Pepperdine University
Office of Institutional Effectiveness

CRITICAL THINKING CORE COMPETENCY REPORT

2017 – 2018

Report prepared Fall 2018
Source: LiveText course assessment, 2017

www.pepperdine.edu/oie

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Introduction of Critical Thinking

The Critical Thinking Core Competency was assessed in Fall 2017, Spring 2018 and Summer 2018. A sample of 288 students participated. The majority of the student sample came from Seaver College. The Seaver College sample was 12 percent of the entire Seaver student population. This study collected 349 artifacts, or samples of students' work. Types of artifacts (student assignments) included but were not limited to, research papers, business strategy projects, and dramaturgical guides. Students submitted their artifacts online to the assessment software, LiveText, where the professors then scored the artifacts using a rubric (included on the following page).

Two sets of evaluators scored the student artifacts: the Seaver College General Education Learning Innovators (GELI) Committee members and the course or division professors that taught the course or were from their program. GELI is a Seaver College committee tasked with planning and overseeing general education and core competency assessment. Students' work (artifacts) were scored by the faculty from their program. The GELI Committee scored a small sample of work for comparison and to establish reliability of the scores. Table One shows the number of assessors to the number of artifacts. For example, a course with a number of 5 artifacts, and a number of 7 assessments, means that two of the artifacts were scored twice (once by the professor, and once by a GELI member,) while the remainder of the artifacts were scored just once.

This report will provide an overview of Critical Thinking assessment and will depict the assessment results by each school, division and class level.

DEFINITION OF CRITICAL THINKING

"Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion."

--- AAC&U CRITICAL THINKING VALUE RUBRIC

CRITICAL THINKING OUTCOME

Students will be able to think critically and creatively, communicate clearly, and act with integrity.

Critical Thinking Value Rubric

	Exceptional 4	Mastery 3	 2	Minimal 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student s position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

WASC Information on the Five Core Competencies

The five core competencies – writing, oral communication, quantitative reasoning, critical thinking, and information literacy – are critical higher-order intellectual skills for students to develop in order to be successful at school, at work, and in their private and civic lives. Accordingly, WSCUC's institutional review process calls upon institutions to describe how the curriculum addresses each of these competencies, explain their learning outcomes in relation to the core competencies, and demonstrate the extent to which these outcomes are achieved.

The 2013 Handbook of Accreditation, Criteria for Review 2.2a states:

"Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. Component 4 (Educational Quality) of the Institutional Review Process asks for institutions "to describe how the curriculum addresses each of the five core competencies, explain their learning outcomes in relation to those core competencies, and demonstrate, through evidence of student performance, the extent to which those outcomes are achieved."

Participants in the Assessment of Critical Thinking

Critical thinking, as defined by AAC&U, is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
Two of the Pepperdine University schools participated in the assessment of the Critical Thinking core competency between fall 2017 and summer 2018: (1) Seaver College and (2) the School of Law.

Thirteen undergraduate programs and two graduate programs from Seaver College participated:

1. American Studies (graduate program)
2. Biology
3. Business Administration
4. Chemistry
5. Economics
6. Education
7. French
8. Nutrition
9. Philosophy
10. Physics
11. Psychology
12. Religion (graduate and undergraduate)
13. Sociology
14. Theater

From the School of Law, two courses participated in fall 2017: (1) Law 1422 and (2) Law 1492.

Outcomes

The Pepperdine Critical Thinking Outcome, based on the AAC&U Critical Thinking Value Rubric, is stated as follows:

Students will be able to think critically and creatively, communicate clearly, and act with integrity.

This outcome is measured along five dimensions:

- *Explanation of issues:* Exceptional students will state the problem or issue clearly and describe it comprehensively, delivering all relevant information necessary for full understanding.
- *Evidence (selecting and using information to investigate a point of view or conclusion):* Exceptional students will take information from source(s) with enough interpretation or evaluation to develop a comprehensive analysis or synthesis, with viewpoints of experts questioned thoroughly.
- *Influence of context and assumptions:* Exceptional students will thoroughly (systematically and methodically) analyze their own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.
- *Student's position (perspective, thesis/hypothesis):* Exceptional students will adopt a specific position (perspective, thesis/hypothesis) that is imaginative, taking into account the complexities of an issue, while acknowledging the limits of the position and synthesizing others' points of view within the position.
- *Conclusions and related outcomes (implications and consequences):* Exceptional students will generate conclusions and related outcomes (consequences and implications) that are logical and reflect informed evaluation and an ability to place evidence and perspectives discussed in priority order.

Methodology

To assess the core competency of Critical Thinking across the Institution, assessment leaders asked programs to submit scored rubrics and students' work using the AAC&U VALUE rubric for Critical Thinking. Whenever possible, this data was submitted from capstone or senior level courses in order to reflect student learning at the point of graduation. Scores were entered into LiveText and compiled by assessment staff in the Office of Institutional Effectiveness.

The assessed artifacts came in a wide variety of forms—including research papers, biblical exegesis papers, case studies, exams, dramaturgical guides, journal manuscripts and cover letters, and the results of an argument reconstruction and evaluation activity.

Each applicable dimension of the rubric was scored on a four-point scale, with 1 representing **minimal** demonstration of critical thinking skills, 2 and 3 representing good to very good **mastery** of critical thinking skills, and 4 representing **exceptional** demonstration of critical thinking skills. Scores in the minimal area primarily demonstrated a very basic level of critical thinking and indicated a lack of competency along one or more of the five dimensions of Pepperdine's Critical Thinking Learning Outcome. Scores in the exceptional area, however, indicated exceptional mastery of the material at the level of a graduate student or career professional. To achieve a ranking in the mastery or exceptional categories, students needed to demonstrate a level of critical thinking that exemplifies all or most of the five dimensions described above.

Overall Performance

Overall, the results of the assessment indicate that Pepperdine students are reaching the desired levels of critical thinking, as measured along the five dimensions of the Critical Thinking learning outcome (which correspond to the five dimensions of the VALUE rubric for critical thinking). According to the expected benchmark for critical thinking, 75% of students should reach a mastery (2) level or higher in each dimension of the outcome. The percentage of students reaching this level ranged from a low of 87% (in both the "influence of context and assumptions" and "student's position" dimensions) to a high of 92% (in the "explanation of issues" dimension). In the "explanation of issues" dimension, the majority of students scored at the mastery (3) level; for the remaining four dimensions, the majority of students scored at the mastery (2) level.

In each of the rubric dimensions, the 153 students assessed during the fall 2017 term averaged a higher score than the 188 students assessed during the spring 2018 and the 8 students assessed during the summer 2018 term. (This appears to be partially explained by the fact that most of the higher-scoring courses—such as NUTR 499, PHIL 290, LAW 1422, and LAW 1492—were assessed in the fall.) Scores did not vary much by resident status in most dimensions, although international students did average noticeably lower scores in the "evidence" and "influence of context and assumptions" dimensions. The 51 graduate students scored at a higher average level than the 298 undergraduate students in each dimension, although the difference in the "influence of context and assumptions" dimension was negligible.

Here are the average scores on each dimension for the 349 students who were assessed:

- Explanation of issues: 2.85
- Evidence: 2.58
- Influence of context and assumptions: 2.42
- Student's position: 2.67
- Conclusions and related outcomes: 2.65

Undergraduate Results, Disaggregated by Division

- Business Administration (BA 497): The students assessed in BA 497 averaged a score that was lower than the university average in four of the five dimensions. (Results of the "student's position" dimension are not available.) Business students scored the lowest in the "Conclusions and related outcomes" dimension (2.08), and scored the highest in the "Explanation of issues" dimension (2.81). There were three dimensions in which the 3 Black or African American students scored at a higher average level than the average level of each of the other ethnicities: "Explanation of issues," "Influence of context and assumptions," and "Conclusions and related outcomes."
- Fine Arts (THEA 312): The 5 students assessed in THEA 312 scored lower than the University's average in each of the rubric dimensions. Students scored the lowest in "Conclusions and related outcomes" (2.00) and scored the highest in "Explanation of issues" (2.57). All 5 students were Caucasian and female.

- Humanities & Teacher Education (EDUC 461 (Fall 2017 & Spring 2018)): The 28 students assessed in EDUC 461 averaged a lower score than the rest of the University's average in each dimension. Of the 28 students, 26 were female.

- International Studies and Languages (FRE 348, FRE 492): The students assessed in FRE 348 and FRE 492 averaged scores that were close to the university average in all dimensions except the "student's position" dimension.

- Natural Science (NUTR 499, BIOL 491, CHEM 311, PHYS 490): Of the 63 students assessed in the Natural Science division, the 9 Asians had the highest average scores in all dimensions in comparison to the other ethnicities. All 7 NUTR 499 students scored at least a 3 in each dimension and had the highest averages in comparison to the other natural sciences. As a division, the average scores were closely aligned with the university averages.

- Religion & Philosophy (PHIL 290, REL 302, REL 312, REL 330, REL 340, REL 451, REL 491, REL 513, REL 520, REL 524, REL 547): The 35 students assessed from the Religion & Philosophy division were spread across 11 courses. The bulk of the students (21) were in one course, PHIL 290. Of the 35 students, 15 were seniors, 11 were juniors, and 9 were sophomores. Sophomores had higher average scores in all dimensions except for "Student's position". Juniors and sophomores had higher average scores in all dimensions in comparison to seniors. As a division, the average scores aligned closely with the University averages.

- Social Science (ECON 410, PSYC 494, SOC 497): Of the 22 students assessed, 12 were male and 10 were female. Females scored higher on average than males in each of the five dimensions. All 5 of the PSYC 494 students scored a 4 in all dimensions. The Social Science division's average scores were slightly higher than the University average in all dimensions.

Graduate Results

- Humanities & Teacher Education (AMST 620): The 8 students assessed in AMST 620 averaged scores that were in relatively close alignment with the University averages.

- School of Law (LAW 1422, LAW 1492): Of the 38 students participating in the School of Law assessment, 15 were male and 23 were female. Students were assessed on three of the five dimensions: "Explanation of issues," "Evidence," and "Conclusions and related outcomes." Females scored higher averages in all three dimensions than the males. The School of Law participants averaged significantly higher scores in two dimensions ("Explanation of issues" and "Conclusions and related outcomes") and slightly higher scores in the "Evidence" dimension.

Benchmark Levels

The following table shows the percentage of students in each course (N ≥ 10) who scored at the milestone (2) level or higher for each outcome:

Course	Explanation of issues	Evidence	Influence of context and assumptions	Student's position	Conclusions and related outcomes
AMST 620*	88%	92%	84%	82%	84%
BA 497	95%	95%	87%	N/A	75%
BIOL 491	88%	89%	88%	86%	91%
CHEM 311	65%	75%	82%	N/A	93%
ECON 410	85%	85%	100%	85%	85%
EDUC 461 (F17)	100%	76%	88%	82%	88%
EDUC 461 (S18)	83%	75%	58%	75%	67%
LAW 1422 (01)*	100%	N/A	N/A	100%	100%
LAW 1422 (02)*	100%	N/A	N/A	83%	100%
LAW 1492 (01)*	100%	N/A	N/A	100%	100%
LAW 1492 (02)*	100%	N/A	N/A	100%	100%
PHIL 290	100%	90%	90%	100%	100%
PHYS 490	100%	85%	77%	54%	85%

* Graduate course

Although the sample sizes were small (N < 10) in some of the courses, the university-wide sample size (349) was robust. Of the 13 courses that had an N of 10 or more, 10 of those courses reached the benchmark competency level in all five dimensions of the learning outcome. The other three courses reached the benchmark competency level in at least three of the five dimensions.

The results described in the above sections indicate that the University is meeting its learning outcome for the Critical Thinking core competency. One area of concern, however, is the number of different types of artifacts that were assessed using the same rubric. As mentioned above, the artifacts assessed included research papers, biblical exegesis papers, case studies, exams, dramaturgical guides, journal manuscripts and cover letters, and the results of an argument reconstruction and evaluation activity. In future assessments, it might be more fruitful to strive for a greater degree of unity among the assessment strategies and artifact types.

Overall program participation was broad, with at least one program represented from seven out of the eight divisions at Seaver College. There were, however, several important programs not represented; for example, there was no program representation from the Communication division. The Teacher Education program and the American Studies program represented the Humanities & Teacher Education division, but none of the other Humanities programs were represented.

Despite these areas of concern, this assessment and analysis indicates that the University is meeting and, in some cases, exceeding expectations for the Critical Thinking outcome.

