDA	4.50
	Other	3.40
Live by biblical principles of sexual morality (sex only within marriage)	SDA	4.40
	Other	3.19
Belong to a church	SDA	4.44
	Other	2.99
Observe the Seventh-day Sabbath	SDA	4.59
	Other	2.70
Give systematic tithes and offerings	SDA	4.24
	Other	2.79
Live a lifestyle that promotes physical health	SDA	4.29
	Other	3.66
Pray daily	SDA	4.44
	Other	3.49
Read or study daily the Bible or devotional literature	SDA	4.09
	Other	2.81

<sup>54</sup>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.



Spiritual Commitment Items	Religious Affiliation	Seniors
<i>n</i>	SDA	<i>1266-1281</i>
<i>n</i>	Other	<i>354-360</i>
Participate actively in the life and work of a local church <sup>55</sup>	SDA	3.93
	Other	2.49
Reflect and apply Christian values in your career to glorify God	SDA	4.45
	Other	3.32
Tell others of the Christian message as found in scriptures	SDA	4.13
	Other	2.90
Support world evangelism through personal participation or financial contribution	SDA	3.83
	Other	2.68
<b>Summative Commit Scale</b>	<b>SDA</b>	<b>4.31</b>
	<b>Other</b>	<b>3.13</b>

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<sup>55</sup>Item was revised for 2005 to read "local church" instead of "church." Scores are higher with the change.

Table C-2. Seniors, 2001-2006 Spiritual Commitments by Religious Affiliation

<b>Spiritual Commitment Items</b>	<b>Year</b>	<b><i>n</i></b>	<b>Active SDA</b>	<b><i>n</i></b>	<b>Other</b>
<b>Know God</b>	2001	226	4.48	54	3.69
	2002	202	4.55	34	3.76
	2003	210	4.47	58	3.50
	2004	183	4.37	68	3.71
	2005	175	4.46	80	3.54
	2006	234	4.53	44	3.64
<b>Accept Jesus Christ as your only Savior</b>	2001	226	4.62	54	3.76
	2002	202	4.73	34	3.94
	2003	210	4.69	58	3.66
	2004	183	4.53	68	3.97
	2005	175	4.69	80	3.48
	2006	234	4.74	45	3.87
<b>Submit to God's will for your life</b>	2001	226	4.52	54	3.63
	2002	202	4.60	34	3.76
	2003	210	4.46	58	3.69
	2004	183	4.35	68	3.62
	2005	175	4.50	80	3.38
	2006	234	4.56	45	3.53
<b>Use the Bible as God's authoritative revealed word</b>	2001	226	4.48	54	3.46
	2002	202	4.60	34	3.38
	2003	210	4.47	58	3.52
	2004	183	4.32	68	3.46
	2005	175	4.50	80	3.19
	2006	233	4.59	45	3.42
<b>Live by biblical principles of sexual morality (sex only within marriage)</b>	2001	226	4.47	54	3.07
	2002	202	4.39	34	3.41
	2003	210	4.44	58	3.40
	2004	183	4.35	68	3.24
	2005	175	4.28	80	2.86
	2006	231	4.43	45	3.22

<b>Spiritual Commitment Items</b>	<b>Year</b>	<b><i>n</i></b>	<b>Active SDA</b>	<b><i>n</i></b>	<b>Other</b>
<b>Belong to a church</b>	2001	226	4.43	54	3.06
	2002	202	4.49	34	3.09
	2003	210	4.45	58	2.97
	2004	183	4.31	68	3.12
	2005	175	4.47	80	2.76
	2006	233	4.46	45	3.00
<b>Observe the Seventh-day Sabbath</b>	2001	226	4.58	54	2.57
	2002	202	4.63	34	2.29
	2003	210	4.59	58	2.84
	2004	183	4.46	68	2.84
	2005	175	4.55	80	2.53
	2006	233	4.65	44	2.91
<b>Give systematic tithes and offerings</b>	2001	226	4.30	54	2.81
	2002	202	4.37	34	2.62
	2003	210	4.21	58	2.90
	2004	183	4.03	68	2.99
	2005	175	4.22	80	2.50
	2006	233	4.28	45	2.82
<b>Live a lifestyle that promotes physical health</b>	2001	226	4.27	54	3.67
	2002	202	4.40	34	3.35
	2003	210	4.28	58	3.67
	2004	183	4.20	68	3.75
	2005	175	4.30	80	3.48
	2006	233	4.33	45	3.98
<b>Pray daily</b>	2001	226	4.47	54	3.61
	2002	202	4.58	34	3.65
	2003	210	4.40	58	3.53
	2004	183	4.25	68	3.43
	2005	176	4.49	80	3.48
	2006	233	4.44	45	3.36



<b>Spiritual Commitment Items</b>	<b>Year</b>	<b><i>n</i></b>	<b>Active SDA</b>	<b><i>n</i></b>	<b>Other</b>
Read or study daily the Bible or devotional literature	2001	226	4.17	54	2.98
	2002	202	4.21	34	2.62
	2003	210	4.06	58	2.84
	2004	183	3.97	68	2.93
	2005	175	4.10	80	2.60
	2006	232	4.07	45	2.96
Participate actively in the life and work of a local church	2001	226	3.99	54	2.54
	2002	202	3.95	34	2.32
	2003	210	3.88	58	2.59
	2004	183	3.79	68	2.68
	2005	175	4.02	80	2.24
	2006	233	3.99	45	2.56
Reflect and apply Christian values in your career to glorify God	2001	226	4.46	54	3.44
	2002	202	4.53	34	3.35
	2003	210	4.37	58	3.34
	2004	183	4.33	68	3.32
	2005	175	4.51	80	3.09
	2006	233	4.48	45	3.31
Tell others of the Christian message as found in scripture	2001	226	4.20	54	2.94
	2002	202	4.16	34	2.97
	2003	210	4.10	58	2.93
	2004	183	3.96	68	2.94
	2005	175	4.15	80	2.69
	2006	232	4.21	45	3.00
Support world evangelism through personal participation or financial contribution	2001	226	3.88	54	2.74
	2002	202	3.94	34	2.50
	2003	210	3.77	58	2.79
	2004	183	3.68	68	2.76
	2005	175	3.79	80	2.53
	2006	232	3.97	45	2.67

Spiritual Commitment Items	Year	<i>n</i>	Active SDA	<i>n</i>	Other
Summative Commit Scale	2001	226	4.35	54	3.19
	2002	202	4.41	34	3.14
	2003	210	4.31	58	3.21
	2004	183	4.19	68	3.25
	2005	175	4.33	80	2.95
	2006	234	4.53	44	3.64

Table C-3. Ethnicity and Race for Senior Spiritual Commitments by Religious Affiliation, 2001-2006

