

Completed

3 GOALS 5 OUTCOMES 9 MEASURES 32 TARGETS 32 FINDINGS 15 ATTACHMENTS

## TMU Mission Statement

The mission of Truett McConnell University is to equip students to fulfill the Great Commission by fostering a Christian worldview through a Biblically-centered education in a family friendly environment.

## Program Purpose Statement

The general education program provides students with a variety of courses, which will provide a broad basis for understanding the world from different perspectives, an understanding of the Christian worldview, and the communication skills (writing and speaking) and the reasoning skills (analytical and quantitative) necessary to continue on in their major fields of study.

1

GOAL

## Communication

The students' ability to communicate as well as their perception of that ability will improve after exposure to a variety of disciplines.

1.1

STUDENT LEARNING OUTCOME

## Written Communication

The students will demonstrate an ability to communicate effectively in written form relative to content; organization; logical support; communication; and grammar, punctuation, and spelling.

## Action Plan

Action Plan for 2019-2020: See Action Item(s) below.

ACTION ITEM 1	CREATED	DUE	STATUS
Action Plan for 2017-2018: Based on the 2016-2017 assessment of our core English courses using the Written Communication rubric, the English faculty will be focusing on basic grammar and usage practice and review in our EN 101: Composition and EN 102: Literature & Composition courses. We will also reiterate the	10/31/2018	5/31/2018	Complete

importance of diction choice, clarity of ideas, and cohesion and coherence in our students' various essay assignments. One way we will present these expectations in the classroom is to provide students with a handout that clearly states the differences between high-school writing expectations and undergraduate-level expectations, including the seven most common mistakes in Freshmen essays, maintaining a professional tone, organization, and unacceptable clichés and vague vocabulary choices.

ACTION ITEM 2	CREATED	DUE	STATUS
<p>Action Plan for 2018-2019: Written Communication Rubric and Student Impressions--Core Assessment Written</p> <p>Communication 2017-2018 – In English 101, the faculty has focused on mechanics of writing. However, there are still areas such as logical thinking and grammar that need to be addressed. Because our online classroom now has a tool (TutorMe) whereby students can upload their writing for spell checking, grammar, and formatting, this is not as big an issue as before. The faculty encourages those who are struggling to access this tool through Bright Space. This tool can be helpful to ESL students, especially, but the faculty needs to make students aware of this resource. One goal is to get upper level bilingual students to tutor the freshmen ESL students. Faculty members also are handing out worksheets and in-class exercises to help correct mechanical issues. In English 102 Composition and Literature, the analytical skills of the students are a focus for the English faculty. Presenting students with prose, poetry, and drama as literature and then assigning techniques of</p>	10/31/2018	5/31/2019	Complete

analysis of each genre, seems to help students look past the literature into analysis of character, setting, style and structure. The students, generally, understand the difference between a book report and an analysis. However, more emphasis can be made on interpretative skills in order to measure their skills effectively.

ACTION ITEM 3	CREATED	DUE	STATUS
Action Plan for 2019-2020: Written Communication (Rubric and Student Impressions) --While the overall Target for Written Communication was met for 2018-2019, it is noted that in EN 101 Students continue to show weaknesses in grammar and mechanics and also are sometimes poor in syntax and diction. Handouts that address these problems will continue to be given to the students for reference. Students will be highly encouraged to take the initiative to apply the information. Students will also be encouraged to use the tutoring they know is available to them from Mrs. Pelletier. The instructor is also available to students who seek help.	12/29/2018	5/31/2020	Planned

**1.1.1** MEASURE  
**Written Communication Rubric**

The Written Communication Rubric is an internal assessment that is used to assess written communication in the core. This written communication instrument measures the students' effective use of the following indicators: Content; Organization; Logical Support; Communication; and Grammar, Punctuation, and Spelling. Numeric ratings are assigned to each indicator as follows: Level 0: A rating of 0 is assigned if the indicator is not demonstrated. Level 1: A rating of 1 is assigned if the indicator is minimally demonstrated. Level 2: A rating of 2 is assigned if the indicator is partially demonstrated. Level 3: A rating of 3 is assigned if the indicator is adequately demonstrated. Level 4: A rating of 4 is assigned if the indicator is effectively demonstrated.

1.1.1.1

TARGET

### 2017-2018 Written Communication Rubric

Not Met

TARGET

The written communication achievement target using the written communication rubric for academic year 2017-2018 is to exceed the average score from the previous year on a scale of 0-4. The average score for 2016-2017 was 3.09.

FINDINGS

The average score for 2017-2018 was 2.35.

ANALYSIS OF FINDINGS

A drop of .74 resulted in the target not being met. The individual indicators that contributed to the overall findings were--Content: 2.4; Organization: 2.48; Logical Support: 2.39; Communication: 2.35; and Grammar, Punctuation, and Spelling: 2.13.

1.1.1.2

TARGET

### 2018-2019 Written Communication Rubric

Met

TARGET

The written communication achievement target using the written communication rubric for academic year 2018-2019 is to exceed the average score from the previous year on a scale of 0-4. The average score for 2017-2018 was 2.35.

FINDINGS

The average score for 2018-2019 was 2.96.

ANALYSIS OF FINDINGS

An increase of .61 resulted in the target being met. The individual indicators that contributed to the overall findings were:

University Avg.

Content: 2.92

Organization: 3.07

Logical Support: 2.89

Communication: 3.04

Grammar, Punctuation, and Spelling: 2.91

On Campus

Content: 2.92

Organization: 3.10

Logical Support: 2.83

Communication: 3.06

Grammar, Punctuation, and Spelling: 2.91

On Line

Content: 2.47

Organization: 2.58

Logical Support: 2.53

Communication: 2.42

Grammar, Punctuation, and Spelling: 2.37

Dual Enrollment

Content: 2.84

Organization: 3.12

Logical Support: 2.88

Communication: 3.19

Grammar, Punctuation, and Spelling: 2.63

Online Dual Enrollment

Content: 3.13

Organization: 3.11

Logical Support: 3.23

Communication: 3.05

Grammar, Punctuation, and Spelling: 3.35

1.1.2

MEASURE

## Student Impressions Survey

The Student Survey is conducted by Student Services to assess student satisfaction with the university and their views about the various activities at TMU. Included in this survey are ten questions asking about the core curriculum's contribution to their learning. Two deal specifically with student learning outcomes in written communication. One component of this survey ask the following, "Please respond to the statement below: The general education requirements (core curriculum) have contributed to my ability: "to write clearly and effectively." "to minimize grammatical, punctuation, and spelling mistakes."

1.1.2.1

TARGET

### 2017-2018 Student Impressions Survey: Writing Clearly and Effectively Met

TARGET

The target for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS

Last year's score: 70%. This year's score: 72.06%.