Participated Programs Summary Table

NOSA: Number of student artifacts or assignments
NOA: Number of assessments or evaluators (GELI = 6, Program Assessors = 25)
*Assignments can be assessed by more than one assessor

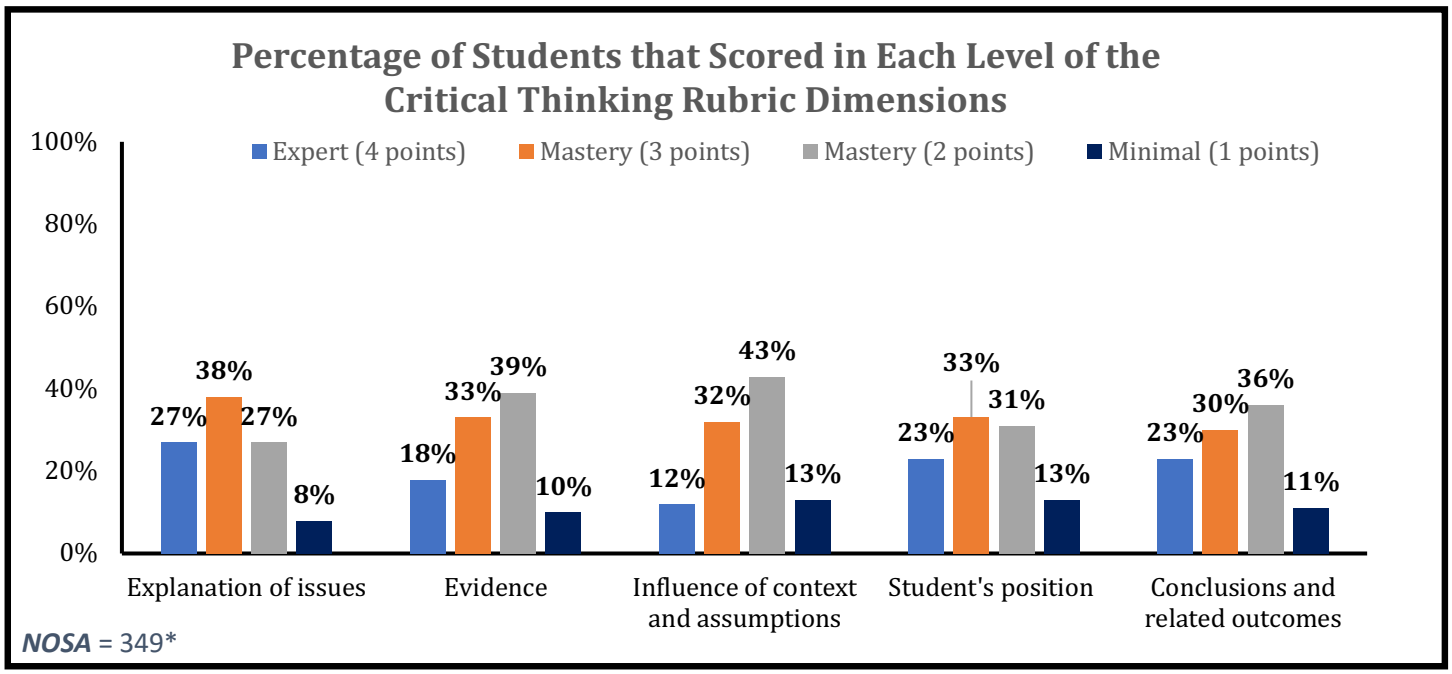
Table One

DIVISION	TERM	COURSE CODE	N of Student Artifacts (NOSA)	N of Assessments (NOA)
Business Administration	Spring 2018	BA 497	65	84
Fine Arts	Spring 2018	THEA 312	5	7
Humanities and Teacher Education	Fall 2017	AMST 620	16	50
		EDUC 461	17	17
	Spring 2018	EDUC 461	11	12
International Studies and Languages	Fall 2017	FRE 348	5	5
	Summer 2018	FRE 492	8	8
Natural Science	Fall 2017	NUTR 499	7	7
	Spring 2018	BIOL 491	58	118
		CHEM 311	17	17
		PHYS 490	10	15
Religion and Philosophy	Fall 2017	PHIL 290	21	21
		REL 302	4	4
		REL 312	4	4
		REL 330	5	5
		REL 340	5	5
	Spring 2018	REL 451	2	4
		REL 497	7	10
		REL 513	1	2
		REL 520	1	2
		REL 524	2	3
		REL 547	2	2
Social Science	Fall 2017	ECON 410	10	14
		PSYC 494	5	5
	Spring 2018	SOC 497	7	7
SEAVER SUBTOTAL			**279**	**378**
School of Law	Fall 2017	Law 1422	33	33
		Law 1492	29	29
TOTAL			**349**	**490**

**The courses highlighted are graduate courses*

Overall Student Performance Table

Dimensions	Expert 4 point	Mastery 2 Above Expectation 3 point	Mastery 1 Expected 2 point	Below Expectation 1 point
Explanation of issues	27%	38%	27%	8%
Evidence	18%	33%	39%	10%
Influence of context and assumptions	12%	32%	43%	13%
Student's position	23%	33%	31%	13%
Conclusions and related outcomes	23%	30%	36%	11%



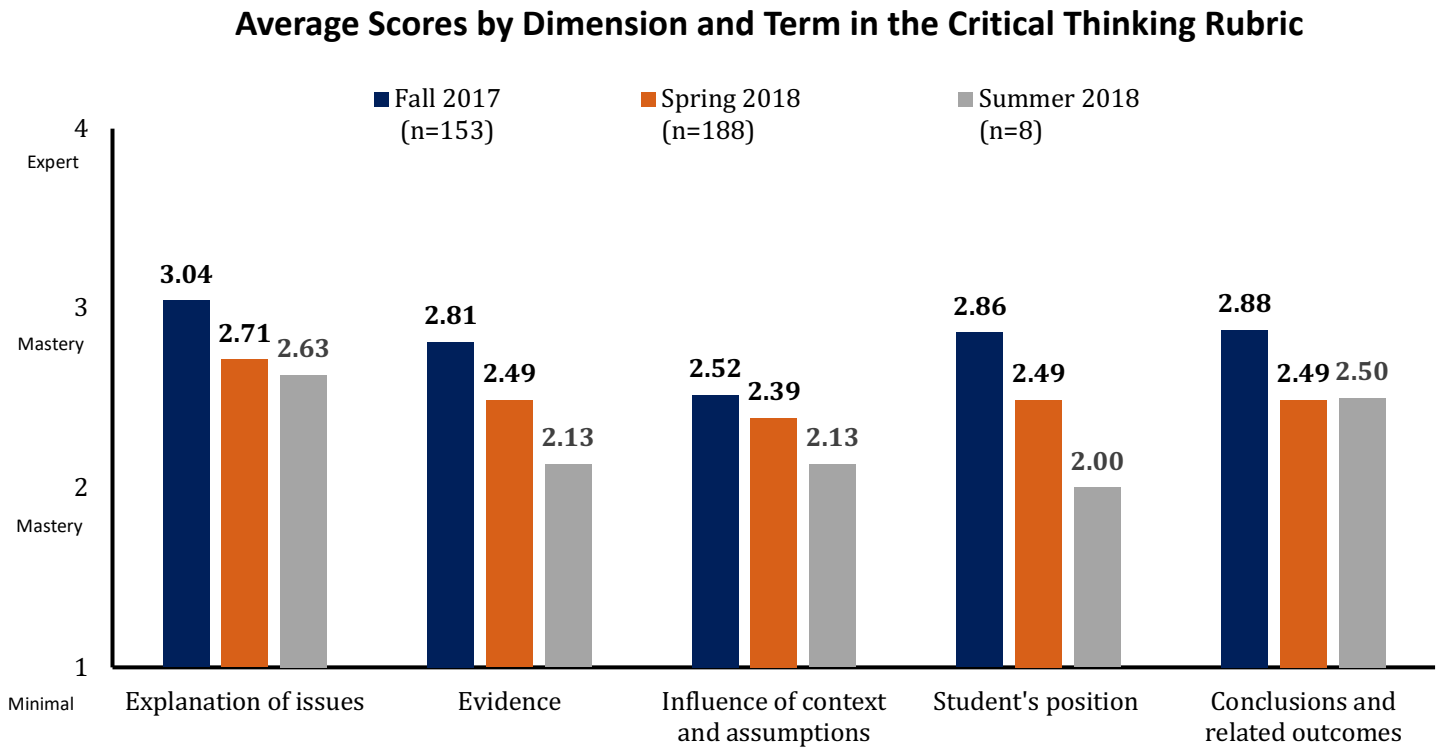
**This number represents the number of artifacts*

BENCHMARK

EXPERT	Mastery (3)	Mastery (2)	Minimal
At least 10-15%	**Between 35-40%**	**Between 35-40%**	**under 10-15%**

Findings: The majority of students scored in the "Mastery" level for all dimensions of the rubric, with slightly more scoring in the Mastery (2) level in all dimensions except for "Explanation of Issues," where the majority of students scored in the Mastery (3) level.

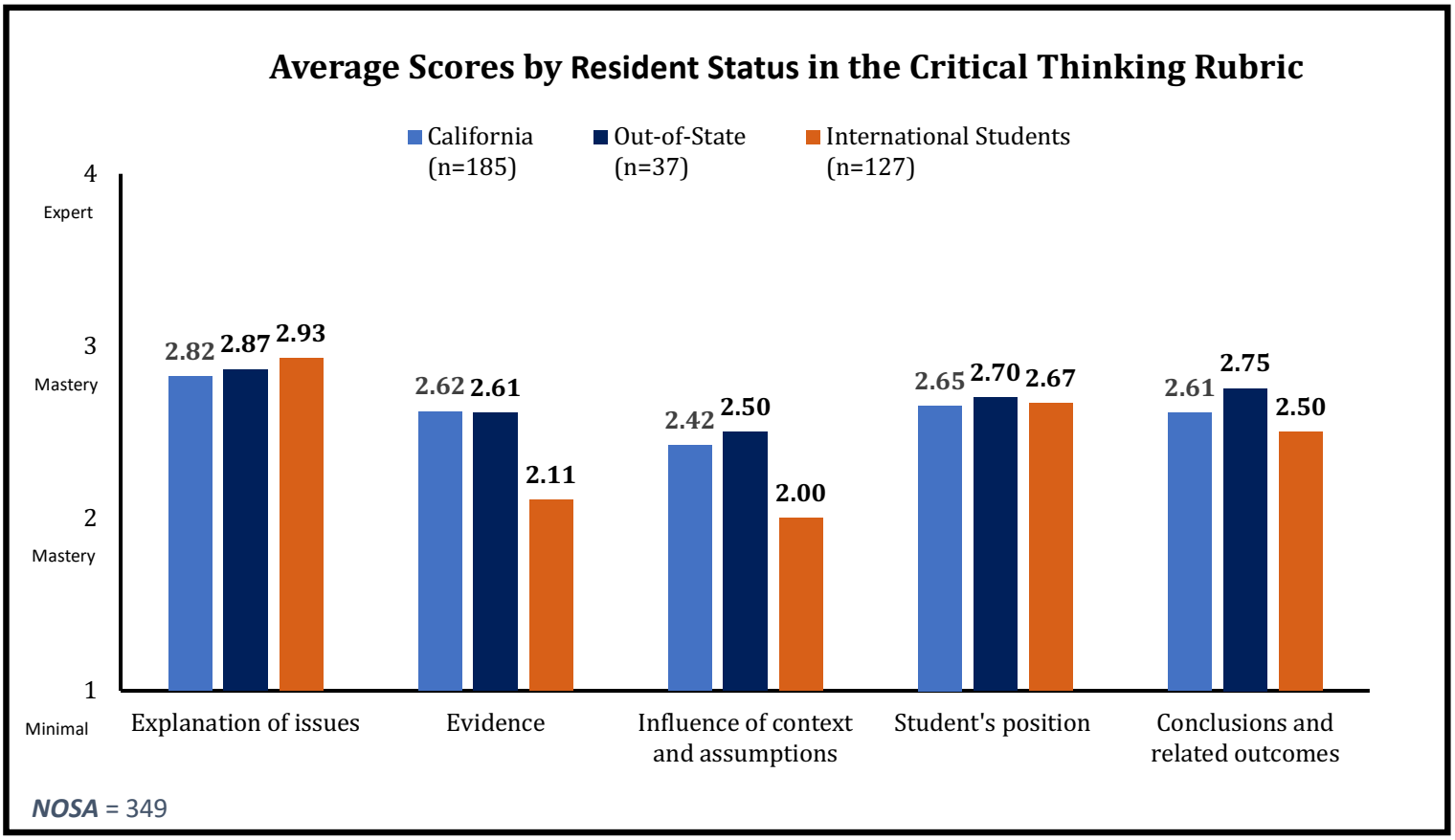
Comparison Chart Among Terms



NOSA = 349

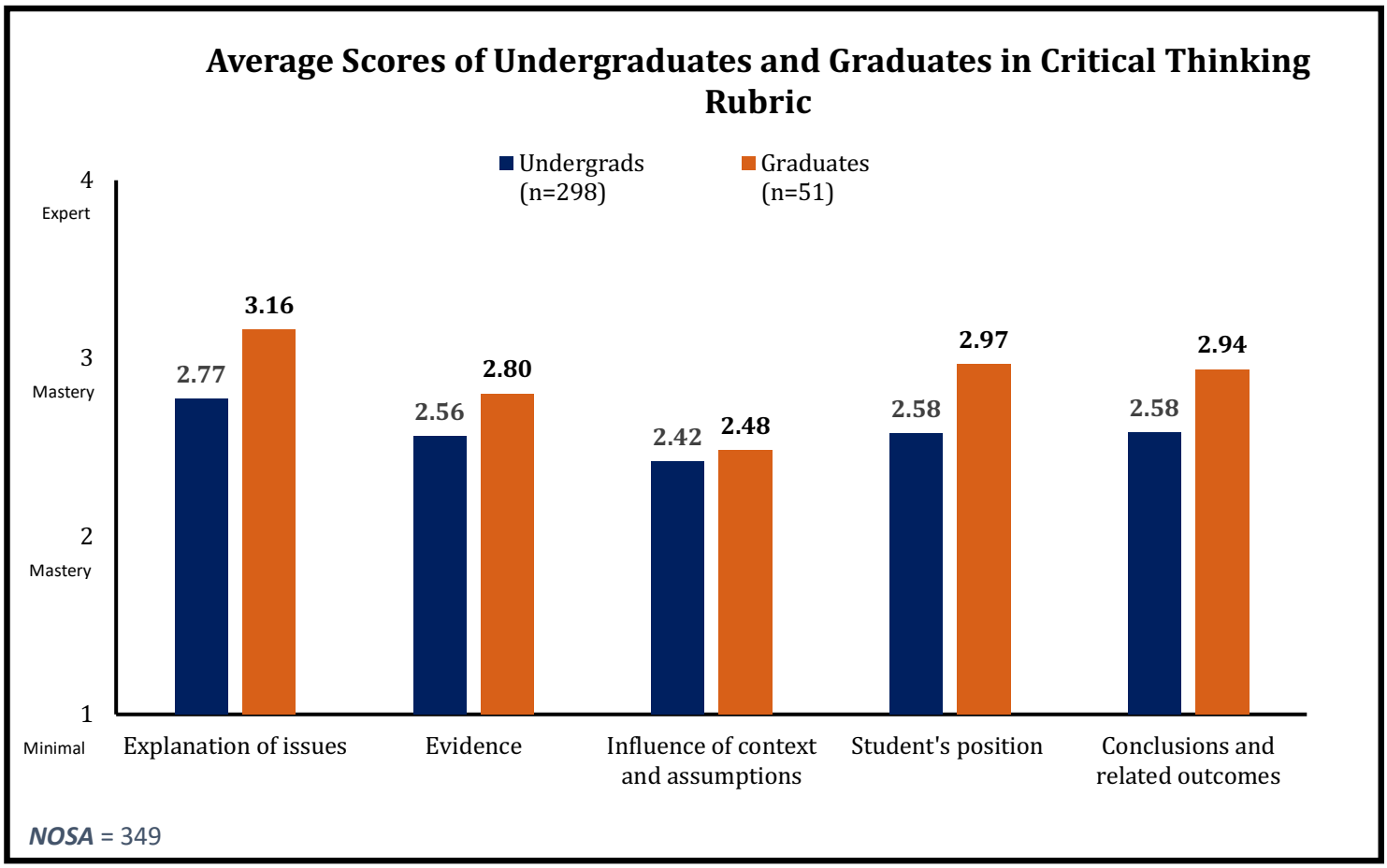
Findings: In general, the students in Fall 2017 averaged a higher overall score in all of the rubric dimensions than the students in Spring 2018 and Summer 2018.
It should be taken into consideration that the number of students in Summer 2018 was very low.