Items	Religious Affiliation	Asian	White	Hispanic	Mixed & Other	All Black Groups	<i>p</i>
2001-2006 <i>n</i>	SDA	109-111	355-361	78-79	43-44	216-221	
2001-2006 <i>n</i>	Other	35	144-147	19	11-12	43-45	
Know God	SDA	4.47	4.40	4.46	4.50	4.53	.002
	Other	3.40	3.59	3.05	3.67	4.13	
Accept Jesus Christ as your only savior	SDA	4.64	4.64	4.76	4.59	4.69	.000
	Other	3.40	4.24	3.69	3.53	3.92	
Submit to God's will for your life	SDA	4.50	4.38	4.56	4.43	4.58	.000
	Other	3.49	3.47	3.21	3.75	4.13	
Use the Bible as God's authoritative revealed word	SDA	4.48	4.41	4.53	4.41	4.56	.000
	Other	3.31	4.09	3.27	2.79	3.58	
Live by biblical principles of sexual morality (sex only within marriage)	SDA	4.40	4.32	4.42	4.36	4.43	.000
	Other	3.09	3.12	2.68	3.17	3.60	
Belong to a church	SDA	4.52	4.32	4.53	4.37	4.52	.000
	Other	2.69	2.95	2.53	2.82	3.42	
Observe the seventh-day Sabbath	SDA	4.58	4.52	4.56	4.53	4.67	.000
	Other	3.03	2.53	2.89	3.08	3.24	

Items	Religious Affiliation	Asian	White	Hispanic	Mixed & Other	All Black Groups	<i>p</i>
Give systematic tithes and offerings	SDA	4.34	4.03	4.33	4.00	4.38	.000
	Other	2.94	3.30	2.69	2.05	2.83	
Live a lifestyle that promotes physical health	SDA	4.32	4.22	4.39	4.11	4.31	.000
	Other	3.74	3.62	3.53	4.27	3.86	
Pray daily	SDA	4.45	4.32	4.39	4.32	4.49	.000
	Other	3.37	3.34	3.32	3.67	3.80	
Read or study daily the Bible or devotional literature	SDA	4.21	3.89	4.16	3.80	4.19	.000
	Other	3.03	2.62	2.68	2.67	3.31	
Participate actively in the life and work of a local church	SDA	4.18	3.72	4.05	3.59	4.11	.000
	Other	2.83	2.40	1.84	2.25	2.87	
Reflect and apply Christian values in your career to glorify God	SDA	4.38	4.38	4.45	4.36	4.50	.000
	Other	3.17	3.19	2.84	3.50	3.82	
Tell others of the Christian message as found in Scripture	SDA	4.24	3.96	4.29	3.98	4.20	.000
	Other	2.89	2.65	2.68	2.83	3.69	
Support world evangelism through personal participation or financial contribution	SDA	4.18	3.65	3.91	3.45	3.90	.000
	Other	3.03	3.38	2.49	2.26	2.08	
Summative Commit Scale	SDA	4.39	4.21	4.37	4.17	4.38	.000
	Other	3.16	3.02	2.79	3.17	3.55	

Table C-4. Accomplishment of University Mission, Senior Survey, 2001-2006

Mission Statement <sup>56</sup> Items	2002 n = 252-255	2003 n = 282-285	2004 n = 261-263	2005 n = 264-270	2006 n = 294-297
AU prepared me to:					
be inquisitive.	3.65	3.88	3.87	3.88	3.40
think clearly.	3.64	3.76	3.74	3.88	3.91
communicate effectively.	3.75	3.79	3.78	3.90	4.03
explore learning with Christian worldview.	3.55	3.80	3.77	3.76	4.00
respect ethnic/cultural diversity.	3.76	3.92	3.90	4.05	4.01
embrace a wholesome way of life.	3.31	3.52	3.49	3.70	3.93
have personal/moral integrity.	3.47	3.71	3.68	3.76	4.19
affirm my faith commitment.	3.39	3.67	3.63	3.66	3.85
serve your church.	2.99	3.34	3.33	3.16	3.91
serve society.	3.53	3.78	3.77	3.73	3.83
faithfully witness for Christ.	3.29	3.64	3.61	3.61	3.77

<sup>56</sup>Means calculated from a 5 to 1 scale; 5 being *Very Prepared*, 3 being *Moderately Prepared*, and 1 *Very Little Prepared*.



Table C-5. Ethnicity and Race and Accomplishment of University Mission, Senior Survey, 2002-2006

Senior Survey	Asian	White	Hispanic	Mixed	Black, North American	Black, Carribean	Black, African	p
2002	30-31	122-124	18	15-16	15			na
2003	31	127-128	35	8	19-20	45-47	13-14	na
2004	37	123-124	16-17	18	6-7	41	15	na
2005	34	128	26	9	65			na
2006	35	140	22	18	65			na
Andrews prepared me to serve the church.								
2002	3.30	2.80	3.11	2.81	3.13			n.s.
2003	3.61	3.20	3.37	3.13	3.40	3.36	3.79	n.s.
2004	3.68	3.01	3.76	3.78	2.50	3.66	3.80	.001
2005	3.44	3.02	2.85	3.67	3.35			n.s.
2006	3.89	3.25	3.09	3.28	3.66			.014
Andrews prepared me to serve society.								
2002	3.52	3.37	3.33	3.81	3.53			n.s.
2003	3.71	3.73	3.71	3.63	3.80	3.96	4.00	n.s.
2004	3.57	3.53	3.88	3.78	3.57	3.73	4.13	n.s.
2005	3.66	3.64	3.62	3.89	3.97			n.s.
2006	3.91	3.88	3.82	3.89	4.05			n.s.
Andrews prepared me to faithfully witness for Christ.								
2002	3.37	3.11	3.28	3.19	3.33			n.s.
2003	4.10	3.38	3.69	3.63	3.40	3.74	4.43	.001
2004	3.49	3.26	3.76	3.67	3.57	3.85	4.33	.000
2005	3.69	3.34	3.73	3.78	3.95			.027
2006	4.11	3.61	3.55	3.94	3.97			.051

Senior Survey	Asian	White	Hispanic	Mixed	Black, North American	Black, Caribbean	Black, African	<i>p</i>
Andrews prepared me to be inquisitive.								
2002	3.71	3.63	3.50	3.75	3.40			.011
2003	3.81	3.85	3.97	4.25	4.00	3.85	3.93	<i>n.s.</i>
2004	3.51	3.79	4.18	3.72	4.43	3.54	4.33	.090
2005	3.74	3.88	3.81	3.67	4.08			<i>n.s.</i>
2006	4.00	4.09	4.09	3.94	4.03			<i>n.s.</i>
Andrews prepared me to think clearly.								
2002	3.68	3.60	3.44	3.88	4.00			.008
2003	3.74	3.71	3.77	4.00	3.70	3.89	3.79	<i>n.s.</i>
2004	3.46	3.71	3.88	3.67	4.43	3.76	3.93	<i>n.s.</i>
2005	3.80	3.85	3.77	3.56	4.08			<i>n.s.</i>
2006	3.94	4.01	4.09	4.00	4.08			<i>n.s.</i>
Andrews prepared me to communicate effectively.								
2002	3.94	3.62	3.50	3.93	4.07			.002
2003	3.61	3.73	3.74	3.63	4.00	4.06	4.08	.050
2004	3.32	3.63	3.94	3.83	3.71	3.83	4.20	<i>n.s.</i>
2005	3.80	3.89	3.77	3.78	4.06			<i>n.s.</i>
2006	4.11	3.97	4.00	4.33	4.05			<i>n.s.</i>
Andrews prepared me to explore learning with a Christian point of view.								
2002	3.57	3.52	3.33	3.75	3.73			.051
2003	3.90	3.65	3.63	3.88	4.15	3.98	3.93	.039
2004	3.76	3.64	4.35	3.78	3.57	3.98	4.25	.063
2005	3.83	3.61	3.65	3.89	4.03			<i>n.s.</i>
2006	4.23	3.86	4.05	4.11	3.88			<i>n.s.</i>