ANALYSIS OF  
FINDINGS

Students' impression of their learning outcomes in regard to writing clearly and effectively increase by 2.06%.

1.1.2.2

TARGET

### 2017-2018 Student Impressions Survey: Grammatical, Punctuation, and Spelling Met

TARGET The target for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 71.54%. This year's score: 77.2%.

ANALYSIS OF FINDINGS Students' impression of their learning outcomes in regard to correctly use grammar, punctuation, and spelling increased by 5.66%.

**1.1.2.3** TARGET  
**2018-2019 Student Impressions Survey: Writing Clearly and Effectively**

**Not Met**

TARGET The target for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 72%. This year's score: 58%.

ANALYSIS OF FINDINGS Students' impression of their learning outcomes in regard to correctly use grammar, punctuation, and spelling decreased by by 14%.

**1.1.2.4** TARGET  
**2018-2019 Student Impressions Survey: Grammatical, Punctuation, and Spelling**

**Not Met**

TARGET The target for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 77%. This year's score: 58%.

ANALYSIS OF FINDINGS Students' impression of their learning outcomes in regard to correctly using grammar, punctuation, and spelling decreased by 19%.

**1.2** STUDENT LEARNING OUTCOME  
**Oral Communication**

The students will demonstrate an ability to effectively communicate orally relative to topic; support; organization; verbal skills; and non-verbal skills.

## Action Plan

Action Plan for 2019-2020: See Action Item(s) below.

ACTION ITEM 1	CREATED	DUE	STATUS
Action Plan for 2017-2018: Oral Communication	10/31/2018	5/31/2018	Complete

? Closing the Loop ? 2016/2017 Academic Year  
? TMU There were two courses that were used to assess oral communication for the 2016/2017 academic year. BU105 ? Leadership and Public Speaking (one section) and PY220 ? Human Growth and Development (two sections). The two sections for PY220 were taught by different instructors so there were three different faculty involved in the assessment process. As previously stated in the oral communication assessment from the 2015/2016 academic year, the implementation and interpretation of the rubric was addressed and consideration was given to the lack of exposure to the actual elements of the rubric as it related to the student. Two of the courses did not instruct the learner in the specific aspects that were to be evaluated. Two of the courses evaluated from a group dynamic with the group choosing the best spokesperson for their oral presentation. In light of the recommendations, the following changes were implemented. 1. Each instructor worked from the exact same rubric and introduced these elements to the student prior to evaluation. 2. The PY220 courses used a different group assignment for each course to provide a broader look at the assessment. 3. PY220 assigned each member of the group an oral component, to allow for individual assessing, which provided a clearer picture for improvement. 4. Two or more sections of BU105 was not provided, even though the evaluation of the assessment indicated this change. During the 2016/2017 school year, three of the four recommendations were administered and the data indicates some variance from the previous year. After

discussing, it was concluded that the lack of evaluation in the two PY220 courses still impacts the data, but that this variation still provides an important assessment of oral communication. Even though additional sections of BU105 were not offered during this school year, the data demonstrates a consistent improvement in the student's progression. The following recommendations were made to provide a truer picture as it relates to the assessing of oral communication for the 2017/2018 academic year. 1. Each instructor will continue to work from the exact same rubric and introduce these elements to the student prior to evaluation. 2. The PY220 courses will continue to evaluate a student's ability to communicate orally, even though there is not a benchmark to which the evaluation can be compared. 3. Three sections of BU105 will be evaluated so that proper oral assessment may be acquired.

ACTION ITEM 2	CREATED	DUE	STATUS
<p>Action Plan for 2018-2019: Oral Communication--Two core courses were assigned to assess oral communication for the 2017/2018 academic year. The section offerings for BU105 (Leadership and Public Speaking) were increased, which provided four different sections of data that was compiled. PY220 (Human Growth and Development) had five different sections. The data for PY220 was not submitted, so the oral communication loop closure assessment was limited to one course and four sections. In light of the results, the following changes are suggested for implementation. 1. The rubric used over the past several years, to assess oral communication, is still an effective tool to</p>	10/31/2018	5/31/2019	Complete

measure outcomes, and should continue to be used. 2. Oral communication may not be the best measurement for the PY 220 courses. A decision must be made regarding the courses continued involvement in this area of assessment. The core committee, along with the Psychology department, must determine if the assessment area is still an acceptable match for the PY 220 course. 3. After two years of implementation suggestions, related to additional sections for the BU105 course, four sections were offered for the 2017/2018 year. These additional sections provide a greater opportunity to more accurately provide oral communication assessment. The university should continue offering at least four sections. As stated earlier, during the 2017/2018 school year, the recommendations for BU 105 were administered and the data indicates some variance from the previous year. The lack of evaluation in the four PY220 courses impacted the data, and this variation impacted the importance of assessing oral communication. The following recommendations were made to provide a truer picture as it relates to the assessing of oral communication for the 2018/2019 academic year. 1. Instructors will continue to work from the same rubric and introduce these elements to the student prior to evaluation. 2. The PY220 fall courses should evaluate a student's ability to communicate orally. Once a decision is made by the core committee regarding the revaluation of the PY 220 offerings, the spring courses may be assessed differently. 3. Five sections of BU105 will be evaluated so proper oral assessment may be acquired.

ACTION ITEM 3	CREATED	DUE	STATUS
<p>Action Plan for 2019-2020: Oral Communication --1. Continue using the same rubric across the board. Data comparison was easier due to this coordinated effort. 2. Continue offering multiple sections of BU105 (Leadership and Public Speaking). This should expose the students early to basic presentation concepts, which are not specifically addressed in PY220 or BI101. 3. Since PY220 and BI101 are not teaching public speaking, a demonstration through video may be necessary to help the student know what elements to focus on. 4. Since dual enrolled scores were lower, there may be a need to provide them with a feedback element as they prepare for their presentations. This may fill the void of peer-to-peer discussions that occur outside the classroom for on-ground students.</p>	12/29/2018	5/31/2020	Planned

**1.2.1** MEASURE  
**Oral Communication Rubric**

The Oral Communication Rubric is an internal assessment that is used to assess oral communication in the core. This oral communication instrument measures each student’s ability to speak publicly relative to the following indicators: Content; Support; Organization; Verbal Skills; and Non-Verbal Skills. Numeric ratings are assigned to each indicator as follows: Level 0: A rating of 0 is assigned if the indicator is not demonstrated. Level 1: A rating of 1 is assigned if the indicator is minimally demonstrated. Level 2: A rating of 2 is assigned if the indicator is partially demonstrated. Level 3: A rating of 3 is assigned if the indicator is adequately demonstrated. Level 4: A rating of 4 is assigned if the indicator is effectively demonstrated.