Comparison Chart by Resident Status



Findings: All students – in-state, out-of-state, and international students – scored in the range of a 2.00 to 2.93 on all of the dimensions.

Comparison Chart by Academic Level



Findings: Graduates scored higher than the undergraduate students in each rubric dimension.

Undergraduate Program

SEAVER COLLEGE

Business Administration Division

COURSE INFORMATION

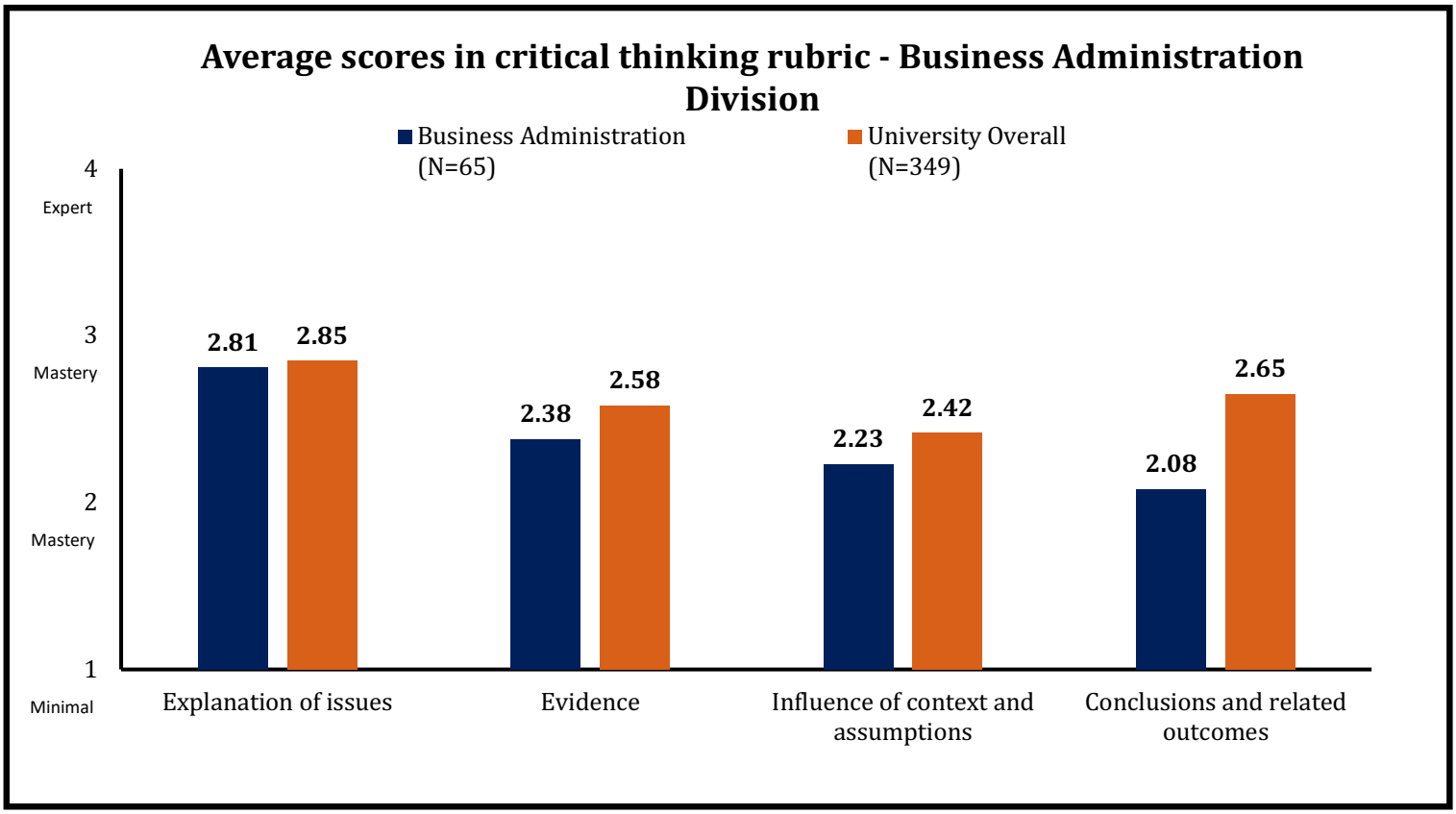
Term	Spring 2018
Courses	BA 497
N of artifacts	65
Program	Bachelor of Science in Business Administration
Assessors	3 Faculty Members; 2 GELI Members
Artifact type	Research Paper

METHODOLOGY

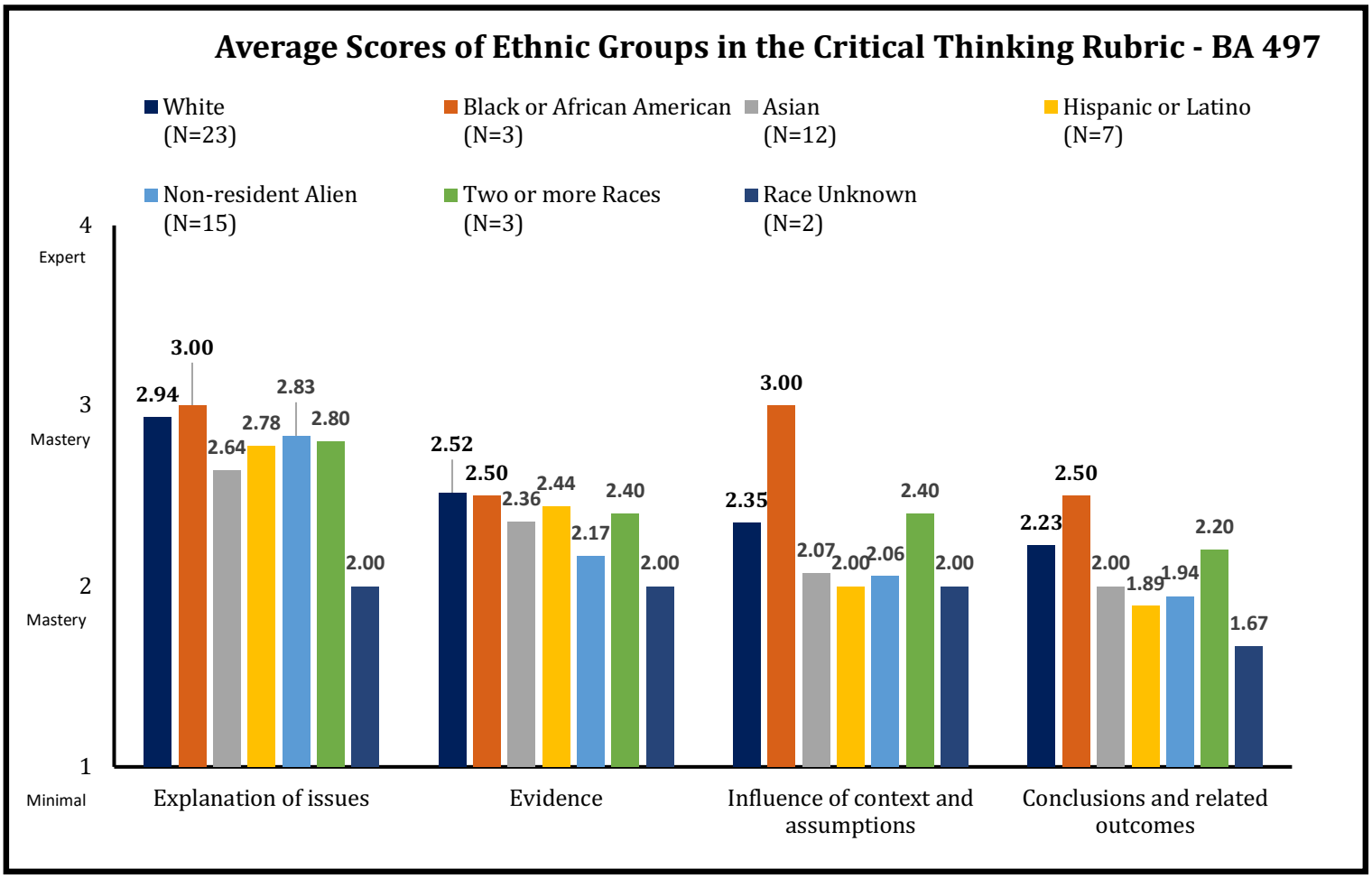
Professors assessed students' critical thinking skills through a research paper in their senior capstone project.

Overall Findings

There were four sections in course BA 497. The gender ratio is 1.1:1. Of the 84 students, 31 were White, 18 were Non-resident Aliens and 14 were Asian. Students in the Business Administration Division scored lower than the University's averages in each of the rubric dimensions. Business students scored the lowest in the rubric dimension "Conclusions and related outcomes" (2.08), and scored the highest in "Explanation of issues" (2.81) dimension.

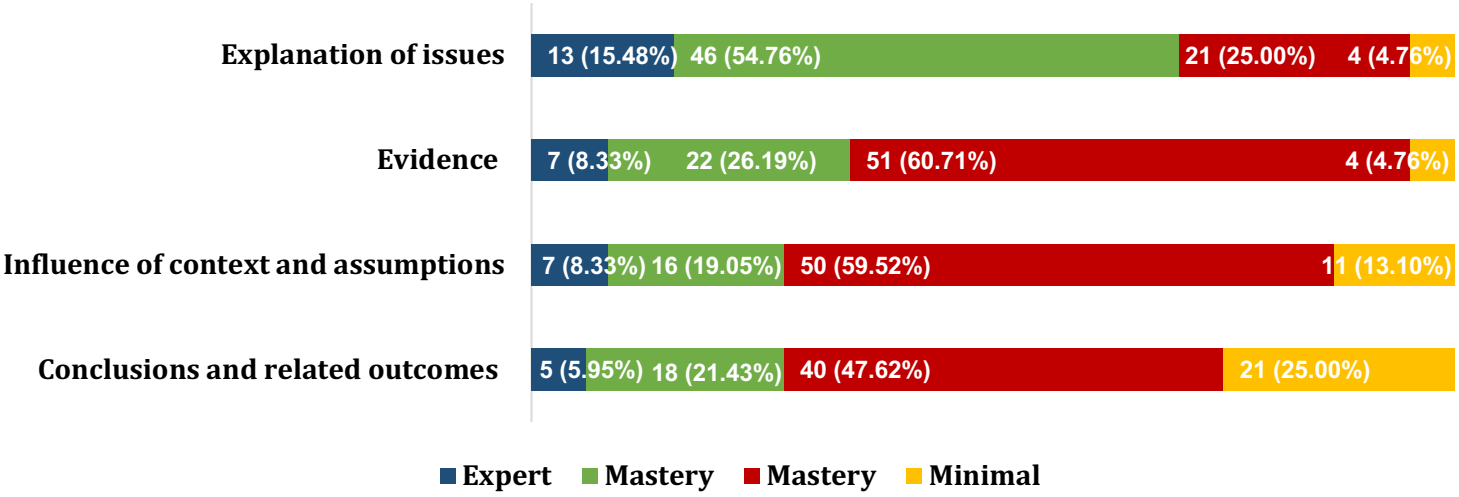


Findings: The University average is higher in all dimensions than the Business Administration Division's averages.


Average Scores of Ethnic Groups in the Critical Thinking Rubric - BA 497
White (N=23)
Black or African American (N=3)
Asian (N=12)
Hispanic or Latino (N=7)
Non-resident Alien (N=15)
Two or more Races (N=3)
Race Unknown (N=2)
4 Expert
3 Mastery
2 Mastery
1 Minimal
2.94
3.00
2.64
2.78
2.83
2.80
2.00
2.52
2.50
2.36
2.44
2.17
2.40
2.00
2.35
3.00
2.07
2.00
2.06
2.40
2.00
2.23
2.50
2.00
1.89
1.94
2.20
1.67
Explanation of issues
Evidence
Influence of context and assumptions
Conclusions and related outcomes

BA 497 – SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	13	46	21	4	2.81	3.00	0.75
Evidence	7	22	51	4	2.38	2.00	0.71
Influence of context and assumptions	7	16	50	11	2.23	2.00	0.78
Conclusions and related outcomes	5	18	40	21	2.08	2.00	0.83



BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Expert and Mastery (3) exceed the benchmark established. Due to the high student scores, students scored lower than the benchmark in the Mastery (2) and Minimal levels.				
	Evidence	Student scored higher than the benchmark in the Expert and Mastery (2) dimensions and lower than the benchmark in the Mastery (3) and Minimal levels.				
	Influence of Context and assumptions	Students scored higher than the benchmark in the levels of Mastery (2) and Expert. Students scored within the benchmark at the Minimal level. Students scored below the benchmark in the Mastery (3) level.				
	Conclusions and related outcomes	Students scored much higher than the benchmark at the Minimal level. Students scored slightly higher than the benchmark in the levels of Mastery (2) and Expert. Students scored below the benchmark in the Mastery (3) level.				