Senior Survey	Asian	White	Hispanic	Mixed	Black, North American	Black, Carribean	Black, African	p
Andrews prepared me to respect ethnic and cultural diversity.								
2002	3.81	3.65	3.72	3.75	3.80			n.s.
2003	4.10	3.82	3.71	4.25	4.45	3.74	4.21	.051
2004	3.92	3.98	4.24	3.94	4.00	4.24	4.19	n.s.
2005	4.17	3.84	3.88	3.89	4.54			.002
2006	4.49	4.15	4.23	4.24	4.12			n.s.
Andrews prepared me to embrace a wholesome way of life.								
2002	3.55	3.14	3.22	3.19	3.40			n.s.
2003	3.81	3.28	3.40	4.00	3.65	3.74	3.93	.022
2004	3.32	3.35	4.00	3.65	3.71	3.75	4.00	.072
2005	3.77	3.44	3.73	3.78	4.15			.008
2006	4.03	3.76	3.91	3.88	3.89			n.s.
Andrews prepared me to heed God's call to personal and moral integrity.								
2002	3.55	3.31	3.11	3.44	3.60			.020
2003	3.94	3.45	3.57	3.88	4.00	4.04	4.21	.002
2004	3.65	3.40	4.00	3.78	3.43	3.93	4.40	.004
2005	3.89	3.52	3.73	3.56	4.17			.007
2006	4.06	3.81	3.91	4.12	3.94			n.s.
Andrews prepared me to affirm my faith commitment.								
2002	3.45	3.18	3.17	3.31	3.67			.019
2003	3.87	3.44	3.60	3.25	3.95	4.00	4.14	.003
2004	3.51	3.26	3.76	3.67	3.57	3.85	4.13	.013
2005	3.69	3.40	3.85	3.78	4.02			.020
2006	4.20	3.65	3.82	4.06	3.94			.050

Table C-6. Senior Survey, 2006 Seniors, AU Mission by Religious Affiliation<sup>57</sup>

Mission Items	Religious Affiliation	Mean	
<i>n</i>	SDA		<i>p</i>
<i>n</i>	Other		
Serve church	SDA	3.57	.000
	Other	2.61	
Serve society	SDA	3.99	.003
	Other	3.52	
Inquisitive	SDA	4.09	.080
	Other	3.80	
Think clearly	SDA	4.05	<i>n.s.</i>
	Other	3.80	
Communicate effectively	SDA	4.09	.004
	Other	3.67	
Christian point of view	SDA	4.06	.000
	Other	3.41	
Respect diversity	SDA	4.21	<i>n.s.</i>
	Other	4.11	
Wholesome way of life	SDA	3.92	.009
	Other	3.48	
Personal and moral integrity	SDA	4.06	.000
	Other	3.20	
Affirm faith commitment	SDA	4.00	.000
	Other	3.02	
Witness for Christ	SDA	3.94	.000
	Other	2.93	

<sup>57</sup>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-7. Gender and University Mission,<sup>58</sup> Senior Survey, 2002-2006

Mission Statement Items		2002			2003			2004			2005			2006		
AU prepared me to:	Gender	<i>n</i>	mean	<i>p</i>	<i>n</i>	mean	<i>p</i>	<i>n</i>	mean	<i>p</i>	<i>n</i>	mean	<i>p</i>	<i>n</i>	mean	<i>p</i>
be inquisitive.	Male	103	3.50	<i>n.s.</i>	123	3.84	<i>n.s.</i>	111	3.72	<i>n.s.</i>	116	3.85	<i>n.s.</i>	112	3.90	.072
	Female	153	3.75		161	3.92		151	3.86		152	3.91		184	4.11	
think clearly.	Male	102	3.41	.006	124	3.72	<i>n.s.</i>	114	3.69	<i>n.s.</i>	117	3.82	<i>n.s.</i>	112	3.89	<i>n.s.</i>
	Female	156	3.81		161	3.79		152	3.73		151	3.92		185	4.07	
communicate effectively.	Male	103	3.57	.022	124	3.70	<i>n.s.</i>	114	3.47	.001	117	3.80	<i>n.s.</i>	111	3.95	<i>n.s.</i>
	Female	154	3.88		161	3.86		152	3.87		151	3.97		185	4.05	
explore learning with Christian worldview.	Male	102	3.45	<i>n.s.</i>	123	3.67	.097	114	3.68	.068	116	3.58	.033	112	3.79	.047
	Female	155	3.63		159	3.89		152	3.91		152	3.89		184	4.02	
respect ethnic/cultural diversity.	Male	101	3.51	.017	124	3.85	<i>n.s.</i>	115	3.72	.000	117	3.91	.071	111	3.99	.008
	Female	157	3.90		160	3.98		153	4.24		152	4.16		185	4.30	
embrace a wholesome way of life.	Male	102	3.15	<i>n.s.</i>	123	3.50	<i>n.s.</i>	114	3.37	.059	117	3.65	<i>n.s.</i>	111	3.82	<i>n.s.</i>
	Female	157	3.41		161	3.53		151	3.61		151	3.73		185	3.86	
have personal/moral integrity.	Male	102	3.30	.070	124	3.62	<i>n.s.</i>	114	3.39	.003	116	3.66	<i>n.s.</i>	111	3.86	<i>n.s.</i>
	Female	157	3.59		160	3.78		152	3.79		151	3.83		183	3.95	

<sup>58</sup>Means calculated on a 5 to 1 scale; 5 being *Very Much*, 3 being *Moderately*, and 1 being *Very Little*.