**1.2.1.1** TARGET  
**2017-2018 Oral Communication Rubric** Not Met

TARGET            The oral communication achievement target using the oral communication rubric for academic year 2017-2018 is to exceed the average score from the previous year’s assessment. The average score for 2016-2017 was 3.14.

FINDINGS

The average score for 2017-2018 was 3.0.

ANALYSIS OF FINDINGS

A slight drop in scores of 0.14 resulted in the target not being met. The individual indicators that contributed to the overall findings were--Content: 3.44; Support: 3.04; Organization: 3.04; Verbal: 3.15; Non-Verbal: 2.32.

1.2.1.2

TARGET

2018-2019 Oral Communication Rubric

Met

TARGET

The oral communication achievement target using the oral communication rubric for academic year 2018-2019 is to exceed the average score from the previous year's assessment. The average score for 2017-2018 was 3.0.

FINDINGS

The average score for 2018-2019 was 3.01.

ANALYSIS OF FINDINGS

A slight increase in scores of 0.01 resulted in the target being met. The individual indicators that contributed to the overall findings were:

On Campus

Content: 3.24

Support: 3.12

Organization: 3.12

Verbal: 2.98

Non-Verbal: 2.98

Online

Content: 2.51

Support: 2.57

Organization: 2.71

Verbal: 2.69

Non-Verbal: 2.98

University Average

Content: 3.14

Support: 3.05

Organization: 3.02

Verbal: 2.89

Non-Verbal: 2.98

2

GOAL

Critical Thinking

The students' ability to think critically as well as their perception of that ability will improve after exposure to a variety of disciplines.

2.1

STUDENT LEARNING OUTCOME

## Analytical Critical Thinking

The students will demonstrate an ability to effectively communicate orally relative to topic; support; organization; verbal skills; and non-verbal skills.

### Action Plan

Action Plan for 2019-2020: See Action Item(s) below.

ACTION ITEM 1	CREATED	DUE	STATUS
<p>Action Plan for 2017-2018: Critical Thinking Analytical: 2016-2017 Discuss how faculty should interpret the rubric and implement it in a consistent manner. ? In an attempt to gain consistency of rubric utilization and interpretation within each course that is taught by multiple instructors, these instructors should coordinate their efforts with the Degree Program Coordinator for their area. This should be done at the beginning of each semester in which data is to be collected. Describe the specific measures that will be implemented in each course to improve the areas where goals were not met. ? In HI 201 American History I the overall average for the complete Critical Thinking Analytical rubric (2.28) was lower than the average result for all of the rubrics (2.3). These student efforts were lower than the average in Objectivity, Use of Evidence, Valid Argumentation, and Organization. Scores were higher than the average in Originality. In 2017-2018, analytical critical thinking will be assessed with a different essay question on the final exams. A significant amount of class time will be</p>	10/31/2018	5/31/2018	Complete

devoted to helping the students to understand the essay assignment and all of its features. ? One instructor of BI 101 required his students to write a paper that was more personalized for each student. Based upon his experiences with the assignment and the utilization of this rubric, in 2017-2018 he will be changing the assignment from one featuring the students' majors to one focused upon bioethics to better fit the needs of analytical critical thinking assessment ? Another BI 101 professor writes: ? Measures implemented this year to improve will include having a deadline for handing in rough drafts so feedback can be given to all students before handing in final paper. The specific measures on the analytical rubric make up the bioethics paper rubric I give to students. I have no issues with the rubric measurements and because of required rough draft checks, each rubric measurement will be evaluated on the student rough draft, and appropriate feedback given, so they can improve their analysis for the final draft. ? Explain how last year's action plan affected student learning. ? One instructor of BI 101 writes: ? Last year's action plan to model and debate ethics issues in class improved student outcomes in my class. Also, more students handed in rough drafts to get feedback than usual and that also improved scores. ?

ACTION ITEM 2	CREATED	DUE	STATUS
Action Plan for 2018-2019: Analytical Critical Thinking --While the external assessment (The CAT test) and the student perception survey showed improvement in student learning outcomes. The Critical Thinking Analytic Rubric Report indicated a decline. Examining the individual indicators on the critical thinking	10/31/2018	5/31/2019	Complete

analytic rubric report for 2017-18 indicates that every indicator declined from the previous year. Objectivity fell from 2.44 to 2.05. Use of evidence fell from 2.46 to 2.18. Valid Argumentation fell from 2.32 to 2.05. Alternative Positions fell from 2.50 to 1.87. Organization fell from 2.52 to 2.37. Originality fell from 2.59 to 2.34. To work towards improving outcomes in critical thinking, the following steps will be taken by faculty members in the core courses. In PH 210, Logic and Critical thinking, Pelletier will be adding study guides and handouts to the online classroom and doing more in-class practice exercises which will require the students to practice valid argumentation. He will also add material to the class on the need for objectivity and the necessity of understanding an opponent's position from their point of view. As a whole, the biology department will be revising the assignment used in BI to better fit the assessment of critical thinking. In BI 101, Hennigan will distribute a model paper demonstrating sound thinking regarding bioethical issues. He also plans on distributing a detailed rubric and using 2-3 days in class time modeling a debate on an ethics topic. He will emphasize that the modeled debate will be similar to how they approach the paper. In BI 101, Fabich was happy with the improvements his students made last year and will continue to implement those improvements. In HI 101, Justus sees that his students can think critically, but will work on improving student learning outcomes in regard to critical thinking by discussing the context of the question that he will use for assessing his students. He will give particular emphasis to developing and

applying the proper standards by which to answer the question.

ACTION ITEM 3	CREATED	DUE	STATUS
<p data-bbox="217 247 792 1955">Action Plan for 2019-2020: Analytical Critical Thinking (Rubric, CAT, and Student Impressions) --While the Critical Thinking Analytic Rubric Report indicated an increase, the external assessment (The CAT test) and the student perception survey showed dramatic declines in student learning outcomes. To work towards improving outcomes in critical thinking, the following steps will be taken by faculty members in the core courses. Course Changes Logic and Critical Thinking, As planned, Pelletier added study guides and handouts to the online classroom and did more in-class practice exercises. These helped the students do better on some of the quizzes and exams although some students became very passive learners; e.g., not taking notes. This year to help with creative thinking which is a component of 5 of 6 questions where the seniors did significantly worse than the national average on the CAT, Pelletier will add several lectures on finding alternative explanations, and interpretations of data, as well as identifying additional information needed to evaluate an hypothesis. Biology: It was proposed last spring that students write a critical analysis of a bioethical issue and compare and contrast arguments for and against it. The department proposed that a written example for students to study would be given to help them understand the nature of the paper. That example was not given, instead they tried to model the debate during class sessions. Next semester, students will be given the same assignment and then given an</p>	12/29/2018	5/31/2020	Planned

example paper of an ethics question, critically analyzed, (they will not be able to choose this example for their topic). It is hypothesized that if given a tangible and written example of a critically thought out ethics debate, students might do better, than by watching it verbally modeled in class.