SEAVER COLLEGE

Fine Arts Division

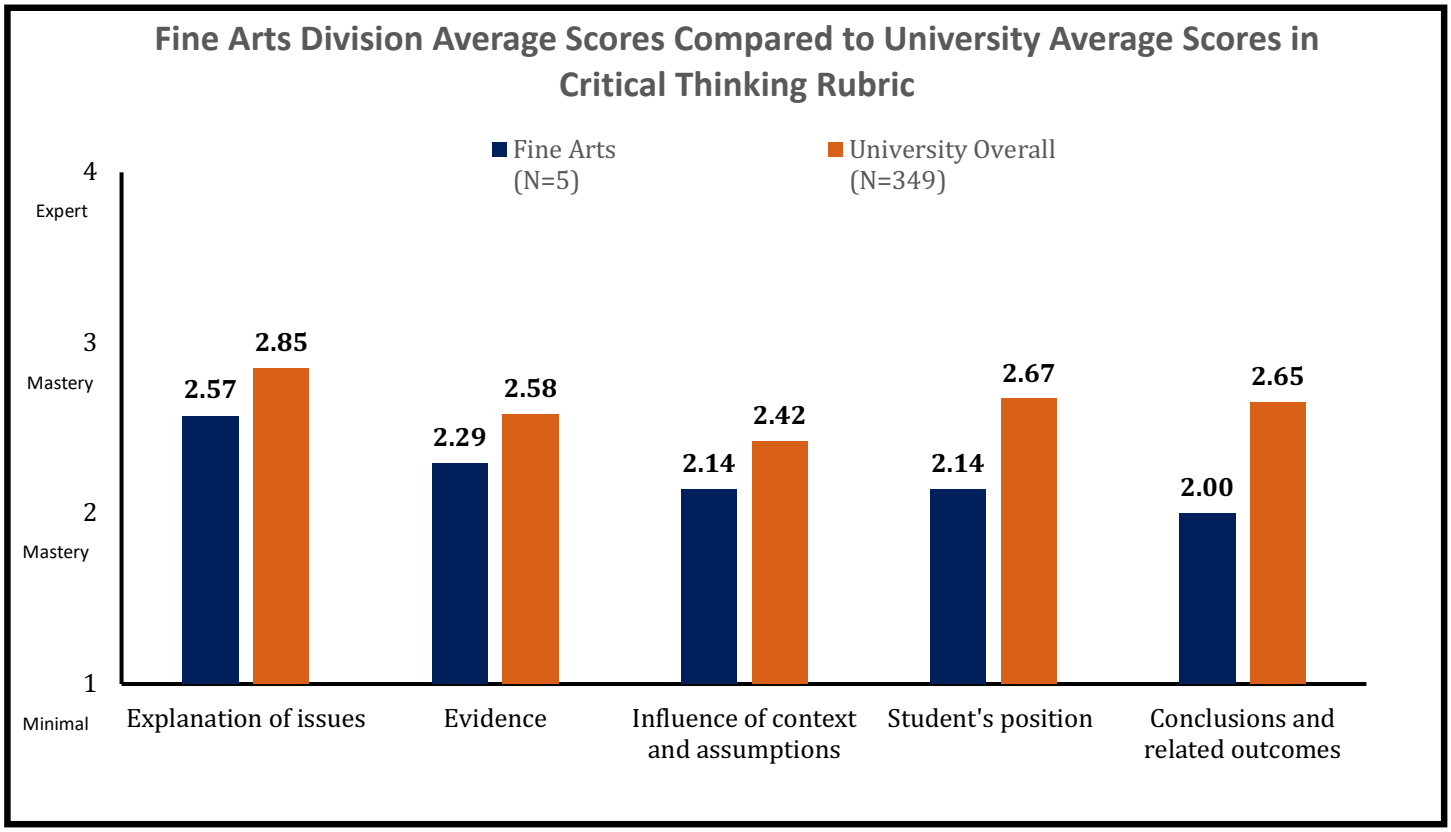
COURSE INFORMATION

Term	Spring 2018
Courses	THEA 312
N of artifacts	5
Program	Bachelor of Arts in Fine Art
Assessor	1 Faculty Member; 4 GELI Members
Artifact type	Dramaturgical Guide

METHODOLOGY

A total of five students participated from the Fine Arts Division. The students were all Caucasian and female. Four students were seniors and one student was a sophomore. Students scored lower than the University's average in each of the rubric dimensions. Students scored the lowest in "Conclusions and related outcomes" (2.00). They scored the highest in "Explanation of issues" (2.57).

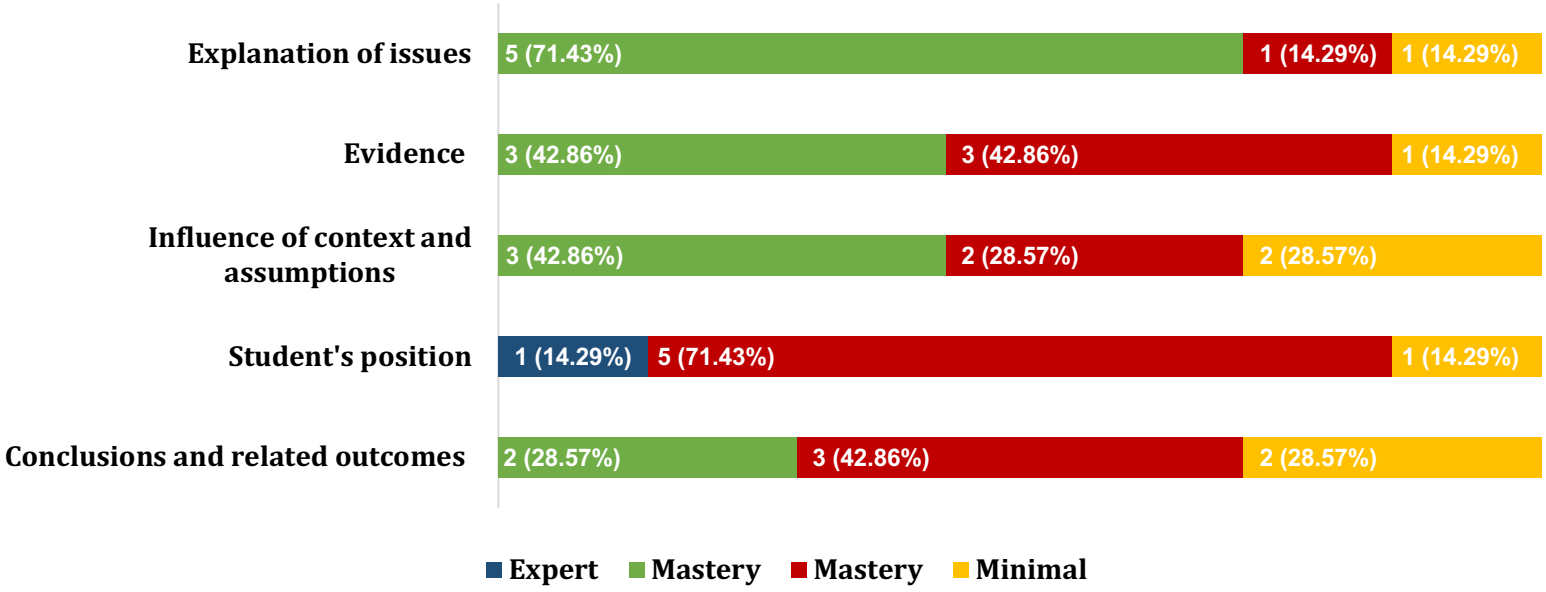
COMPARISON TABLE AMONG ETHNIC GROUPS



Findings: The University averages are higher in all dimensions than the Fine Art Division's averages.

THEA 312 – SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	0	5	1	1	2.57	3.00	0.73
Evidence	0	3	3	1	2.29	2.00	0.70
Influence of context and assumptions	0	3	2	2	2.14	3.00	0.83
Student's position	1	0	5	1	2.14	2.00	0.83
Conclusions and related outcomes	0	2	3	2	2.00	2.00	0.76



BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (3) scores greatly exceed the established benchmark. Students scored below the benchmark in the Mastery (2) level and within the benchmark at the Minimal level. No students scored in the Expert level.				
	Evidence	Students scored within the benchmark in the Mastery (3), Mastery (2), and Minimal levels. No students scored in the Expert level.				
	Influence of Context and Assumptions	Students scored within the benchmark in the Mastery (3) level and below the benchmark in the Mastery (2) level. Student scores greatly exceeded the benchmark in the Minimal level. No students scored in the Expert level.				
	Student's Position	Student scores greatly exceed the benchmark in the Expert and Mastery (2) levels. Minimal level scores are within the benchmark. No students scored in the Mastery (3) level.				
	Conclusions and related outcomes	Students scored below the benchmark in the Mastery (3) level. Student scores are within the benchmark for Mastery (2). Student scores exceed the benchmark in the Minimal level. No students scored in the Expert level.				

Humanities and Teacher Education Division

COURSE INFORMATION

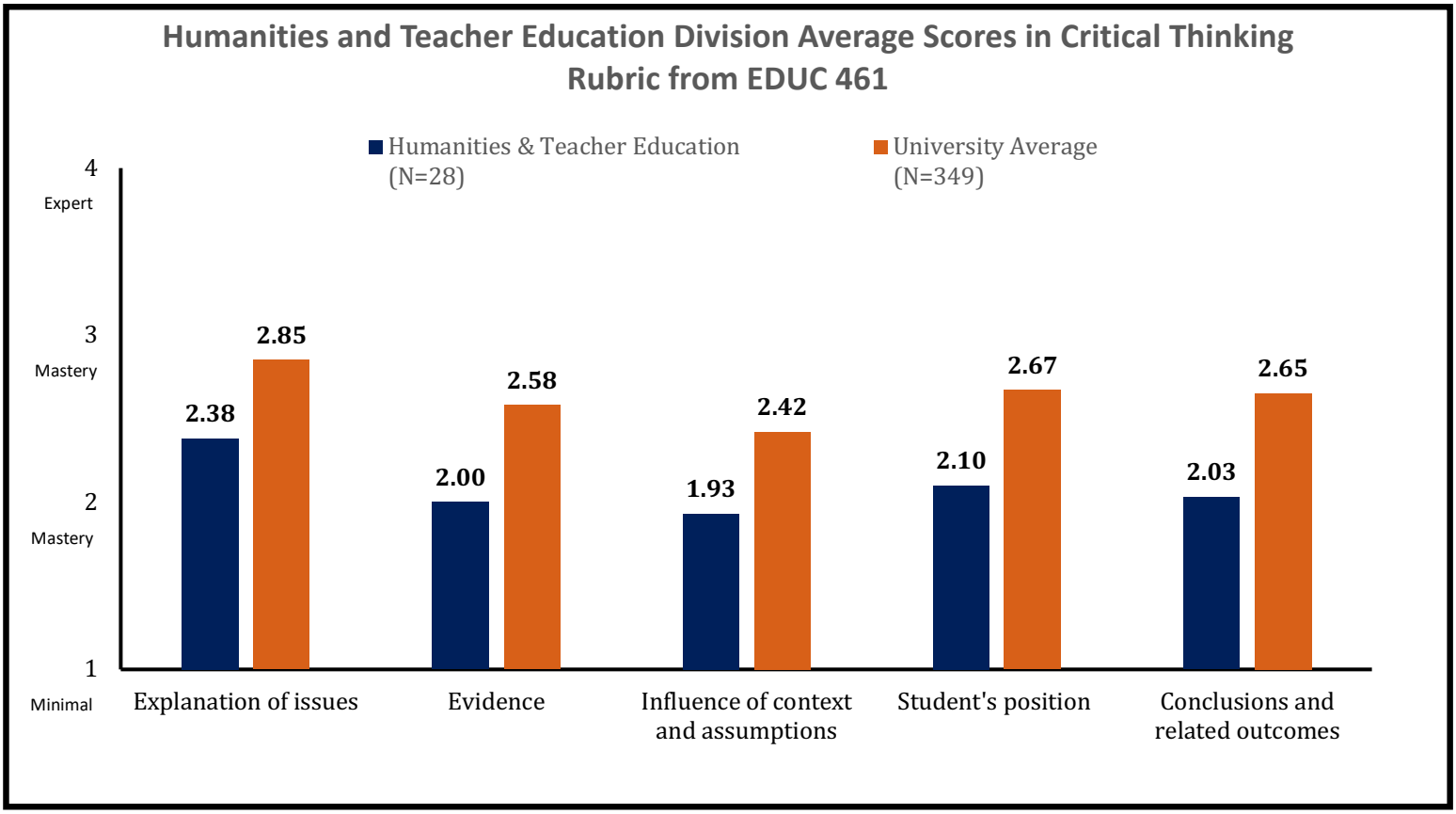
Term	Fall 2017	Spring 2018
Courses	EDUC 461	EDUC 461
N of artifacts	17	11
Program	Bachelor of Arts in Liberal Arts	
Assessor	1 Faculty Member; 1 GELI Member	
Artifact type	Research Paper	

METHODOLOGY

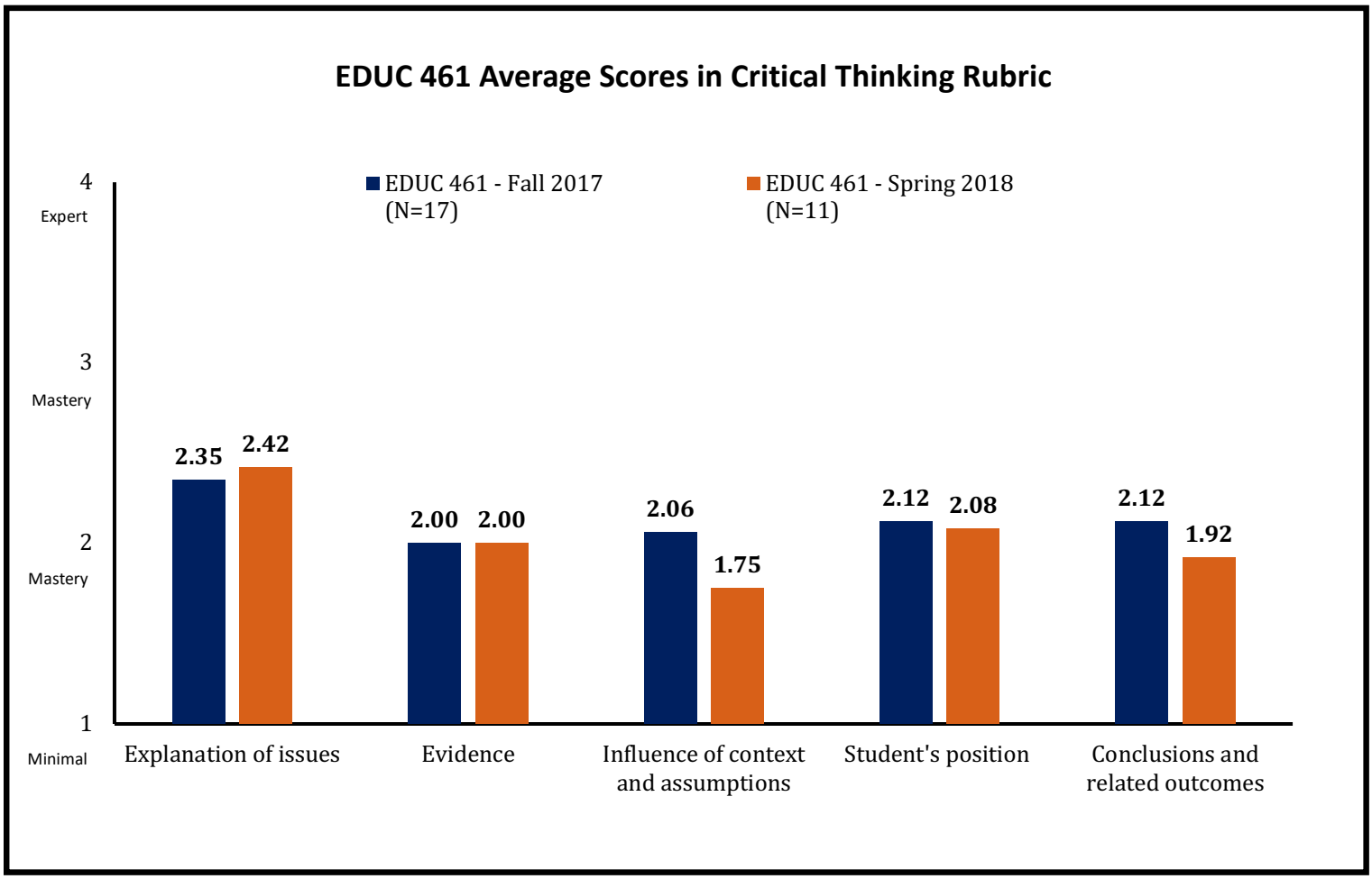
Papers from 28 students were scored by two assessors. The same course EDUC 461 was scored for two semesters.