Mission Statement Items		2002			2003			2004			2005			2006		
AU prepared me to:	Gender	<i>n</i>	mean	<i>p</i>	<i>n</i>	mean	<i>p</i>	<i>n</i>	mean	<i>p</i>	<i>n</i>	mean	<i>p</i>	<i>n</i>	mean	<i>p</i>
affirm my faith commitment.	Male	102	3.22	.059	124	3.61	<i>n.s.</i>	114	3.36	.066	117	3.56	<i>n.s.</i>	111	3.77	<i>n.s.</i>
	Female	157	3.52		161	3.71		153	3.61		151	3.73		185	3.86	
serve your church.	Male	103	3.07	<i>n.s.</i>	124	3.31	<i>n.s.</i>	114	3.23	<i>n.s.</i>	116	3.14	<i>n.s.</i>	112	3.45	<i>n.s.</i>
	Female	153	2.95		161	3.37		152	3.39		153	3.18		185	3.38	
serve society.	Male	103	3.29	.006	124	3.66	.091	115	3.45	.010	117	3.64	<i>n.s.</i>	112	3.79	<i>n.s.</i>
	Female	156	3.69		161	3.86		153	3.78		152	3.80		185	3.97	
faithfully witness for Christ.	Male	102	3.10	.041	124	3.65	<i>n.s.</i>	113	3.20	.005	115	3.47	<i>n.s.</i>	111	3.77	<i>n.s.</i>
	Female	155	3.43		161	3.62		153	3.59		148	3.72		184	3.77	

Table C-8. Seniors' Program Satisfaction for University, Senior Survey, 2002-2006<sup>59</sup>

Program Satisfaction Items	2002 n = 237-243	2003 n = 280-284	2004 n = 263-265	2005 n = 275-281	2006 n = 298-299
The program was academically stimulating.	4.12	4.24	4.14	4.29	4.40
The academic advising was helpful and accurate. <sup>60</sup>	3.69	3.89	n/a	n/a	n/a
The academic advising was helpful.	n/a	n/a	3.70	3.79	3.89
Academic advising was accurate.	n/a	n/a	3.48	3.77	3.73
The program had adequate variety in advanced course and program offerings.	3.72	3.75	3.67	3.65	3.95
There was adequate depth in subject matter of advanced course and program offerings.	3.92	3.89	3.81	3.93	4.09
Faculty used computer technology effectively to enhance their teaching. <sup>61</sup>	n/a	n/a	n/a	3.79	3.98
There was appropriate opportunity for research and/or creative work.	3.86	3.90	3.69	3.85	4.12
There were adequate specialized facilities such as labs, studios, and/or equipment.	3.53	3.61	3.45	3.69	3.56
The program provided me with a good preparation for my later professional work or advanced study.	3.86	3.95	3.76	3.96	3.47
Faculty provided good advising about career and graduate school opportunities.	3.48	3.60	3.48	3.42	3.72
Faculty were aware of new developments in their fields or discipline.	4.00	4.00	3.79	3.97	4.08
Faculty members demonstrated genuine interest in students.	3.98	4.03	4.02	4.15	3.70

<sup>59</sup>Means calculated from a 5 to 1 scale; 5 being *Strongly Agree*, 3 being *Neutral*, and 1 being *Strongly Disagree*.

<sup>60</sup>In 2003-2004, the item was separated into two items.

<sup>61</sup>New item in 2004-2005



<b>Program Satisfaction Items</b>	<b>2002</b> <i>n = 237-243</i>	<b>2003</b> <i>n = 280-284</i>	<b>2004</b> <i>n = 263-265</i>	<b>2005</b> <i>n = 275-281</i>	<b>2006</b> <i>n = 298-299</i>
Faculty taught me how Christian faith and ethics relate to my discipline and professional area.	3.76	3.88	3.87	4.00	4.12
I would advise a friend with similar interests to pursue a major in the same program.	3.78	4.04	3.85	4.08	4.26
There were appropriate opportunities for co-op and internship experiences.	3.32	3.25	3.12	3.30	4.10
Employment opportunities in the department enhanced professional growth among students.	3.17	3.21	3.08	3.20	4.18
<b>Mean Program Satisfaction</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>3.80</b>	<b>3.96</b>

Table C-9. Comfort in Work and Social Settings with Diverse People, Senior Survey 2005

How do you feel about working in a job or being in social settings as colleagues with people: <sup>62</sup>	Mean Score ( <i>n</i> = 281-282)	<i>s.d.</i>
With other ethnic or racial groups	4.57	0.72
With other socio-economic levels	4.45	0.75
With other cultures	4.56	0.70
With much older or younger	4.46	0.72
Who do not have a spiritual outlook on life	4.06	0.94
Who have physical disabilities	4.12	0.93
Who use profanity and/or tell offensive jokes	2.93	1.34
Whose health habits and lifestyle are different from yours	3.95	0.98
Whose religious beliefs are different from yours	4.30	0.77
Whose sexual orientation is different from yours	3.59	1.18

Table C-10. Comfort in Service Settings with Diverse Groups, Senior Survey 2006

In your job, profession, or community service, how comfortable are you serving people who <sup>63</sup>	Mean Score ( <i>n</i> = 294-300)	<i>s.d.</i>
Are from other ethnic or racial groups	4.61	0.78
Are very poor	4.40	0.90
Do not have a spiritual outlook on life	4.32	0.88
Who use profanity and/or tell offensive jokes	3.41	1.19
Are wheel-chair bound	4.33	0.95
Are blind	4.06	1.04
Are deaf	3.88	1.08
Are mentally disabled or have had severe emotional problems	3.66	1.15
Are not native speakers of your first language	4.10	1.00
Drink alcohol and/or use tobacco products	3.89	1.20
Use illegal drugs	3.33	1.31
Are sexually active outside of marriage	4.01	1.09
Are of the opposite gender	4.51	0.81
Have a sexual orientation different from yours	3.77	1.20

<sup>62</sup>Likert-type scale where 1 = Very uncomfortable, 3 = Neutral, 5 = Very comfortable<sup>63</sup>Likert-type scale where 1 = Very uncomfortable, 3 = Neutral, 5 = Very comfortable

Table C-11. Comfort in Work and Social Settings with Diverse Groups, by Gender, Senior Survey 2005

How do you feel about working in a job or being in social settings as colleagues with people: <sup>64</sup>	Male <i>n</i> = 117-120	Female <i>n</i> = 154-155	<i>p</i>
from other ethnic or racial groups	4.47	4.66	.030
from other socio-economic levels	4.36	4.51	<i>n.s.</i>
from other cultures	4.47	4.64	.055
much older or younger	4.43	4.48	<i>n.s.</i>
who do not have a spiritual outlook on life	4.20	3.96	.035
who have physical disabilities	4.04	4.17	<i>n.s.</i>
who use profanity and/or tell offensive jokes	3.33	2.59	.000
whose health habits and lifestyle are different from yours	4.08	3.84	.054
whose religious beliefs are different from yours	4.35	3.84	<i>n.s.</i>
whose sexual orientation is different from yours	4.35	4.29	.080

Table C-12. Comfort in Service Settings with Other Groups, by Gender, Senior Survey 2006