**American National Government:** To facilitate greater oversight of the online program and adjunct faculty and to help maintain consistency in assessment, J. Marie Griffin-Taylor will implement an online classroom, known as a Faculty Learning Community Create and implement an online classroom, known as a Faculty Learning Community for PO 101. All individuals teaching this course, whether online, dual enrollment, or on-campus will be required to participate. This will help ensure all faculty have access to the same material, and will permit the exchange of ideas and creation of standards to guarantee all faculty teach according to university standards. Furthermore, by developing this faculty learning community, the faculty enjoy greater buy-in to the program while enhancing assessment participation. If this pilot program works, it may be implemented with other classes that have a high number of online sections or adjuncts teaching it.

**Program Notes and Changes Closing the Loop on the CAT Assessment:** The results of the CAT were delivered in the summer after the closing the loop meeting at the end of the school year. They will be assessed during the faculty workshop at the beginning of the next school year.

**New Rubrics:** The team reviewing student-learning outcomes in regard to critical thinking also voted to use the VALUE institute rubrics. This rubrics will give some added

precision in the scoring process, better inter-rater reliability, and an external assessment when the rubrics are scored by external assessors. Analysis of the Student Perceptions Survey: Because all measures of the core curriculum on the Student Perceptions Survey fell dramatically and simultaneously while the core faculty and classes essentially remained the same, the general perception is that some outside factors other than the material in the core classes may have contributed to the decline in the perception of student learning. To understand the reasoning behind those responses, a group of faculty and staff will hold focus groups to gain understanding as to why students responded the way they did.

## 2.1.1 MEASURE Analytical Critical Thinking Rubric

The Analytical Critical Thinking Rubric is an internal assessment that is used to assess analytical critical thinking in the core. The analytical critical thinking instrument measures each student's abilities relative to the following indicators: Objectivity; Use of Evidence; Alternative Positions; Valid Argumentation; Organization; and Originality. Numeric ratings are assigned to each indicator as follows: Level 0: A rating of 0 is assigned if the indicator is not demonstrated. Level 1: A rating of 1 is assigned if the indicator is minimally demonstrated. Level 2: A rating of 2 is assigned if the indicator is partially demonstrated. Level 3: A rating of 3 is assigned if the indicator is adequately demonstrated. Level 4: A rating of 4 is assigned if the indicator is effectively demonstrated.

### 2.1.1.1 TARGET 2017-2018 Analytic Critical Thinking Rubric Not Met

**TARGET** The analytical critical thinking target using the analytical communication rubric for academic year 2017- 2018 is to exceed the average score from the previous year's assessment on a scale of 0 - 4. The average score for 2016-2017 was 2.47

**FINDINGS** The overall rubric score for analytical critical thinking for 2017-2018 was 2.12.

ANALYSIS OF FINDINGS

A drop of .35 led to the target not being met. The individual indicators that contributed to this score were Objectivity: 2.05; Use of Evidence: 2.18; Alternative Positions: 1.87; Organization 2.37; and Originality: 2.24.

2.1.1.2

TARGET

### 2018-2019 Analytic Critical Thinking Rubric

Met

TARGET

The analytical critical thinking target using the analytical communication rubric for academic year 2018- 2019 is to exceed the average score from the previous year's assessment on a scale of 0 - 4. The average score for 2017-2018 was 2.12

FINDINGS

The overall rubric score for analytical critical thinking for 2018-2019 was 2.49.

ANALYSIS OF FINDINGS

An increase of .37 led to the target being met. The individual indicators that contributed to this score were:

University Average

Objectivity: 2.52

Use of Evidence: 2.63

Alternative Positions: 2.05

Valid Argumentation: 2.56

Organization: 2.65

Originality: 2.49

On Campus

Objectivity: 2.44

Use of Evidence: 2.57

Alternative Positions: 1.82

Valid Argumentation: 2.48

Organization: 2.60

Originality: 2.38

Online

Objectivity: 3.59

Use of Evidence: 3.43

Alternative Positions: 3.55

Valid Argumentation: 3.41

Organization: 3.38

Originality: 3.45

Dual Enrollment

Objectivity: 2.07

Use of Evidence: 2.2  
Alternative Positions: N/A  
Valid Argumentation: 2.33  
Organization: 2.53  
Originality: 2.4  
Online Dual Enrollment  
Objectivity: 2.62  
Use of Evidence: 3.78  
Alternative Positions: 3.78  
Valid Argumentation: 3.78  
Organization: 3.78  
Originality: 3.78

#### MEASURE

### 2.1.2 Critical-Thinking Assessment Test

The Critical-thinking Assessment Test (CAT) is an external assessment administered to lower division students (mainly freshmen with some sophomores) and to seniors. It is used to assess the educational goal of analytical critical thinking. The CAT is valid and reliable and consists of 15 questions, with the majority requiring short-answer essay responses to evaluate 12 skill areas. (See the list below). The skill areas assessed by the CAT instrument correspond to the higher order cognitive skills in Bloom's Taxonomy (comprehension, application, analysis, synthesis, and evaluation). Student responses to the essay questions provide a better understanding of students' thought processes and their ability to think critically and creatively when confronted with real-world problems. The problems presented on the test are intrinsically interesting to students. Skill Areas Assessed by the CAT Instrument: 1. Separate factual information from inferences that might be used to interpret those facts. 2. Identify inappropriate conclusions. 3. Understand the limitations of correlational data. 4. Identify evidence that might support or contradict a hypothesis. 5. Identify new information that is needed to draw conclusions. 6. Separate relevant from irrelevant information when solving a problem. 7. Learn and understand complex relationships in an unfamiliar domain. 8. Interpret numerical relationships in graphs and separate those relationships from inferences. 9. Use mathematical skills in the context of solving a larger real-world problem. 10. Analyze and integrate information from separate sources to solve a complex problem. 11. Recognize how new information might change the solution to a problem. 12. Communicate critical analyses and problem solutions effectively. There are a total of 38 possible points that a student can

receive on the CAT. The CAT instrument directly involves faculty in the assessment process thereby allowing faculty to see their students' weaknesses and understand areas that need improvement. A detailed scoring guide helps insure good scoring reliability.

**2.1.2.1** TARGET  
**2017-2018 CAT Test** Partially Met

TARGET The analytical critical thinking achievement target using the CAT for 2017-2018 is to exceed the avg score from last year's assessment and to exceed the national avg. The avg score for 2016-2017 was 13.85 for lower division students and 17.03 for seniors.