Twenty-eight (28) students participated from the education program, two were male and 26 were female. In each dimension, students in the education program averaged a lower score than the rest of the University's average. There were five freshmen, nine sophomores, 14 juniors, and one senior. Sixteen (16) of the students in this sample were Caucasian. During both terms, students' scores were close. In the fall, no students scored in the Expert level, and only one student scored at Expert level for a single category in the spring semester.

COMPARISON TABLE



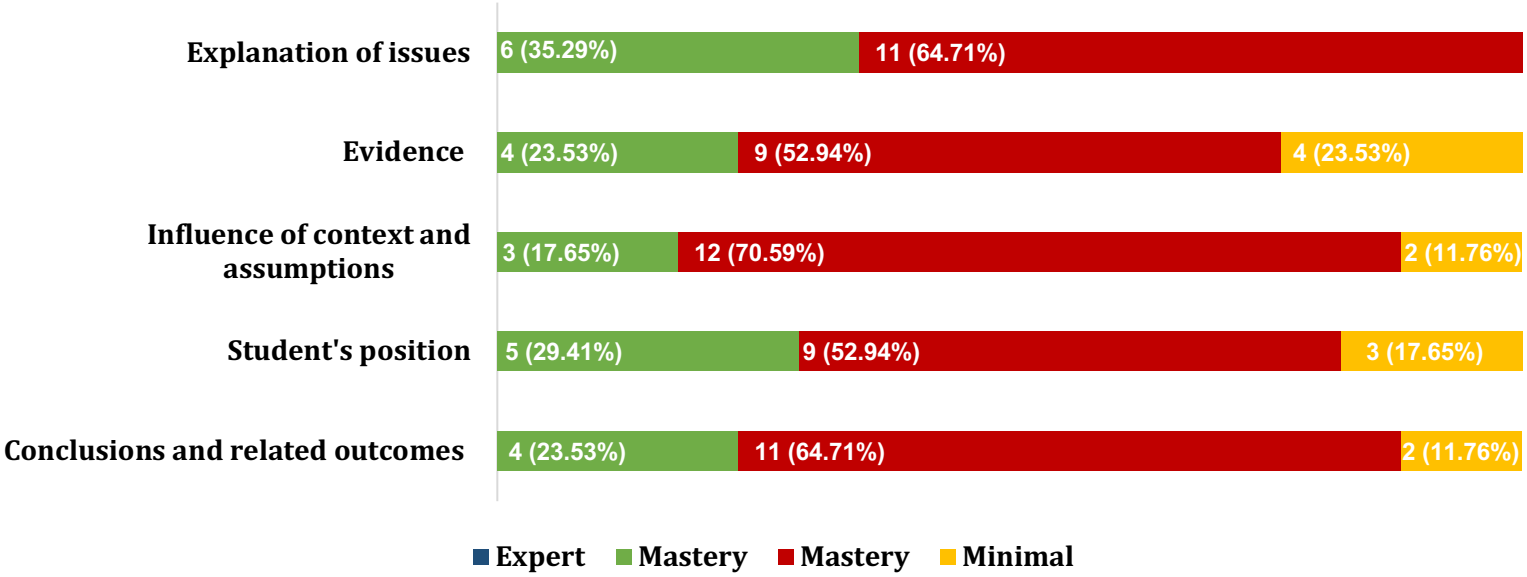
Findings: The University average score is higher than the Humanities and Teacher Education Division's averages in all dimensions.



Findings: Fall 2017 and Spring 2018 average student scores are very similar except for the categories of "Influence of context and assumptions" and "Conclusions and related outcomes," where Spring 2018 students scored lower.

EDUC 461 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	0	6	11	0	2.35	2.00	0.48
Evidence	0	4	9	4	2.00	2.00	0.69
Influence of context and assumptions	0	3	12	2	2.06	2.00	0.54
Student's position	0	5	9	3	2.12	2.00	0.68
Conclusions and related outcomes	0	4	11	2	2.12	2.00	0.58

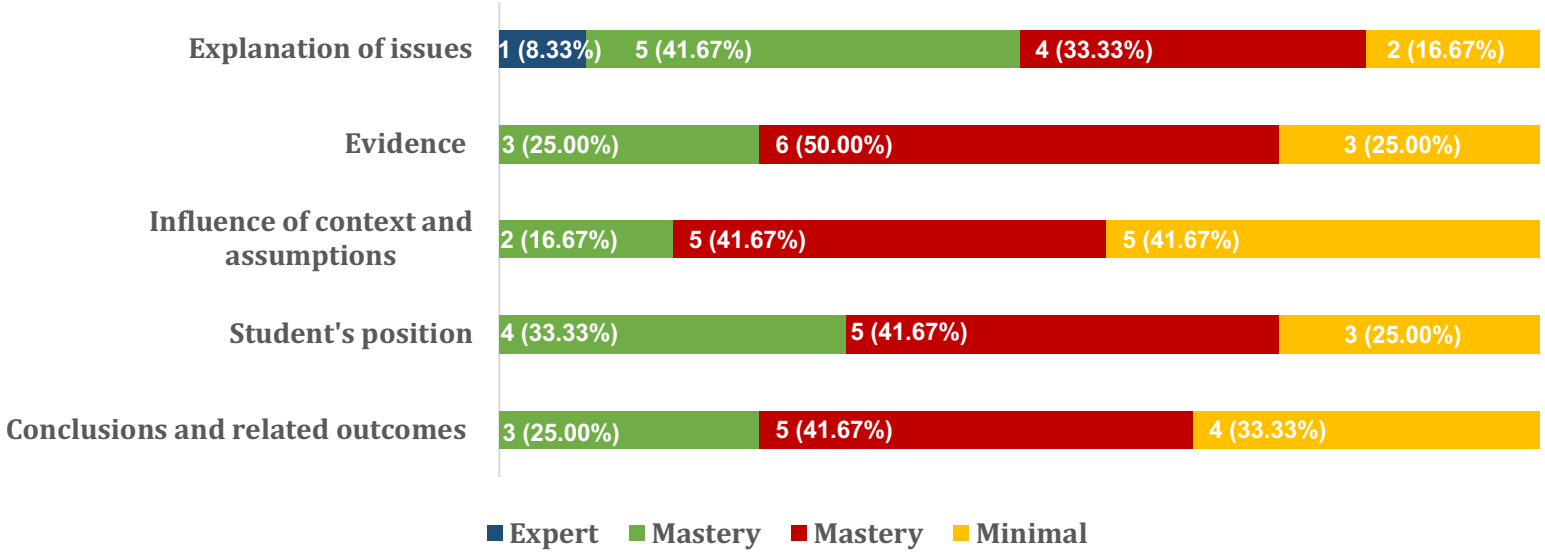


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (3) scores are within the established benchmark. The Mastery (2) scores greatly exceeds the benchmark. No students scored in the Expert or Minimal levels.				
	Evidence	The Mastery (2) and Minimal level scores exceeds the benchmark. Mastery (3) scores are below the established benchmark. No students scored in the Expert level.				
	Influence of Context and Assumptions	The Mastery (2) scores greatly exceeds the benchmark. Mastery (3) scores are below the established benchmark. Minimal level scores are within the benchmark. No students scored in the Expert level.				
	Student's Position	The Mastery (2) and Minimal level scores exceeds the benchmark. Mastery (3) scores are below the established benchmark. No students scored in the Expert level.				
	Conclusions and related outcomes	The Mastery (2) scores greatly exceeds the benchmark. Mastery (3) scores are below the established benchmark. Minimal level scores are within the benchmark. No students scored in the Expert level.				

EDUC 461 – SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	1	5	4	2	2.42	3.00	0.86
Evidence	0	3	6	3	2.00	2.00	0.71
Influence of context and assumptions	0	2	5	5	1.75	1.00	0.72
Student's position	0	4	5	3	2.08	2.00	0.76
Conclusions and related outcomes	0	3	5	4	1,92	2.00	0.76



BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (3) scores are within the established benchmark. The Mastery (2) scores are slightly below the benchmark. The Expert and Minimal level scores are slightly above the benchmarks.				
	Evidence	The Mastery (2) and Minimal level scores exceeds the benchmark. Mastery (3) scores are below the established benchmark. No students scored in the Expert level.				
	Influence of Context and Assumptions	The Mastery (2) scores are within the benchmark. Mastery (3) scores are below the established benchmark. Minimal level scores greatly exceed the benchmark. No students scored in the Expert level.				
	Student's Position	The Mastery (2) level scores are within the benchmark. Mastery (3) scores are slightly below the established benchmark. The Minimal level scores are higher than the established benchmark. No students scored in the Expert level.				
	Conclusions and related outcomes	The Minimal level scores greatly exceeds the benchmark. Mastery (3) scores are below the established benchmark. Mastery (2) level scores are within the benchmark. No students scored in the Expert level.				

International Studies and Languages Division

COURSE INFORMATION

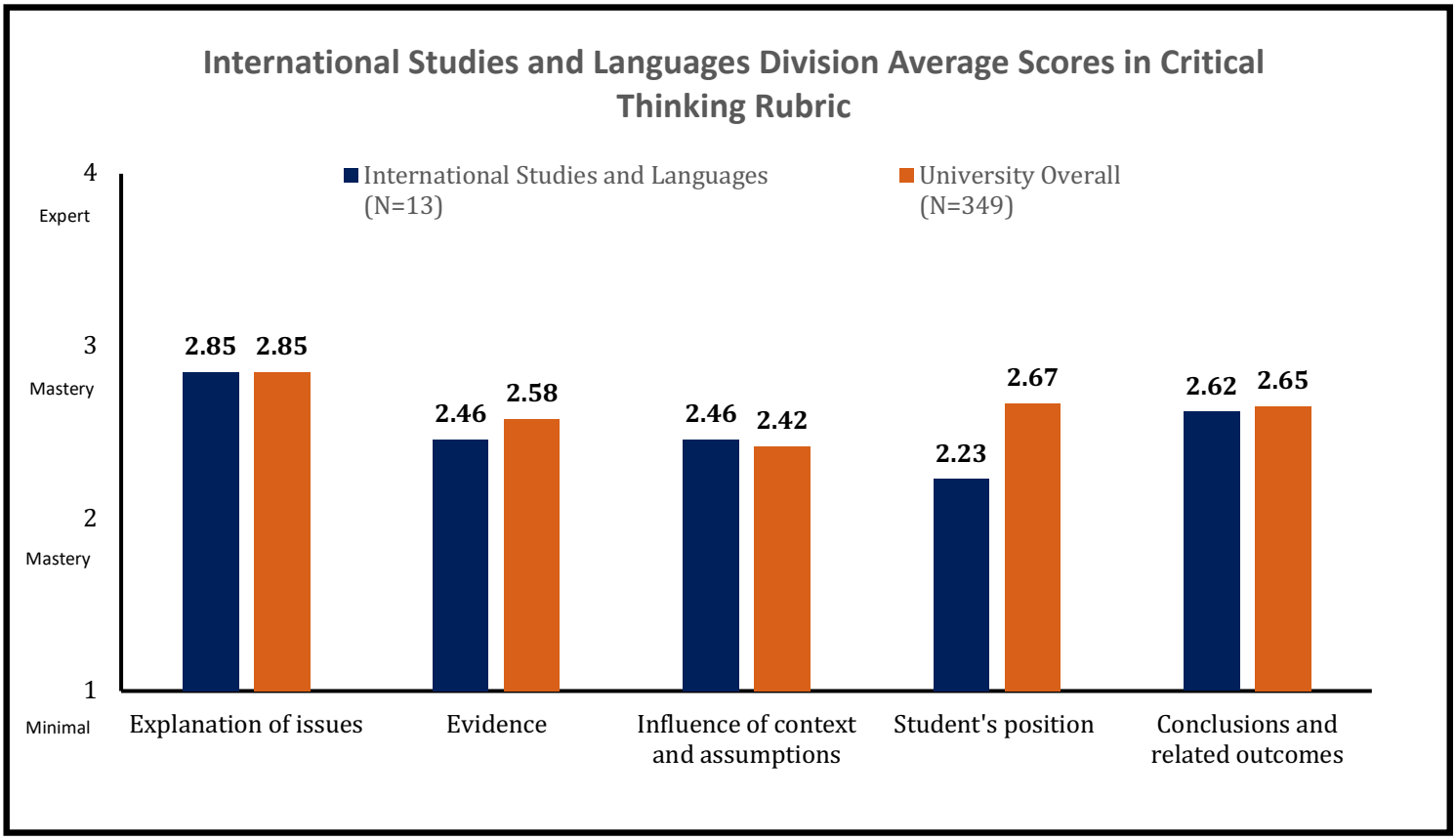
Term	Fall 2017	Summer 2018
Courses	FRE 348	FRE 492
N of artifacts	5	8
Program	Bachelor of Arts in French	
Assessor	1 Faculty Member	
Artifact type	Research Paper	

METHODOLOGY

Two different French classes were scored: FRE 348 and FRE 492. The papers were scored from rubrics adapted from the AAC&U VALUE rubrics on a scale of 1 to 4.