In your job, profession, or community service, how comfortable are you serving people who: <sup>65</sup>	Male <i>n</i> = 110-112	Female <i>n</i> = 184-187	<i>p</i>
Are from other ethnic or racial groups	4.51	4.68	.072
Are very poor	4.25	4.49	.028
Do not have a spiritual outlook on life	4.29	4.34	<i>n.s.</i>
Who use profanity and/or tell offensive jokes	3.59	3.30	0.37
Are wheel-chair bound	4.24	4.38	<i>n.s.</i>
Are blind	3.96	4.11	<i>n.s.</i>
Are deaf	3.79	3.93	<i>n.s.</i>
Are mentally disabled or have had severe emotional problems	3.45	3.79	.013
Are not native speakers of your first language	4.06	4.13	<i>n.s.</i>
Drink alcohol and/or use tobacco products	3.88	3.90	<i>n.s.</i>
Use illegal drugs	3.38	3.30	<i>n.s.</i>
Are sexually active outside of marriage	3.87	4.10	.071
Are of the opposite gender	4.38	4.58	.045
Have a sexual orientation different from yours	3.38	4.01	.000

<sup>64</sup>Likert-type scale where 1 = Very uncomfortable, 3 = Neutral, 5 = Very comfortable

<sup>65</sup>Likert-type scale where 1 = Very uncomfortable, 3 = Neutral, 5 = Very comfortable

Table C-13. Comfort in Professional and Social Settings with Diverse Groups, by Race/Ethnic Group, Senior Survey 2005

How do you feel about working in a job or being in social settings as colleagues with people: <sup>66</sup>	Asian ( <i>n</i> = 29-35)	All Black ( <i>n</i> = 67-)	White ( <i>n</i> = 127-8)	Hispanic ( <i>n</i> = 26)	Mixed ( <i>n</i> = 9)	<i>p</i>
from other ethnic or racial groups	4.40	4.75	4.55	4.65	4.67	<i>n.s.</i>
from other socio-economic levels	4.26	4.55	4.46	4.50	4.11	<i>n.s.</i>
from other cultures	4.43	4.75	4.49	4.69	4.44	<i>n.s.</i>
much older or younger	4.34	4.57	4.46	4.42	4.22	<i>n.s.</i>
who do not have a spiritual outlook on life	3.91	4.04	4.09	4.31	4.11	<i>n.s.</i>
who have physical disabilities	3.94	4.21	4.09	4.08	4.33	<i>n.s.</i>
who use profanity and/or tell offensive jokes	2.89	2.82	3.01	2.88	2.89	<i>n.s.</i>
whose health habits and lifestyle are different from yours	3.63	4.03	4.07	3.85	4.00	<i>n.s.</i>
whose religious beliefs are different from yours	4.09	4.29	4.39	4.42	4.22	<i>n.s.</i>
whose sexual orientation is different from yours	3.26	3.48	3.74	3.81	3.78	<i>n.s.</i>

<sup>66</sup>Likert-type scale where 1 = Very uncomfortable, 3 = Neutral, 5 = Very comfortable



Table C-14. Comfort in Service Settings with Diverse Groups, by Race/Ethnic Group, Senior Survey 2006

In your job, profession, or community service, how comfortable are you serving people who <sup>67</sup>	Asian (n = )	All Black (n = )	White (n = )	Hispanic (n = )	Mixed & Other (n = )	p
Are from other ethnic or racial groups	4.54	4.89	4.46	4.86	4.89	.001
Are very poor	4.34	4.59	4.27	4.68	4.67	.039
Do not have a spiritual outlook on life	4.21	4.44	4.24	4.59	4.50	n.s.
Who use profanity and/or tell offensive jokes	3.45	3.42	3.41	3.36	3.28	n.s.
Are wheel-chair bound	4.35	4.35	4.29	4.68	4.29	n.s.
Are blind	4.20	4.12	4.01	4.18	3.78	n.s.
Are deaf	4.03	3.98	3.81	4.05	3.44	n.s.
Are mentally disabled or have had severe emotional problems	3.80	3.67	3.66	3.68	3.22	n.s.
Are not native speakers of your first language	4.37	4.20	3.89	4.71	4.14	.001
Drink alcohol and/or use tobacco products	4.09	3.65	3.95	4.27	3.67	n.s.
Use illegal drugs	3.46	3.38	3.29	3.45	3.28	n.s.
Are sexually active outside of marriage	3.83	4.18	3.97	4.41	3.89	n.s.
Are of the opposite gender	4.37	4.76	4.42	4.73	4.61	.023
Have a sexual orientation different from yours	3.91	3.74	3.72	4.05	4.17	n.s.

<sup>67</sup>Likert-type scale where 1 = Very uncomfortable, 3 = Neutral, 5 = Very comfortable

**Table C-15. Effect of Andrews University Experience on Multi-Cultural/Diversity Competencies, Senior Survey 2005**

As a result of my experience at Andrews:	Mean Score <sup>68</sup> (n = 277-283)	s.d.
I am able to confront my own stereotypic attitudes and seek ways to change those attitudes.	3.79	1.02
I am (not) comfortable having a supervisor of a different racial/ethnic group. <sup>69</sup>	3.20	1.27
I am willing to confront intolerant behavior when I encounter it in my church, social or professional lives.	3.76	0.94
I avoid sitting at a lunch table with people from other cultures. <sup>70</sup>	3.22	1.09
I believe that I should respect everyone, regardless of racial or ethnic origins or attitudes	4.60	0.74
I can communicate effectively with people who are different from myself.	4.27	0.84
I can describe the historical and social origins of ethnic/racial prejudice	3.44	1.01
I can identify the ways language can be used to depict people favorably or unfavorably.	3.97	0.90
I seek opportunities to associate with people from different cultures.	3.86	0.97
I understand how my emotions may affect my behaviors toward people different from myself.	4.08	0.86
I understand how my life experiences may have produced biased attitudes in me.	4.03	1.01
I would be uncomfortable living next door to someone from another racial/ethnic group. <sup>71</sup>	3.37	1.12

<sup>68</sup>Strongly Agree = 5, Neutral = 3, Strongly Disagree = 1.

<sup>69</sup>Scale has been reversed to make score comparable to other scores.

<sup>70</sup>Scale has been reversed to make score comparable to other scores.

<sup>71</sup>Scale has been reversed to make score comparable to other scores.