FINDINGS For 2017-2018, the upper division average score was 18.54; and the lower division average was 14.34.

ANALYSIS OF FINDINGS The lower division students (those that are in the core classes) improved their scores and exceeded the national average of 13.66.  
Upper division students exceeded the previous year's scores but did not meet the national average of 19.04.

**2.1.2.2** TARGET  
**2018-2019 CAT Test** Not Met

TARGET The analytical critical thinking achievement target using the CAT for 2018-2019 is to exceed the avg score from last year's assessment and to exceed the national avg. The avg score for 2017-2018 was 14.34 for lower division students and 18.54 for seniors.

FINDINGS For 2018-2019, the upper division average score was 15.43; and the lower division average was 14.26.

ANALYSIS OF FINDINGS The lower division students (those that are in the core classes) had their scores drop this year but they still exceeded the national average of 13.66.  
Upper division students fell significantly below the previous year's scores and did not meet the national average of 19.04.

**2.1.3** MEASURE  
**Student Impressions Survey**

The Student Survey is conducted by Student Services to assess student satisfaction with the university and their views about the various activities at TMU. Included in this survey are ten questions asking about the core curriculum's contribution to their learning. Five questions

deal specifically with student learning outcomes in analytic critical thinking (some overlap the areas of oral and written communication. One component of this survey asks the following, "Please respond to the statement below: The general education requirements (core curriculum) have contributed to my ability: "to understand complex ideas." "to identify fallacies in oral and written communication." "to organize ideas in a logical and compelling manner." "to analyze and critique written and oral communication." "to think critically."

**2.1.3.1** TARGET  
**2017-2018 Student Impressions Survey: To Understand Complex Ideas** Met

TARGET The target for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 74.27%. This year's score: 86.78%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability to understand complex ideas has increased from the previous academic year.

**2.1.3.2** TARGET  
**2017-2018 Student Impressions Survey: To Organize Ideas in a Logical and Compelling Manner** Met

TARGET The goal for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 71.54%. This year's score: 80%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability to organize ideas in a logical and compelling manner has increased from the previous academic year.

**2.1.3.3** TARGET  
**2017-2018 Student Impressions Survey: To Identify Fallacies in Oral and Written Communication** Met

TARGET The target for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 62.79%. This year's score: 77.94%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability to identify fallacies in oral and written communication has increased from the previous academic year.

**2.1.3.4** TARGET  
**2017-2018 Student Impressions Survey: To Analyze and Critique Written and Oral Communication** Met

TARGET The goal for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 73.85%. This year's score: 79.41%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to analyze and critique written and oral communication has increased from the previous academic year.

**2.1.3.5** TARGET  
**2017-2018 Student Impressions Survey: To Think Critically** Met

TARGET The goal for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 79.23%. This year's score: 85.29%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability to think critically has increased from the previous academic year.

**2.1.3.6** TARGET  
**2018-2019 Student Impressions Survey: To Understand Complex Ideas**  
Not Met

TARGET The target for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 74%. This year's score: 60%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability in this area dropped 14%.

**2.1.3.7** TARGET  
**2018-2019 Student Impressions Survey: To Organize Ideas in a Logical and Compelling Manner** Not Met

TARGET The goal for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 80%. This year's score: 62%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability in this area dropped 16%.

**2.1.3.8** TARGET  
**2018-2019 Student Impressions Survey: To Identify Fallacies in Oral and Written Communication** **Not Met**

TARGET The target for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 78%. This year's score: 59%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability in this area dropped 19%.

**2.1.3.9** TARGET  
**2018-2019 Student Impressions Survey: To Analyze and Critique Written and Oral Communication** **Not Met**

TARGET The goal for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 79%. This year's score: 58%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability in this area dropped 21%.

**2.1.3.10** TARGET  
**2018-2019 Student Impressions Survey: To Think Critically** **Not Met**

TARGET The goal for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 85%. This year's score: 69%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability in this area dropped 16%.

**2.2** STUDENT LEARNING OUTCOME  
**Quantitative Critical Thinking**

The students will demonstrate an ability to effectively apply quantitative critical thinking strategies relative to problem analysis; data usage; graph and chart analysis; terminology and notations; and calculation errors.

## Action Plan

Action Plan for 2019-2020: See Action Item(s) below.

ACTION ITEM 1	CREATED	DUE	STATUS
<p>Action Plan for 2017-2018: In general, quantitative critical thinking improved significantly from the 2015/2016 to the 2016/2017 academic year; however, several specific aspects of critical thinking are still significant shortcomings within the academic population. Specifically, calculation errors were present in approximately 20% of the sample population. Furthermore, graph and chart analysis was also limited and approximately 17% of the sample population exhibited a deficiency in analysis ability. Problem analysis, data usage, and terminology and notation were effectively handled (90% or greater proficiency) within the academic population. The most recent action plan recommended a four-pronged approach to improving quantitative critical thinking at the institution including increased exposure to quantitative critical thinking experiences, implementation of Accuplacer for placement in math courses, increased access to math tutoring, and use of full time advisors. Progress in implementation has been made in each of these areas and, after a single year of data, appear to have had marked effects on student quantitative critical thinking abilities. The most paramount effect, the use of Accuplacer for math placement, has changed the approach many students are required to take in math courses leading to a higher ability to think quantitatively in courses the require such attributes. During the 2017/2018 academic year, campus-wide (on campus, MOWR, and online) implementation of Accuplacer will continue, which will allow all students to be effectively served in their</p>	10/31/2018	5/31/2018	Complete

education based on their mathematic and arithmetic proficiency and needs. In addition, during the 2017/2018 academic year, students will be partnered with academic advisors and with individual faculty throughout the year. Partnering every student with an academic advisor and a faculty mentor will sufficiently improve accountability in classroom attendance and allow students to have more individualized mentorship which is anticipated to improve desire to learn and improve the academic environment.