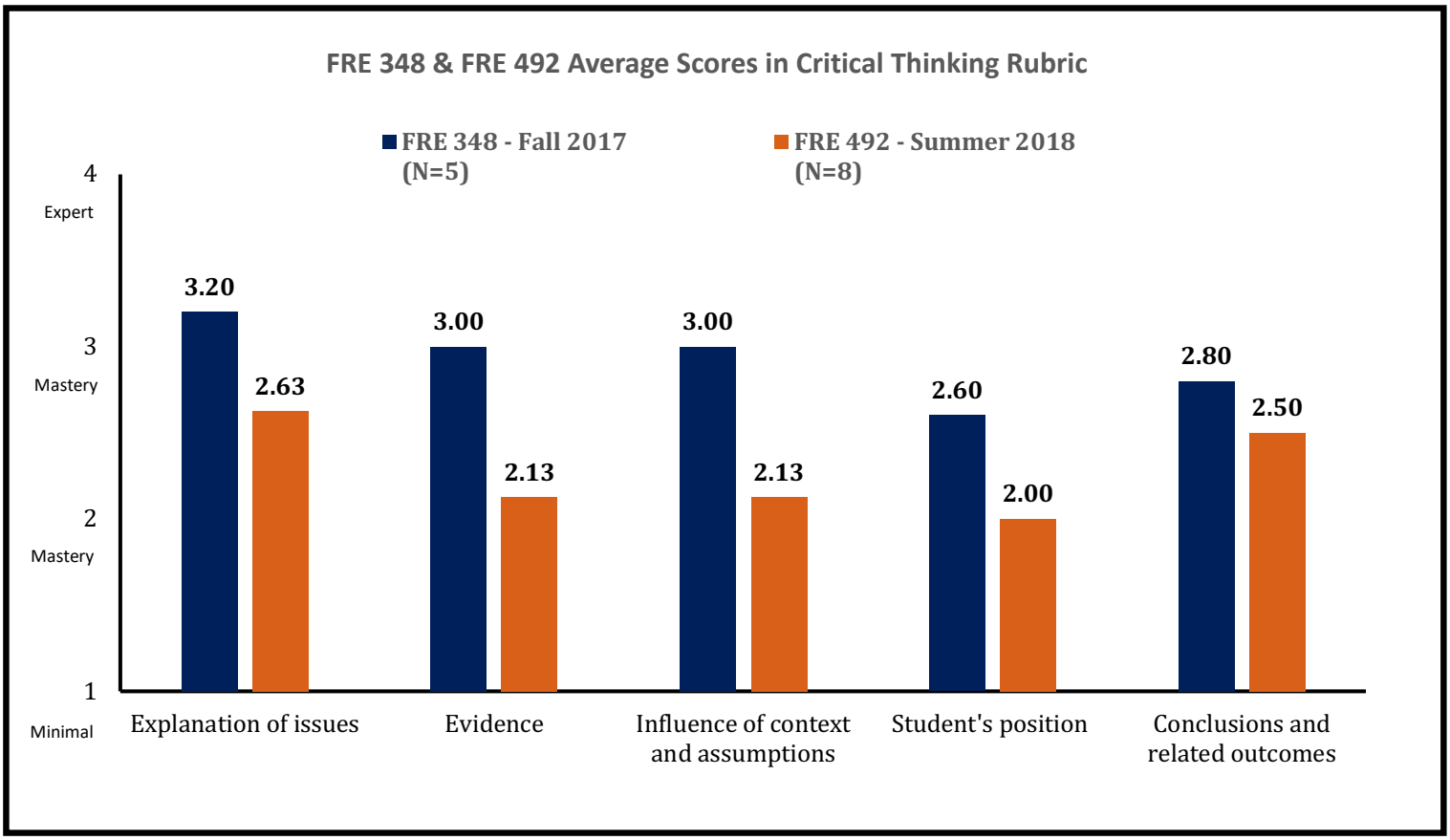
There were a total of 11 undergraduates that participated from the French language classes in the fall and summer terms. Four students were juniors, four students were seniors and the rest of the students were sophomores. Ten (10) of the 11 students were female. Students in the International Studies and Languages division scored .04 higher in the Evidence dimension than the University average, and also scored on par with the University in “Explanation of issues”. Students taking the course in the summer scored lower in all dimensions than students in the fall; however, it should be noted this course is a higher level than FRE 358. One student scored “4” in all dimensions. The lowest dimension scored was “Student’s position” (2.23).

COMPARISON TABLE



Findings: International Studies and Languages (ISL) Division scored very close to the University average in all dimensions. ISL scored slightly lower in the dimensions of "Student's position" and "Evidence."

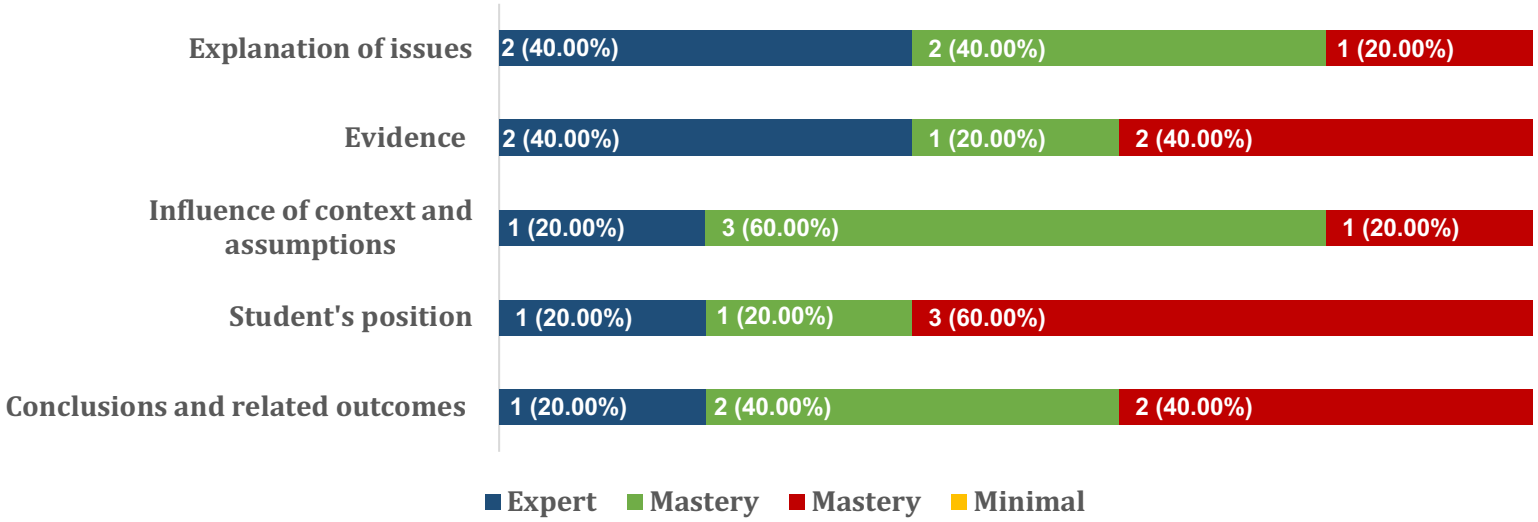
COMPARISON TABLE



Findings: Students in FRE 348 scored higher than FRE 492 students in all 5 dimensions.

FRE 348 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	2	2	1	0	3.20	3.00	0.75
Evidence	2	1	2	0	3.00	2.00	0.89
Influence of context and assumptions	1	3	1	0	3.00	3.00	0.63
Student's position	1	1	3	0	2.60	2.00	0.80
Conclusions and related outcomes	1	2	2	0	2.80	2.00	0.75



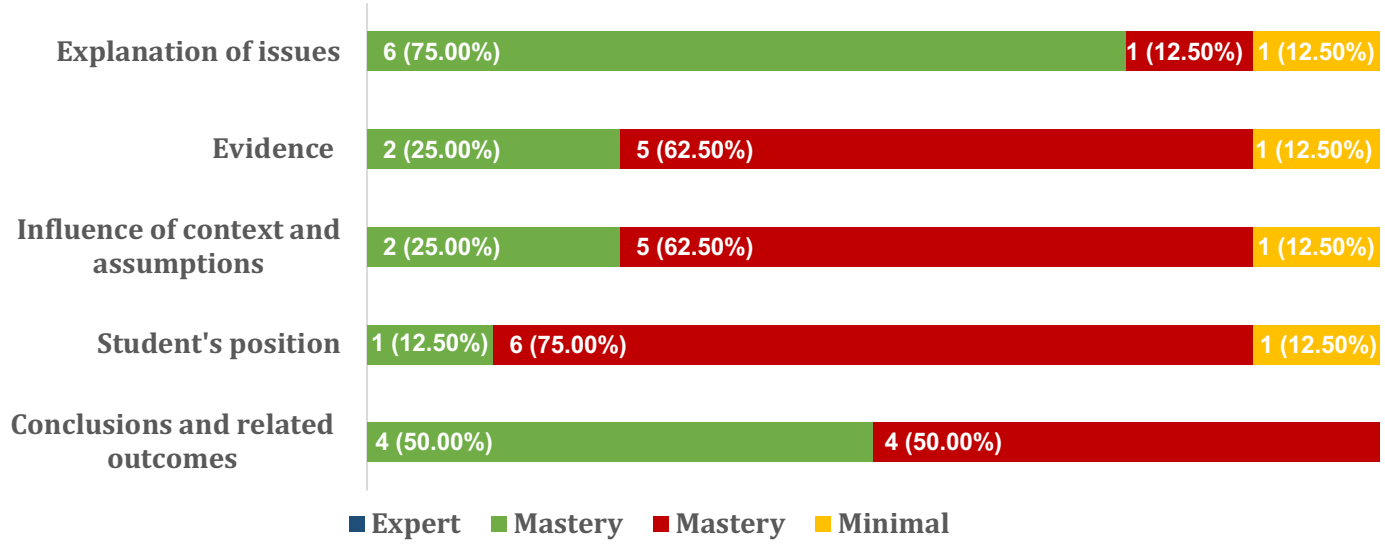
BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (3) scores are within the established benchmark. The Mastery (2) scores are below the benchmark. The Expert level scores are greatly above the benchmark. No students scored at the Minimal level.				
	Evidence	The Mastery (2) scores are within the benchmark. Mastery (3) scores are below the established benchmark. The Expert level scores exceed the established benchmark. No students scored in the Minimal level.				
	Influence of Context and Assumptions	The Mastery (3) and Expert scores exceed the benchmarks. Mastery (2) scores are below the established benchmark. No students scored in the Minimal level.				
	Student's Position	The Mastery (2) level scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. The Expert level scores are higher than the established benchmark. No students scored in the Minimal level.				
	Conclusions and related outcomes	Mastery (3) and Mastery (2) scores are within the established benchmark. Expert level scores are above the benchmark. No students scored in the Minimal level.				

*It should be noted that the sample size is very small

FRE 492 – SUMMER 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	0	6	1	1	2.63	3.00	0.70
Evidence	0	2	5	1	2.13	2.00	0.60
Influence of context and assumptions	0	2	5	1	2.13	2.00	0.60
Student's position	0	1	6	1	2.00	2.00	0.50
Conclusions and related outcomes	0	4	4	0	2.50	2.00	0.50



BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (3) scores greatly exceed the established benchmark. The Mastery (2) scores are below the benchmark. The Minimal level scores are within the benchmark. No students scored at the Expert level.				
	Evidence	The Mastery (2) scores exceed the benchmark. Mastery (3) scores are below the established benchmark. The Minimal level scores are within the established benchmark. No students scored in the Expert level.				
	Influence of Context and Assumptions	The Mastery (2) scores exceed the benchmark. Mastery (3) scores are below the established benchmark. The Minimal level scores are within the established benchmark. No students scored in the Expert level.				
	Student's Position	The Mastery (2) scores exceed the benchmark. Mastery (3) scores are below the established benchmark. The Minimal level scores are within the established benchmark. No students scored in the Expert level.				
	Conclusions and related outcomes	Mastery (3) and Mastery (2) scores are slightly above the established benchmarks. No students scored in the Expert or Minimal levels.				

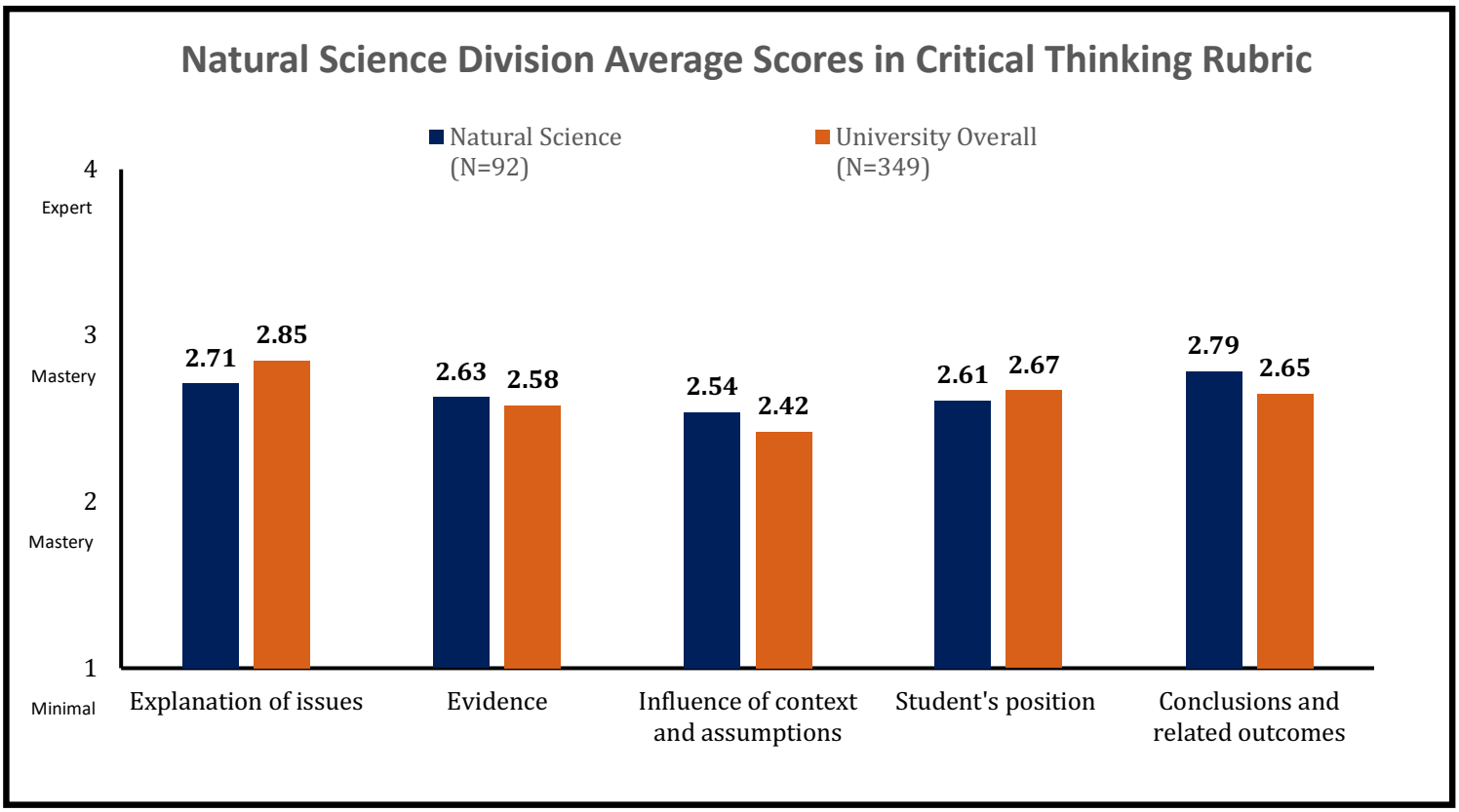
Natural Science Division

COURSE INFORMATION

Term	Fall 2017	Spring 2018
Courses	NUTR 499	BIOL 491 / CHEM 311 / PHYS 490
N of artifacts	7	58 / 17 / 10
Program	Bachelor of Science in Nutritional Science; Bachelor of Arts/Science in Biology; Bachelor of Arts/Science in Chemistry; Bachelor of Science in Physics	
Assessor	5 Faculty Members; 5 GELI Members	
Artifact type	Research Paper; Case Study; Exam	