Table C-16. Effect of Andrews University Experience on Multi-Cultural/Diversity Competencies, by Race/Ethnic Group, Senior Survey 2005

As a result of my experience at Andrews University . . . <sup>72</sup>	Asian (n = 29-35)	All Black (n = 8)	White (n = 128)	Hispanic (n = 26)	Mixed (n = 9)	p
I am able to confront my own stereotypic attitudes and seek ways to change those attitudes.	3.69	3.91	3.79	3.58	3.56	n.s.
I am (not) comfortable having a supervisor of a different racial/ethnic group. <sup>73</sup>	2.34	1.54	1.70	2.22	1.44	.00
I am willing to confront intolerant behavior when I encounter it in my church, social or professional lives.	3.69	3.99	3.63	3.67	4.22	n.s.
I avoid sitting at a lunch table with people from other cultures.	1.94	1.72	1.80	1.93	1.44	n.s.
I believe that I should respect everyone, regardless of racial or ethnic origins, abilities, or attitudes. <sup>74</sup>	4.51	4.69	4.53	4.70	5.00	n.s.
I can communicate effectively with people who are different from myself.	4.29	4.26	4.24	4.42	4.22	n.s.
I can describe the historical and social origins of ethnic/racial prejudice.	3.63	3.54	3.37	3.15	3.33	n.s.
I can identify the ways language can be used to depict people favorably or unfavorably.	3.83	3.92	4.04	4.04	4.00	n.s.
I seek opportunities to associate with people from different cultures.	4.06	3.95	3.66	3.74	4.44	.00
I understand how my emotions may affect my behaviors toward people different from myself.	4.20	4.15	4.03	4.04	4.11	n.s.
I understand how my life experiences may have produced biased attitudes in me.	4.20	4.02	4.01	4.00	4.44	n.s.
I would be uncomfortable living next door to someone from another racial/ethnic group.	2.06	1.56	1.57	1.70	1.56	n.s.

<sup>72</sup>Likert-type scale where 1 = Strongly disagree, 3 = Neutral, and 5 = Strongly agree; the scale was reversed for negatively worded items.

<sup>73</sup>Scale is reversed for this item so that a higher number is a positive outcome.

<sup>74</sup>Administered survey item stated "attitudes, or attitudes" so responses may not be valid.

Table C-17. Multi-Cultural/Diversity Competencies, Senior Survey 2006

To what extent do you agree with the following statements?	Mean Score <sup>75</sup> ( <i>n</i> = 297-300)	<i>s.d.</i>
Interactions with and/or taking courses from faculty members with diverse backgrounds was beneficial to my educational experience at Andrews University.	4.24	0.927
Class discussion on diversity issues helped me see different points of view.	4.16	0.943
Being educated on diversity issues will help me to be successful in my career.	4.38	0.827
I am able to recognize culturally biased behavior.	4.24	0.764
I am able to stop myself from using language that may be offensive to others.	4.37	0.805
I am comfortable discussing topics related to diversity with my friends.	4.56	0.670
I am able to initiate contact with people of different racial, ethnic, or cultural background than mine.	4.50	0.725
The ideal educational climate includes people from a variety of diverse backgrounds.	4.39	0.838
My experiences since coming to Andrews University have strengthened my sense of ethnic identity.	4.03	1.052
I believe it is important to discuss topics of diversity in my academic classes.	4.18	0.950
I believe that all people are one in Christ.	4.65	0.744

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<sup>75</sup>Strongly Agree = 5, Neutral = 3, Strongly Disagree = 1.



Table C-18. Multi-Cultural/Diversity Competencies by Race-Ethnic Group, Senior Survey 2006

To what extent do you agree with the following statements?	Asian ( <i>n</i> = 33-35)	All Black ( <i>n</i> = 65-67)	White ( <i>n</i> =139-140)	Hispanic ( <i>n</i> = 22)	Mixed & Other ( <i>n</i> = 17-18)	<i>p</i>
Interactions with and/or taking courses from faculty members with diverse backgrounds was beneficial to my educational experience at Andrews University.	4.31	4.44	4.17	4.50	4.28	<i>n.s.</i>
Class discussion on diversity issues helped me see different points of view.	4.31	4.26	4.00	4.59	4.44	.000
Being educated on diversity issues will help me to be successful in my career.	4.43	4.55	4.26	4.59	4.67	.000
I am able to recognize culturally biased behavior.	4.09	4.22	4.25	4.45	4.5	<i>n.s.</i>
I am able to stop myself from using language that may be offensive to others.	4.23	4.54	4.32	4.32	4.33	<i>n.s.</i>
I am comfortable discussing topics related to diversity with my friends.	4.54	4.65	4.49	4.77	4.61	<i>n.s.</i>
I am able to initiate contact with people of different racial, ethnic, or cultural background than mine.	4.54	4.52	4.45	4.59	4.67	<i>n.s.</i>
The ideal educational climate includes people from a variety of diverse backgrounds.	4.46	4.48	4.34	4.59	4.61	<i>n.s.</i>
My experiences since coming to Andrews University have strengthened my sense of ethnic identity.	4.23	4.24	3.88	4.41	4.00	.000
I believe it is important to discuss topics of diversity in my academic classes.	4.37	4.33	4.10	4.45	4.22	<i>n.s.</i>
I believe that all people are one in Christ.	4.54	4.70	4.68	4.59	4.67	<i>n.s.</i>

Table C-19. Effect of Andrews University Experience on Multi-Cultural/Diversity Competencies, by Gender, Senior Survey 2005

As a result of my experience at Andrews University . . . <sup>76</sup>	Male ( <i>n</i> = 117-120)	Female ( <i>n</i> = 154-155)	<i>p</i>
I am able to confront my own stereotypic attitudes and seek ways to change those attitudes.	3.62	3.9	0.021
I am not comfortable having a supervisor of a different racial/ethnic group.	3.17	3.23	<i>n.s.</i>
I am willing to confront intolerant behavior when I encounter it in my church, social or professional lives.	3.8	3.71	<i>n.s.</i>
I avoid sitting at a lunch table with people from other cultures.	3.07	3.32	0.054
I believe that I should respect everyone, regardless of racial or ethnic origins, abilities, or attitudes. <sup>77</sup>	4.49	4.7	0.022
I can communicate effectively with people who are different from myself.	4.24	4.3	<i>n.s.</i>
I can describe the historical and social origins of ethnic/racial prejudice.	3.49	3.39	<i>n.s.</i>
I can identify the ways language can be used to depict people favorably or unfavorably.	3.94	4.01	<i>n.s.</i>
I seek opportunities to associate with people from different cultures.	3.76	3.93	<i>n.s.</i>
I understand how my emotions may affect my behaviors toward people different from myself.	3.94	4.07	<i>n.s.</i>
I understand how my life experiences may have produced biased attitudes in me.	3.94	4.07	<i>n.s.</i>
I would be uncomfortable living next door to someone from another racial/ethnic group.	3.19	3.52	0.010

<sup>76</sup>Likert-type scale where 1 = Strongly disagree, 3 = Neutral, and 5 = Strongly agree; the scale was reversed for negatively worded items.

<sup>77</sup>Administered survey item stated "attitudes, or attitudes" so responses may not be valid.