ACTION ITEM 2	CREATED	DUE	STATUS
<p>Action Plan for 2018-2019: Quantitative Critical Thinking --In general, quantitative critical thinking remained approximately the same from the 2016/2017 to the 2017/2018 academic year; however, several specific aspects of critical thinking continue to exhibit significant shortcomings within the academic population. Specifically, calculation errors were present in approximately 17% of the sample population. During the 2017/2018 academic year, proper usage of terminology and notation decreased compared to the previous assessment period. Graph and chart analysis remained deficient. Problem analysis and data usage were effectively handled (90% or greater proficiency) within the academic population. The most recent action plan recommended a four-pronged approach to improving quantitative critical thinking at the institution including increased exposure to quantitative critical thinking experiences, implementation of Accuplacer for placement in math courses, increased access to math tutoring, and use of full time advisors. Progress in implementation has been made in each of these areas and,</p>	10/31/2018	5/31/2019	Complete

after a single year of data, appear to have had marked effects on student quantitative critical thinking abilities. The most paramount effect, the use of Accuplacer for math placement, has changed the approach many students are required to take in math courses leading to a higher ability to think quantitatively in courses that require such attributes. As each prong of the action plan becomes more fully implemented and addition yearly data is collected, it is apparent that the improvements made in quantitative critical thinking since the 2015/2016 academic year have been consistent and appear to be sustainable. Although not specifically part of the general education core courses, math coursework is included in the majority of all degree programs (BA in Music Education does not require college level math). Inclusion of math courses in most degree programs continues to play an important role in development of higher level critical thinking skills within the university's student body that are reflected on this assessment tool. During the 2018/2019 academic year, campus-wide (on campus, dual enrollment, and online) implementation of Accuplacer will continue once again. This placement exam will continue to allow students to be well-served and effectively placed in appropriate math courses. The goal is to achieve 100% coverage of all students entering TMU regardless of program (on campus, dual enrollment, or online). As an additional component of this year's action plan, the Pilgram Marpeck School of STEM will evaluate the possibility to use Accuplacer testing to re-test senior students to allow comparisons of quantitative critical thinking

skills between incoming students and outgoing students.

**ACTION ITEM 3**

**CREATED**

**DUE**

**STATUS**

Action Plan for 2019-2020: Quantitative Critical 6/3/2019

5/31/2020

Planned

Thinking --Quantitative critical thinking scores decreased from the 2017/2018 to the 2018/2019 academic year and the target for improvement was not met. Several specific aspects of critical thinking continue to exhibit significant shortcomings within the tested academic population. Calculation errors were present in approximately 29% of the sample population. Errors in analysis of the problem occurred in 25% of the population. Errors in graph and chart analysis occurred in 23% of the sample population. Correct data usage and correct terminology and nomenclature usage were of lesser concerns (7% and 18% error rate, respectively). In order to address these shortcomings and errors in the three most critical areas of quantitative critical thinking it is important to recognize that the skills that were lacking all related to mathematical and algebraic information processing. This problem is not a symptom of failure in a single course within the general education core, but is a symptom of limited course content and learning related to quantitative skills within the general education core and most degree programs as a whole. It is also important to address that the entire quantitative critical thinking data set is comprised of data collected from two one-credit courses. In order to improve quantitative critical think skills in the student body at Truett McConnell University, more extensive revisions to the general education core to bolster a more equal distribution of courses within each key area of

interest (quantitative critical thinking, analytical critical thinking, Christian worldview, oral communication, and written communication) may be beneficial. The most recent action plan recommended a four-pronged approach to improving quantitative critical thinking at the institution including increased exposure to quantitative critical thinking experiences, implementation of Accuplacer for placement in math courses, increased access to math tutoring, and use of full time advisors. Progress in implementation has been made in each of these areas. Significant improvements were apparent in the 2017/2018 dataset, but after two year of data, the marked effects on student quantitative critical thinking abilities seems to have reversed substantially. It is interesting to note that the most paramount effect, the use of Accuplacer for math placement, had changed the approach many students were required to take in math courses leading to a higher ability to think quantitatively in courses that require such attributes. The number of student being required to take Accuplacer dropped during the 2018/2019 admissions period due to higher numbers of students entering the university with previous university level math experience via dual enrollment programs. With lower percentages of students completing Accuplacer, prior to matriculation it is increasingly difficult to assess the action plan currently used. Increasing baseline testing of critical thinking via Accuplacer could be very beneficial to address shortcomings in quantitative critical thinking. 2018/2019 Action Plan Continued use of the four-pronged action plan for quantitative critical thinking (now in its

third year) will be beneficial as TMU addresses its shortcomings related to this assessment item. In addition, increasing Accuplacer testing in all students would be very beneficial. The STEM program will assess additional ways to implement Accuplacer in order to capture data from more students regardless of previous university math experience or other barriers to completion.

## 2.2.1 MEASURE Quantitative Critical Thinking Rubric

The Quantitative Critical Thinking Rubric is an internal assessment that is used to assess quantitative critical thinking in the core. The quantitative critical thinking instrument measures student abilities relative to the following indicators: Problem Analysis; Data Usage; Graph and Chart Analysis; Terminology and Notations; and Calculation Errors. Numeric ratings are assigned to each indicator as follows: Level 1: A rating of 1 is assigned if the indicator is not demonstrated. Level 2: A rating of 2 is assigned if the indicator is partially demonstrated. Level 3: A rating of 3 is assigned if the indicator is adequately demonstrated. Level 4: A rating of 4 is assigned if the indicator is effectively demonstrated.

### 2.2.1.1 TARGET 2017-2018 Quantitative Critical Thinking Rubric Not Met

TARGET	The quantitative critical thinking achievement target using the quantitative critical thinking rubric for academic year 2017- 2018 is to exceed the average score from the previous year's assessment on a scale of 1-4. The avg. score for 2016-2017 was 3.39.
FINDINGS	The rubric average for 2017-2018 was 3.34
ANALYSIS OF FINDINGS	A slight drop of .05 resulted in the target not being met. The individual indicators that contributed to this finding were--Problem Analysis: 3.33; Data Usage: 3.66; Graph and Chart Analysis: 3.33; Terminology and Notations: 3.17 and Calculation Errors: 3.21.

### 2.2.1.2 TARGET 2018-2019 Quantitative Critical Thinking Rubric Not Met

TARGET	The quantitative critical thinking achievement target using the quantitative critical thinking rubric for academic year 2018- 2019 is to exceed the average score from the previous year's assessment on a scale of 1-4. The avg. score for 2017-2018 was 3.34.
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FINDINGS

The rubric average for 2018-2019 was 3.15

ANALYSIS OF FINDINGS

A slight drop of .19 resulted in the target not being met. The individual indicators that contributed to this finding were:

Problem Analysis: 3.0

Data Usage: 3.55

Graph and Chart Analysis: 3.14

Terminology and Notations: 3.12

Calculation Errors: 2.95

3

GOAL

Christian Worldview

The student’s ability to understand, articulate, assess, and demonstrate a Christian worldview will improve after exposure to a variety of courses either that are taught from a Christian worldview perspective or that directly teach Christian worldview concepts.

3.1

STUDENT LEARNING OUTCOME

Christian Worldview

The students will demonstrate increased abilities to recognize and understand facts related to the Christian worldview, to communicate concepts related to the Christian worldview and its competitors; to assess and analyze both their own worldview and that of others; and to effectively apply and demonstrate the Christian worldview in practice.