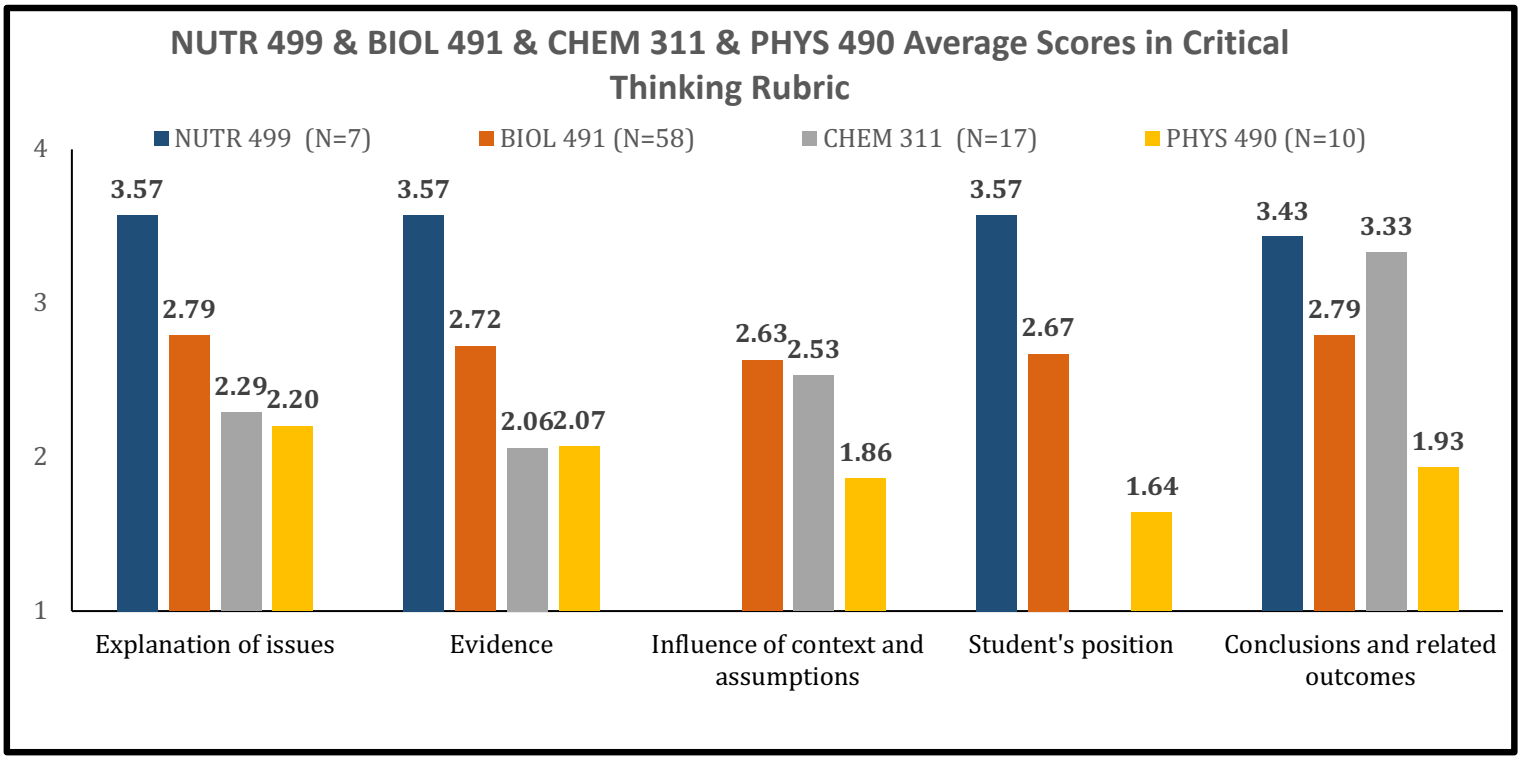
METHODOLOGY

There were a total of 63 student participants in the Natural Science Division. Forty-six (46) were seniors, nine were juniors, seven were sophomores, and one was a freshman. Thirty-three (33) of the students were Caucasian, 11 were black, and nine were Asian. Asians had the highest average scores in all dimensions in comparison to the other races. All NUTR 499 students scored at least a three (3) in each dimension and had the highest averages in comparison to the other Natural Sciences. As a division, students scored better than the University's averages in all but two dimensions: "Explanation of issues" and "Student's position".



Findings: The Natural Science Division average scores closely align with the University's averages in all dimensions.

COMPARISON TABLE

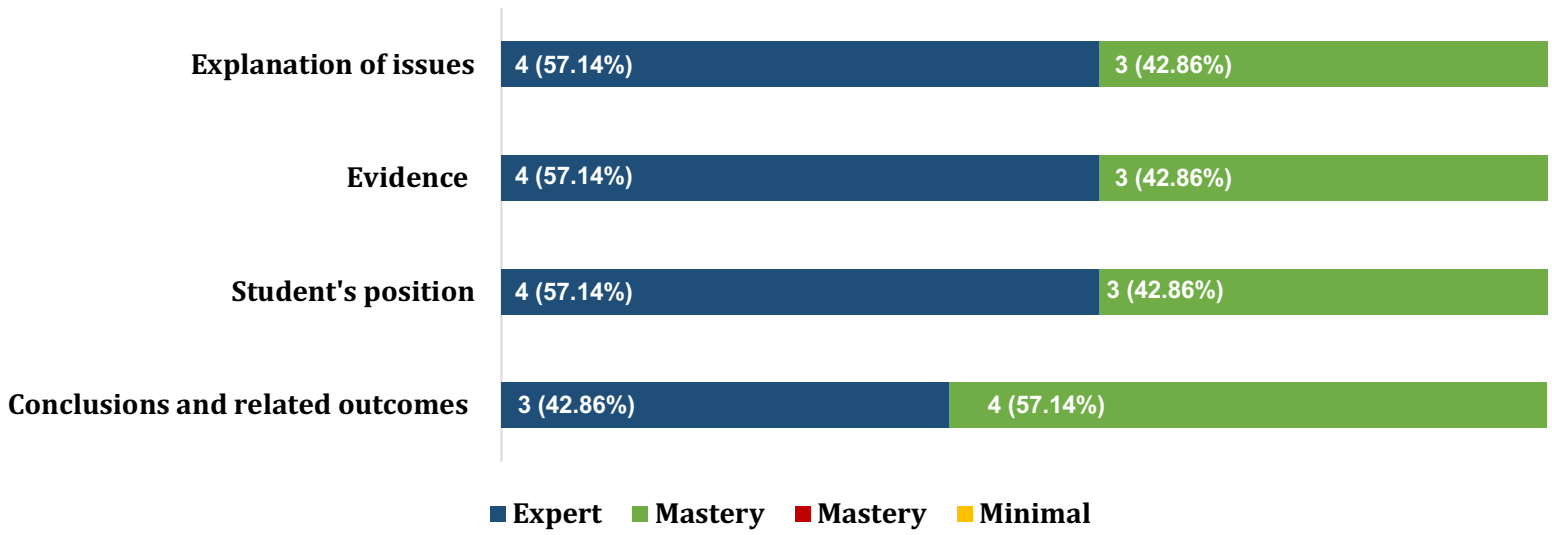


*Note: Dimension "Student's Position" was not scored for CHEM 311.

Findings: NUTR 499 scored higher than the other majors in all dimensions. It should be noted that NUTR 499 also has the lowest N. PHYS 490 average scores fall significantly lower than the rest of the division in the areas of "Influence of context and assumptions," "Students Position," and "Conclusions and related outcomes."

NUTR 499 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	4	3	0	0	3.57	4.00	0.50
Evidence	4	3	0	0	3.57	4.00	0.50
Student's position	4	3	0	0	3.57	4.00	0.50
Conclusions and related outcomes	3	4	0	0	3.43	3.00	0.50

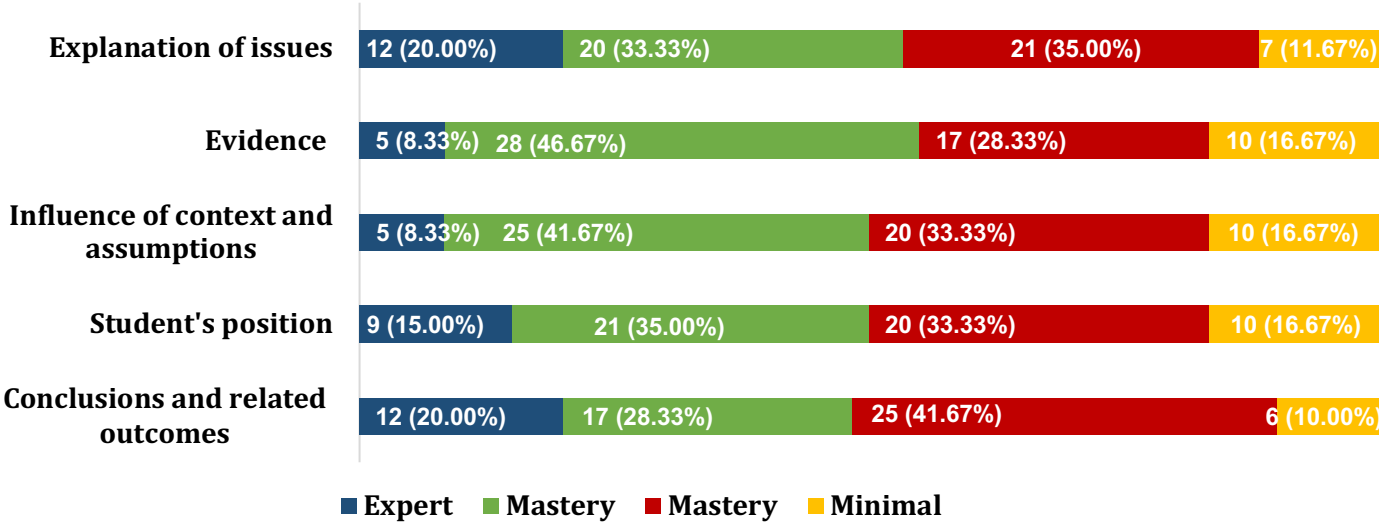


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Expert scores are slightly above the established benchmark. The Mastery (3) scores are within the benchmark. There are no Mastery (2) or Minimal level scores.				
	Evidence	Expert scores are slightly above the established benchmark. The Mastery (3) scores are within the benchmark. There are no Mastery (2) or Minimal level scores.				
	Student's Position	Expert scores are slightly above the established benchmark. The Mastery (3) scores are within the benchmark. There are no Mastery (2) or Minimal level scores.				
	Conclusions and related outcomes	Mastery (3) scores are above the established benchmark. The Expert scores are within the benchmark. There are no Mastery (2) or Minimal level scores.				

BIOL 491 – ASSIGNMENT ONE - SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	12	20	21	7	2.62	2.00	0.93
Evidence	5	28	17	10	2.47	3.00	0.87
Influence of context and assumptions	5	25	20	10	2.42	3.00	0.86
Student's position	9	21	20	10	2.48	3.00	0.94
Conclusions and related outcomes	12	17	25	6	2.58	2.00	0.92

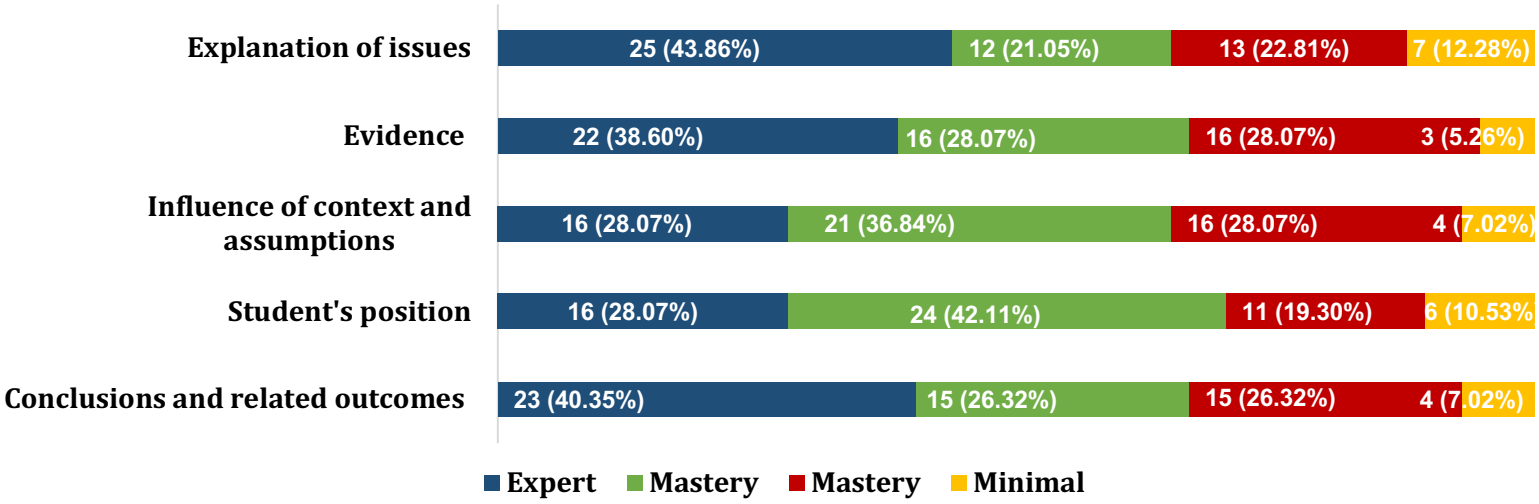


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (2) and Minimal scores are within the established benchmark. The Mastery (3) scores are slightly below the benchmark. Expert level scores greatly exceed the benchmark.				
	Evidence	The Mastery (3), Minimal, and Expert level scores exceed the benchmark. Mastery (2) scores are below the established benchmark.				
	Influence of Context and Assumptions	The Mastery (3) scores are within the established benchmark. Mastery (2) scores are slightly below the established benchmark. The Minimal and Expert level scores are higher than the benchmark.				
	Student's Position	The Mastery (3) scores are within the established benchmark. Mastery (2) scores are slightly below the established benchmark. The Minimal and Expert level scores are higher than the benchmark.				
	Conclusions and related outcomes	The Mastery (2) and Minimal level scores are within the established benchmark. Mastery (3) scores are slightly below the established benchmark. The Expert level scores are higher than the benchmark.				