Table C-20. Multi-Cultural/Diversity Competencies by Gender, Senior Survey 2006

To what extent do you agree with the following statements? <sup>78</sup>	Male ( <i>n</i> = 111- 113)	Female ( <i>n</i> = 185- 187)	<i>p</i>
Interactions with and/or taking courses from faculty members with diverse backgrounds was beneficial to my educational experience at Andrews University.	4.09	4.34	.024
Class discussion on diversity issues helped me see different points of view.	3.98	4.27	.011
Being educated on diversity issues will help me to be successful in my career.	4.19	4.49	.002
I am able to recognize culturally biased behavior.	4.08	4.34	.005
I am able to stop myself from using language that may be offensive to others.	4.24	4.44	.032
I am comfortable discussing topics related to diversity with my friends.	4.48	4.60	<i>n.s.</i>
I am able to initiate contact with people of different racial, ethnic, or cultural background than mine.	4.43	4.54	<i>n.s.</i>
The ideal educational climate includes people from a variety of diverse backgrounds.	4.18	4.52	.001
My experiences since coming to Andrews University have strengthened my sense of ethnic identity.	3.88	4.12	.062
I believe it is important to discuss topics of diversity in my academic classes.	3.98	4.30	.004
I believe that all people are one in Christ.	4.54	4.71	.046

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<sup>78</sup>Likert type scale with 5 = Strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree.

Table C-21. Senior Favorite Memories, Senior Survey, 2002-2006

<b>Favorite Memories</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Almost Anything Goes	7	9	4	1	3
Classes, specific experiences, field trips	11	18	28	28	2
Classes within major field, non-specific	4	4	3	15	1
Diversity of Andrews University	3	3	5	9	3
Faculty or department, <sup>79</sup> specific	21	14	12	8	3
Faculty and staff, nonspecific or other issues	6	9	9	10	0
Freshman year	7	9	5	12	4
Friends, classmates	75	57	75	51	27
Leaving, graduating, being done with degree	12	10	9	4	4
Meeting future spouse or significant other, family	12	22	4	7	2
Music and cultural experiences	9	6	10	7	2
Negative memories	0	2	2	0	0
Other	14	17	16	6	6
Participation in ministry or service, various types	3	7	14	10	8
Residence hall life	8	15	10	8	5
Sabbath experiences, PMC	4	8	9	6	1
Spiritual experiences <sup>80</sup>	8	16	12	30	10
Sports and recreation experiences <sup>81</sup>	16	15	14	22	7
Studying, learning	6	3	11	5	1
Weather, nature, or place (campus or local)	4	4	8	4	4
Work experiences	9	4	3	7	0

<sup>79</sup>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.

<sup>80</sup>Other than Sabbath and PMC.

<sup>81</sup>Excluding *Almost Anything Goes*.



Table C-22. Senior Recognition of Departments and Faculty, Senior Survey, 2003-2006

Entity	2003	2004	2005	2006
Aeronautics	0	0	5	2
Agriculture	5	4	4	1
Architecture	7	9	2	5
Art and Design	4	8	5	3
Behavioral Sciences	10	15	16	18
Biology	29	32	10	36
Campus Ministry	4	1	0	1
Chemistry	6	19	19	15
Clinical Laboratory Sciences	7	4	9	5
College of Arts and Sciences (office and deans)	6	1	0	2
College of Technology (office and deans)	2	5	5	3
Communication	11	19	16	20
Digital Media and Photography	13	20	12	16
Engineering and Computer Science	0	7	2	10
English	11	10	10	24
Food Service	4	0	2	0
History and Political Science	9	19	10	9
Honors	4	1	4	5
International Languages	0	5	5	9
Mathematics	0	0	6	2
Music	5	3	5	9
Nursing	4	14	10	18
Nutrition and Wellness	0	5	4	9
Other offices, general comment, unknown individual	31	17	7	11
Physical Therapy	7	2	4	12
Religion and Biblical Languages	16	24	28	30
Residence Hall Staff	21	1	5	10
School of Business	8	33	18	24
School of Education	12	10	11	12
SDA Theological Seminary	0	0	2	0
Social Work	8	7	6	12
Speech-Language Pathology and Audiology	6	7	5	10
Student Success	0	0	5	1
Student Services	10	5	1	8



## Appendix D

### Department Results







Table D-1. Academic Entities Submitting Assessment Information, 2002-2006<sup>82</sup>

School	Department/Program	2002	2003	2004	2005	2006
<b>College of Arts and Sciences</b>	Art and Design			•		#
	Behavioral Sciences	•	•	•	•	•
	Biology		•		•	~
	Chemistry and Biochemistry					#
	Clinical Laboratory Sciences <sup>83</sup>		•	•		~
	Communication	•	•	•		•
	Center for Intensive English	•	•	•		<sup>84</sup>
	English		•	•		~
	General Studies Degree <sup>85</sup>					
	History and Political Science	•	•	•		•
	Interdisciplinary Studies					n/a
	International Language Studies					#
	Mathematics		•	•	•	•
	Music	•			•	%
	Nursing		•	•	•	~
	Nutrition and Wellness			•		•
	Physical Education <sup>86</sup>	•	n/a	n/a	n/a	n/a
	Physical Therapy	•	•	•	•	~ <sup>87</sup>

<sup>82</sup># indicates departments and entities who have consulted with the Assessment Director and are planning toward having an assessment report prepared for 2007; ~ 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 have been invited to consult with the Assessment Director but have not yet made an appointment.

<sup>83</sup>Renamed from Allied Health during Fall Semester, 2003.

<sup>84</sup>The Center for Intensive English is part of the English Department.

<sup>85</sup>Few and very diverse graduates make this program unlikely to have meaningful assessment data.

<sup>86</sup>Merged with Nutrition Department, July 2003.

<sup>87</sup>Physical Therapy conducts a Curriculum Review every fall; the associated documents and process constitute their assessment report; that event was delayed in 2006, due to the site visit for reaccreditation in early fall 2006.



School	Department/Program	2002	2003	2004	2005	2006
	Physics	•				%
	Religion and Biblical Languages	•	•			#
	Social Work		•	•		•
	Speech-Language Pathology and Audiology	•	•	•	•	~
<b>College of Technology</b>	Aeronautics	•	•	•		%
	Agriculture			•		#
	Digital Media and Photography	•		•		#
	Engineering and Computer Science	•		•		#
<b>Division of Architecture</b>		•	• <sup>88</sup>	•	•	#
<b>School of Business<sup>89</sup></b>	Accounting, Economics, and Finance	•				
	Management, Marketing, and Information Systems	•	•	•	•	#
<b>School of Education</b>	Educational and Counseling Psychology			• <sup>90</sup>		•
	Leadership and Educational Administration	•	•			#
	Teaching, Learning, and Curriculum		•			#
<b>SDA Theological Seminary</b>	All programs	•	•	•		•#
	Religious Education	•	•	•	•	•
<b>J. N. Andrews Scholars Honors Program (SAGES)</b>						#
<b>International Development (MSA)</b>		•	•			#
<b>Affiliations</b>	Caribbean Union College (Trinidad)					
	Newbold College (England)	•				
<b>Annual total of formal reports</b>		22	21	22	7	9

<sup>88</sup>Referred to other documents for both 2003 and 2004.

<sup>89</sup>Separate department reports were not submitted in 2003.

<sup>90</sup>For Community Counseling, School Counseling, and School Psychology.