Action Plan

Action Plan for 2019-2020: See Action Item(s) below.

ACTION ITEM 1	CREATED	DUE	STATUS
Action Plan for 2017-2018: 1) MI 251 plans to add a Creation to Christ presentation to the class to work on application and demonstration. 2) FA 110 is planning to do a before and after exercise so the instructor can measure the impact of the class. 3) CS 101 and CS 322 are going to look at developing some question to understand the intersection of the	10/31/2018	5/31/2018	Complete

information covered to culture so that we might be able to measure some application in the 2018-2019 cycle.

ACTION ITEM 2	CREATED	DUE	STATUS
<p>Action Plan for 2018-2019: Christian Worldview</p> <p>- Analysis of Findings 1) How should faculty interpret the rubric and implement it in a consistent manner? Faculty determined that the most significant challenge to the consistent interpretation and implementation of the rubric was a lack of specific definitive elements constituting a Christian Worldview. The faculty believe it necessary to rework the rubric itself in order for it to reflect specific measurable elements within a Christian Worldview. This should increase consistency among faculty by eliminating some of the subjectivity that might exist from one faculty member to the other in reference to worldview. 2) What specific measures will be implemented to improve areas not meeting goals. First, faculty have determined that reworking the rubric will allow more effective adjustment to the measures to more accurately measure the necessary elements of a CWV. Second, two specific adjustments have been suggested that will improve the measured categories. (1) The Christian Studies classes (CS101, CS322) have determined that Recognition and Understanding category can be improved by faculty determining specific content topics that more directly impact worldview and indicate in class how those topics impact a worldview. For example, the sufficiency of Scripture is a topic covered in both courses, and greatly impacts the development of a CWV. In reference to the Articulation category, those topics identified by</p>	10/31/2018	5/31/2019	Complete

the faculty can then be specifically included in measures. (2) The Music Appreciation class is now implementing an additional element that will improve student performance in both Assessment and Analysis and Application and Demonstration. The course introduces various worldviews throughout the semester. Faculty will include a class discussion that leads students to critique each worldview from a Christian worldview perspective. The skills required to be able to offer that critique would include both the ability to assess the presented worldview, and the application of a CWV for a baseline with which to measure the presented worldview. 3. The categories did not show significant improvement. Faculty determined that a lack of definitive elements of which to focus upon caused the plan to be less than effective. The plan for this cycle of reassessing and adjusting the rubric will allow for more definitive measures that can present a more accurate interpretation. 4. The goals were not met in any category. 5. Faculty have not determined any external measures that could be helpful in validating student learning for CWV rubric.

ACTION ITEM 3	CREATED	DUE	STATUS
Action Plan for 2019-2020: Christian Worldview (Rubric and Student Impressions) --While this year has not produced a new rubric, conversations have been started that will hopefully result in a new rubric next year. The faculty felt that the lack of a clear definition of what TMU understands as constituting a Christian Worldview (CWV) resulted in a rubric that was too nebulous and therefore hard to evaluate consistently. Therefore, the production of a new rubric will begin with the	12/29/2018	5/31/2020	Planned

Core Coordinator facilitating the Theology and Missions faculty going through the process of defining a Christian Worldview, more accurately a Biblical Worldview, that then will be reviewed by the administration. Once a CWV is defined, a more specific rubric can be created. In addition, given that this rubric is evaluated by a wide variety of classes (from bible, to theology, to Fine Arts, to English, and this year even Biology), the reviewers suggested that some level of consistency would also be achieved by looking at the data one class at a time before looking at it as a global average. It is suggested, therefore, that after the Core Coordinator gets the data, that he calculate averages and standard deviation for individual courses. If the data from these courses has major variation, he will then contact the area dean who will then convene a meeting with the faculty responsible for all the sections of those courses and discuss with them what might have caused the variation in the data. This will help determine if this is a lack of understanding on how to evaluate the rubric or if this is truly due to variations in the student population. Due to the specificity of this goal, a mild discussion on the topic again did not provide any external measure to supplement our data on CWV in the future. Given the plan to change the rubric, due to issues with the current rubric, a detailed analysis of each category was not seen as beneficial at the present time. Overall, though, this rubric did meet its target within a reasonable margin of error. The fine arts class did implement last year's action plan in one section as a test run. This additional element will improve student performance in both

Assessment and Analysis and Application and Demonstration. The course introduces various worldviews throughout the semester. Faculty will include a class discussion that leads students to critique each worldview from a Christian worldview perspective. The skills required to be able to offer that critique would include both the ability to assess the presented worldview, and the application of a CWV for a baseline with which to measure the presented worldview. Since this element was deemed beneficial, it will be continued next year in all sections. This will provide more data that will allow us to evaluate better the long-term effectiveness of this approach. The Christian Studies classes will continue to find ways to help students understand the connection between topics like the sufficiency of scriptures and the Christian Worldview.

### 3.1.1 MEASURE Christian Worldview Rubric

The Christian Worldview Rubric is an internal assessment that is used to assess the Christian worldview component of the core. This Christian Worldview instrument measures each student's ability in regard to the Christian worldview in regard to: Recognition and Understanding, Articulation, Assessment and Analysis, and Application and Demonstration. Numeric ratings are assigned to each indicator as follows: Level 0: A rating of 0 is assigned if the indicator is not demonstrated. Level 1: A rating of 1 is assigned if the indicator is minimally demonstrated. Level 2: A rating of 2 is assigned if the indicator is partially demonstrated. Level 3: A rating of 3 is assigned if the indicator is adequately demonstrated. Level 4: A rating of 4 is assigned if the indicator is effectively demonstrated.

#### 3.1.1.1 TARGET 2017-2018 Christian Worldview Rubric Met

TARGET The Christian Worldview achievement target using the Christian Worldview rubric for 2017-2018 is to exceed the average score from the previous year's assessment. The average score for 2016-2017 was 2.57.

FINDINGS

Goal Met: The Oncampus score rose from 2.57 to 2.77. The online score was also measured this year and was a 2.95.

ANALYSIS OF  
FINDINGS

On Campus: An increase of .20 resulted in the target being met. The individual indicators that contributed to the overall findings were--Recognition and Understanding 2.78; Articulation 2.79; Assessment and Analysis 2.74; Application and Demonstration 2.77.

Online: Since this was the first time online scores were measured as separate from on Campus scores, no specific goals were made. The individual indicators that contributed to the overall findings were--Recognition and Understanding 2.73; Articulation 2.75; Assessment and Analysis 3.27; Application and Demonstration 3.05.

The findings show student learning outcomes in both programs were similar.

1) How should faculty interpret the rubric and implement it in a consistent manner?