Table D-2. Summary of Major Field Test Percentile Rankings, 2002 to 2006<sup>91, 92</sup>

Assessment Indicator	2002 Fall	2003 Spring	2003 Fall	2004 Spring	2004 Fall	2005 Spring	2005 Fall	2006 Spring
Biology	n/a	n = 26	n = 3	n = 17	n/a	n = 11	n/a	n = 21
Biochemistry and Cell Energetics		95		95		95		95
Cellular Structure, Organization, and Function		90		90		95		75
Molecular Biology and Molecular Genetics		65		90		95		90
Diversity of Organisms		65		45		85		75
Organismal--Animal		95		95		95		95
Organismal--Plant		90		85		95		45
Population Genetics and Evolution		80		95		95		90
Ecology		80		90		95		95
Analytical Skills		75		90		90		95
Cell Biology		95		90		95		90
Molecular Biology & Genetics		70		90		95		85
Organismal Biology		85		85		95		85
Population Biology/Evolution/Ecology		75		90		95		80
Total		70	n = 7	n = 19	n = 12	n = 9	n = 27	n = 40
Business <sup>93, 94</sup>	n = 12							
Accounting	69	15	30	70	25	65		55
Economics	95	25	45	70	45	75		25

<sup>91</sup>For 2002 and following years, comparative data is available from <http://www.ets.org/portal/site/ets/under/MajorFieldTests>. Results are reported only for groups of 5 or more students tested.

<sup>92</sup>Comparisons are to institutional mean score distributions, which result in more extreme rankings than comparisons to individual mean score distributions.

<sup>93</sup>Business test changed in 2003. Results from 2003 and later are not considered comparable to previous years.

<sup>94</sup>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
Management	23	25	20	30	40	70		40
Quantitative Business Analysis	99	35	20	35	55	80		20
Finance	32	25	20	50	60	70		25
Marketing	84	30	80	85	85	90		55
Legal & Social Environment	88	5	55	50	25	25		20
International Issues	42	80	25	85	90	75		60
Total	50	43	30	60	50	70		40
<b>Economics</b>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n = 1</i>	
<b>History<sup>95</sup></b>	<i>n/a</i>	<i>n = 8</i>	<i>n/a</i>	<i>n/a</i>	<i>n = 1</i>	<i>n=8</i>	<i>n = 1</i>	<i>n = 1</i>
US: Colonization to 1800		10				95		
US: 1800-1920		25				55		
US: 1920-Present		80				35		
European: Ancient to 1815		1				60		
European: 1815 to present		35				75		
World and Comparative History		30				70		
<b>History, sub-scores and total</b>								
United States History		50				65		
European History		40				70		
African/Asian/Latin American History		45				65		
Total		35				65		
<b>Literature in English</b>	<i>n = 2</i>	<i>n/a</i>	<i>n/a</i>	<i>n = 6</i>	<i>n = 7</i>	<i>n = 4</i>	<i>n = 2</i>	<i>n = 7</i>
British Literature Pre-1660				25	55			80
British Literature 1660- 1900				35	35			85

<sup>95</sup>History test was changed in 2003.

Assessment Indicator	2002 Fall	2003 Spring	2003 Fall	2004 Spring	2004 Fall	2005 Spring	2005 Fall	2006 Spring
American Literature to 1900				50	65			90
British & American Literature 1909-1945				35	85			95
Literature in English Since 1945				45	35			80
Literary History				25	55			95
Identification				20	39			55
Literary Theory				30	20			90
<b>Literature in English, sub-scores and total</b>								
Literature 1900 and Earlier				35	55			85
Literature 1901 and Later				40	65			90
Literary Analysis				45	70			90
Literary History & Identification				20	45			65
Total				40	60			85
<b>Mathematics</b>	<i>n/a</i>	<i>n/a</i>	<i>n = 1</i>	<i>n = 1</i>	<i>n/a</i>	<i>n = 5</i>	<i>n = 1</i>	
Calculus		85				90		
Algebra		25				70		
Routine		75				70		
Nonroutine		5				55		
Applied		80				60		
Total		70				95		
<b>Physics</b>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n = 1</i>	
<b>Political Science</b>	<i>n/a</i>	<i>n = 4</i>	<i>n = 1</i>	<i>n = 4</i>	<i>n/a</i>		<i>n/a</i>	<i>n = 4</i>
<b>Psychology</b>	<i>n = 12</i>	<i>n/a</i>	<i>n = 2</i>	<i>n = 8</i>	<i>n = 12</i>	<i>n = 3</i>	<i>n = 9</i>	<i>n = 5</i>
Memory & Thinking	56			55	10		70	40
Sensory & Physiology	54			15	55		75	20
Developmental	26			25	25		85	15
Clinical & Abnormal	83			30	25		95	10
Social	40			75	20		50	50



<b>Assessment Indicator</b>	<b>2002 Fall</b>	<b>2003 Spring</b>	<b>2003 Fall</b>	<b>2004 Spring</b>	<b>2004 Fall</b>	<b>2005 Spring</b>	<b>2005 Fall</b>	<b>2006 Spring</b>
Measurement and Methodology	80			50	50		95	40
<b>Psychology, subscores</b>							n = 11	
Learning and Cognition	58			55	25		70	35
Percept/Sens/Physio/ Comp/Ethology	44			30	45		70	20
Clinical, Abnormal, & Personality	67			25	15		40	15
Developmental and Social	34			55	20		35	25
Total	56			45	25		65	30
<b>Sociology</b>	<i>n = 3</i>	<i>n/a</i>	<i>n = 2</i>	<i>n = 2</i>	<i>n/a</i>	<i>n/a</i>	<i>n = 2</i>	

Table D-3. Components<sup>96</sup> of Department Assessment Reports, 2006

School	Department		Data Presented				Uses of Data	
			Learner	Spiritual	Knowledge	Skill	Affective	Faculty Discussion
College of Arts and Sciences	Behavioral Sciences	•	•	•	•	•	•	•
	Communication	•	•	•	•	•	•	•
	History and Political Science	•	•	•	•	•	•	•
	Mathematics	•		•	•	•	•	•
	Nutrition and Wellness	•	•	•	•	•	•	•
	Physical Therapy (Berrien Springs)	•	•	•	•	•	•	•
	Social Work	•	•	•	•	•	•	•
College of Technology								
Division of Architecture <sup>97</sup>								
School of Business								
School of Education	Educational and Counseling Psychology <sup>98</sup>	•	•	•	•	•	•	•
	Teaching and Learning							
SDA Theological Seminary	all programs					• <sup>99</sup>	•	
	Religious Education	•	•	•	•	•	•	•

<sup>96</sup>In some cases, components were referenced, but not included in the annual report from the department. This table represents the implied or stated existence of components in addition to their actual presence in reports.

<sup>97</sup>The division is collecting information about successful assessment programs and developing their protocol.

<sup>98</sup>Community and School Counseling programs only.

<sup>99</sup>Affective and opinion data is collected for all programs. Other outcomes are being defined carefully preparatory to development of assessment indicators.

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