Faculty determined that the most significant challenge to the consistent interpretation and implementation of the rubric was a lack of specific definitive elements constituting a Christian Worldview. The faculty believe it necessary to rework the rubric itself in order for it to reflect specific measurable elements within a Christian Worldview. This should increase consistency among faculty by eliminating some of the subjectivity that might exist from one faculty member to the other in reference to worldview.

2) What specific measures will be implemented to improve areas not meeting goals.

First, faculty have determined that reworking the rubric will allow more effective adjustment to the measures to more accurately measure the necessary elements of a CWV.

Second, two specific adjustments have been suggested that will improve the measured categories. (1) The Christian Studies classes (CS101, CS322) have determined that Recognition and Understanding category can be improved by faculty determining specific content topics that more directly impact worldview and indicate in class how those topics impact a worldview. For example, the sufficiency of

Scripture is a topic covered in both courses, and greatly impacts the development of a CWV. In reference to the Articulation category, those topics identified by the faculty can then be specifically included in measures. (2) The Music Appreciation class is now implementing an additional element that will improve student performance in both Assessment and Analysis and Application and Demonstration. The course introduces various worldviews throughout the semester. Faculty will include a class discussion that leads students to critique each worldview from a Christian worldview perspective. The skills required to be able to offer that critique would include both the ability to assess the presented worldview, and the application of a CWV for a baseline with which to measure the presented worldview.

3. The categories did not show significant improvement. Faculty determined that a lack of definitive elements of which to focus upon caused the plan to be less than effective. The plan for this cycle of reassessing and adjusting the rubric will allow for more definitive measures that can present a more accurate interpretation.

4. The goals were not met in any category.

5. Faculty have not determined any external measures that could be helpful in validating student learning for CWV rubric.

3.1.1.2

TARGET

2018-2019 Christian Worldview Rubric Met

TARGET

To exceed the avg score from the previous year's assessment using the Christian Worldview Rubric. The avg score in 2017-2018 for on campus was 2.77 and online was 2.95 for an overall avg score of 2.86.

FINDINGS

Goal Partially Met: The on campus score rose from 2.77 to 2.88 while the online score fell to 2.80 resulting in an overall campus average of 2.87.

ANALYSIS OF FINDINGS

While the target was reached by the university at large and by the on campus courses, there was a decline in the online courses. The individual indicators that contributed to the overall findings were:

University Average

Recognition and Understanding: 2.88

Articulation: 2.79

Assessment and Analysis: 2.91

Application and Demonstration: 2.90

On Campus  
 Recognition and Understanding: 2.88  
 Articulation: 2.78  
 Assessment and Analysis: 2.94  
 Application and Demonstration: 2.90  
 Online  
 Recognition and Understanding: 2.84  
 Articulation: 2.80  
 Assessment and Analysis: 2.71  
 Application and Demonstration: 2.86

**3.1.2** MEASURE  
**Student Impressions Survey**

The Student Survey is conducted by Student Services to assess student satisfaction with the university and their views about the various activities at TMU. Included in this survey are ten questions asking about the core curriculum’s contribution to their learning. Three questions deal specifically with student learning outcomes regarding Christian Worldview. One component of this survey ask the following, “Please respond to the statement below: The general education requirements (core curriculum) have contributed to my ability: ”to analyze and understand the worldview of others.” ”to understand the biblical basis of the Christian worldview.” ”to understand how worldview influences music, art, literature, and culture.”

**3.1.2.1** TARGET  
**2017-2018 Student Impressions Survey: Analyze and Understand Other Worldviews** Met

TARGET The goal for this academic year is to meet or exceed the percentage of students who answered “agree” or “strongly agree.”

FINDINGS Last year’s score: 82.17%. This year’s score: 83.09%.

ANALYSIS OF FINDINGS The students’ perception that the core curriculum is contributing to their ability to understand complex ideas has increased from the previous academic year.

**3.1.2.2** TARGET  
**2017-2018 Student Impressions Survey: Understand the Biblical Basis of the Christian Worldview** Not Met

TARGET The goal for this academic year is to meet or exceed the percentage of students

who answered "agree" or "strongly agree."

FINDINGS Last year's score: 93.07%. This year's score: 86.78%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability to understand complex ideas has decreased from the previous academic year.

**3.1.2.3** TARGET  
**2017-2018 Student Impressions Survey: Understand How Worldview Influences Music, Art, Literature, and Culture** **Met**

TARGET The goal for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 68.21%. This year's score: 71.64%.

ANALYSIS OF FINDINGS Last year's score: 68.21%. This year's score: 71.64%. to understand complex ideas has increased from the previous academic year.

**3.1.2.4** TARGET  
**2018-2019 Student Impressions Survey: Analyze and Understand Other Worldviews** **Not Met**

TARGET The goal for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 83%. This year's score: 70%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability decreased 13%.

**3.1.2.5** TARGET  
**2018-2019 Student Impressions Survey: Understand the Biblical Basis of the Christian Worldview** **Not Met**

TARGET The goal for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."

FINDINGS Last year's score: 87%. This year's score: 80%.

ANALYSIS OF FINDINGS The students' perception that the core curriculum is contributing to their ability decreased 7%.

**3.1.2.6** TARGET  
**2018-2019 Student Impressions Survey: Understand How Worldview Influences Music, Art, Literature, and Culture** **Not Met**

TARGET	The goal for this academic year is to meet or exceed the percentage of students who answered "agree" or "strongly agree."
FINDINGS	Last year's score: 72.1%. This year's score: 56%.
ANALYSIS OF FINDINGS	The students' perception that the core curriculum contributed to their ability in this area decreased 16%.

## Project Attachments (15)

ATTACHMENTS	FILE SIZE
 Core Curriculum Assessment Presentation 2018-2019.pdf	412KB
Core Curriculum Assessment Presentation 2018-2019.pptx	846KB
 RR Christian Worldview--2018-2019.pdf	473KB
 RR Critical Thinking Analytic--2018-2019.pdf	501KB
 RR Critical Thinking Quantitative 2018-2019.pdf	444KB
 RR Oral Communication--2018-2019.pdf	457KB
 RR Written Communication--2018-2019.pdf	484KB
 Rubric Summary--Christian Worldview.pdf	450KB
 Rubric Summary--Critical Thinking Analytical.pdf	259KB
 Rubric Summary--Critical Thinking Quantitative.pdf	244KB
 Rubric Summary--Oral Communication.pdf	250KB
 Rubric Summary--Written Communication.pdf	249KB
 Summary of Use of Results - Gen Ed 2018-2019.pdf	98KB
 Truett_McConnell_Univ_CAT_Report_May_2019.pdf	398KB

ATTACHMENTS

FILE SIZE



Truett\_McConnell\_Univ\_CAT\_Report\_May\_2019\_by\_Degree.pdf

151KB