BIOL 491 – ASSIGNMENT TWO - SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	25	12	13	7	2.97	4.00	1.08
Evidence	22	16	16	3	3.00	4.00	0.94
Influence of context and assumptions	16	21	16	4	2.86	3.00	0.91
Student's position	16	24	11	6	2.88	3.00	0.94
Conclusions and related outcomes	23	15	15	4	3.00	4.00	0.97

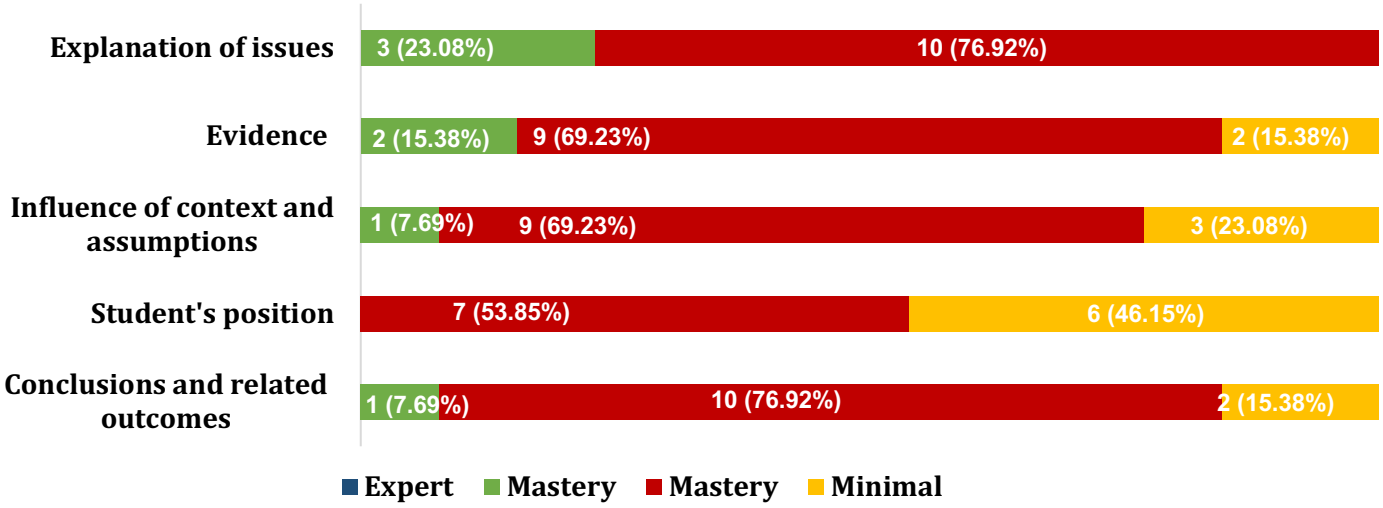


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	The Expert level scores greatly exceed the benchmark. Mastery (3) and Mastery (2) scores are below the established benchmark. The Minimal level scores are within the benchmark.				
	Evidence	Expert level scores greatly exceed the benchmark. Mastery (3), Mastery (2), and Minimal scores are below the established benchmark.				
	Influence of Context and Assumptions	Expert level scores greatly exceed the benchmark. Mastery (3) scores are within the benchmark. Mastery (2) and Minimal scores are below the established benchmark.				
	Student's Position	Expert level scores greatly exceed the benchmark. Mastery (3) and Minimal level scores are within the benchmark. Mastery (2) scores are below the established benchmark.				
	Conclusions and related outcomes	Expert level scores greatly exceed the benchmark. Mastery (3), Mastery (2), and Minimal scores are below the established benchmark.				

PHYS 490 - SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	0	3	10	0	2.23	2.00	0.42
Evidence	0	2	9	2	2.00	2.00	0.56
Influence of context and assumptions	0	1	9	3	1.85	2.00	0.53
Student's position	0	0	7	6	1.54	2.00	0.50
Conclusions and related outcomes	0	1	10	2	1.92	2.00	0.47

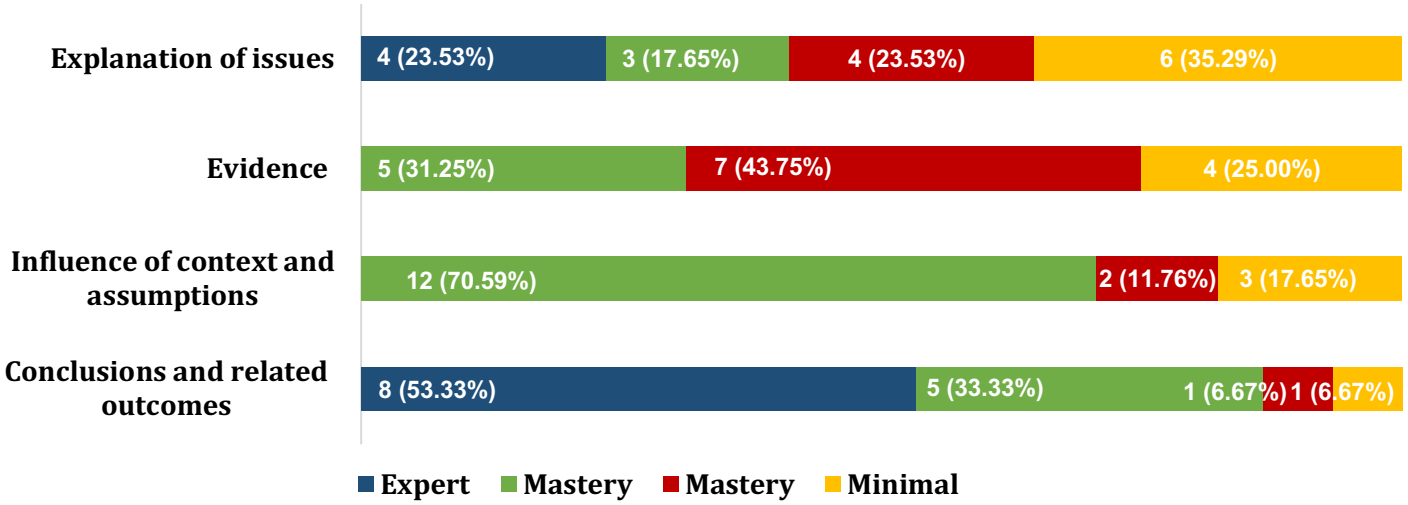


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (2) scores greatly exceed the established benchmark. The Mastery (3) scores are below the benchmark. No students scored at the Expert or Minimal levels.				
	Evidence	Mastery (2) scores greatly exceed the established benchmark. The Mastery (3) scores are below the benchmark. Minimal level scores are slightly above the benchmark. No students scored at the Expert level.				
	Influence of Context and Assumptions	Mastery (2) scores greatly exceed the established benchmark. Minimal level scores are above the benchmark. The Mastery (3) scores are far below the benchmark. No students scored at the Expert level.				
	Student's Position	The Mastery (2) and Minimal level scores greatly exceed the benchmark. No students scored in the Expert or Mastery (3) levels.				
	Conclusions and related outcomes	Mastery (2) scores greatly exceed the established benchmark. The Mastery (3) scores are far below the benchmark. Minimal level scores are slightly above the benchmark. No students scored at the Expert level.				

CHEM 311 - SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	4	3	4	6	2.29	1.00	1.18
Evidence	0	5	7	4	2.06	2.00	0.75
Influence of context and assumptions	0	12	2	3	2.53	3.00	0.78
Conclusions and related outcomes	8	5	1	1	3.33	4.00	0.87



BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Minimal and Expert level scores greatly exceed the benchmark. Mastery (2) and Mastery (3) scores are below the benchmark.				
	Evidence	The Minimal level scores exceed the benchmark. Mastery (3) scores are below the established benchmark. The Mastery (2) level scores are within the established benchmark. No students scored in the Expert level.				
	Influence of Context and Assumptions	The Mastery (3) scores greatly exceed the benchmark. Mastery (2) scores are far below the established benchmark. The Minimal level scores are slightly above the established benchmark. No students scored in the Expert level.				
	Conclusions and related outcomes	Expert level scores greatly exceed the established benchmark. Mastery (3) and Minimal scores are slightly below the benchmark. Mastery (2) level scores are far below the benchmark.				

Religion and Philosophy Division

COURSE INFORMATION

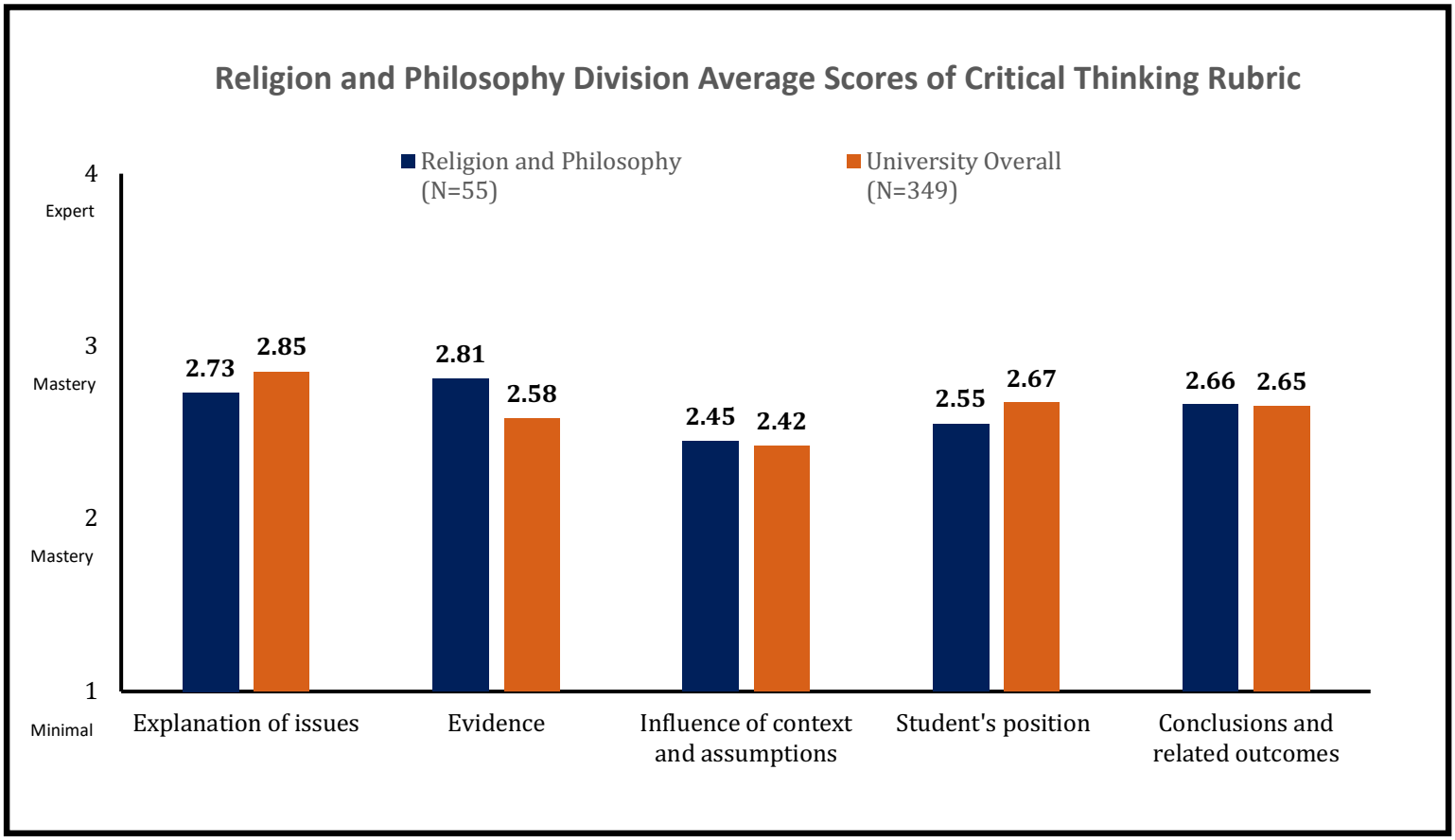
Term	Fall 2017	Spring 2018
Courses	PHIL 290 / REL 302 / REL 312 / REL 330 / REL 340	REL 451 / REL 497 / REL 513 / REL 520 / REL 524 / REL 547
N of artifacts	21 / 4 / 4 / 5 / 5	3 / 7 / 1 / 1 / 2 / 2
Program	Bachelor of Arts in Philosophy; Bachelor of Arts in Religion; Undergraduate Certificate - Minor in Women's Studies;	
Assessor	8 Faculty Members; 6 GELI Members	
Artifact type	Research Paper; Argument reconstruction and evaluation activity; Biblical Exegesis Paper	

METHODOLOGY

A total of 35 students participated from Religion and Philosophy. There were 17 males and 18 females. Twenty-three (23) of the students were white. Fifteen (15) were seniors, 11 were juniors, and 9 were sophomores. Sophomores had higher average scores in all dimensions except for "Student's position". Juniors and sophomores had higher average scores in all dimensions in comparison to seniors.

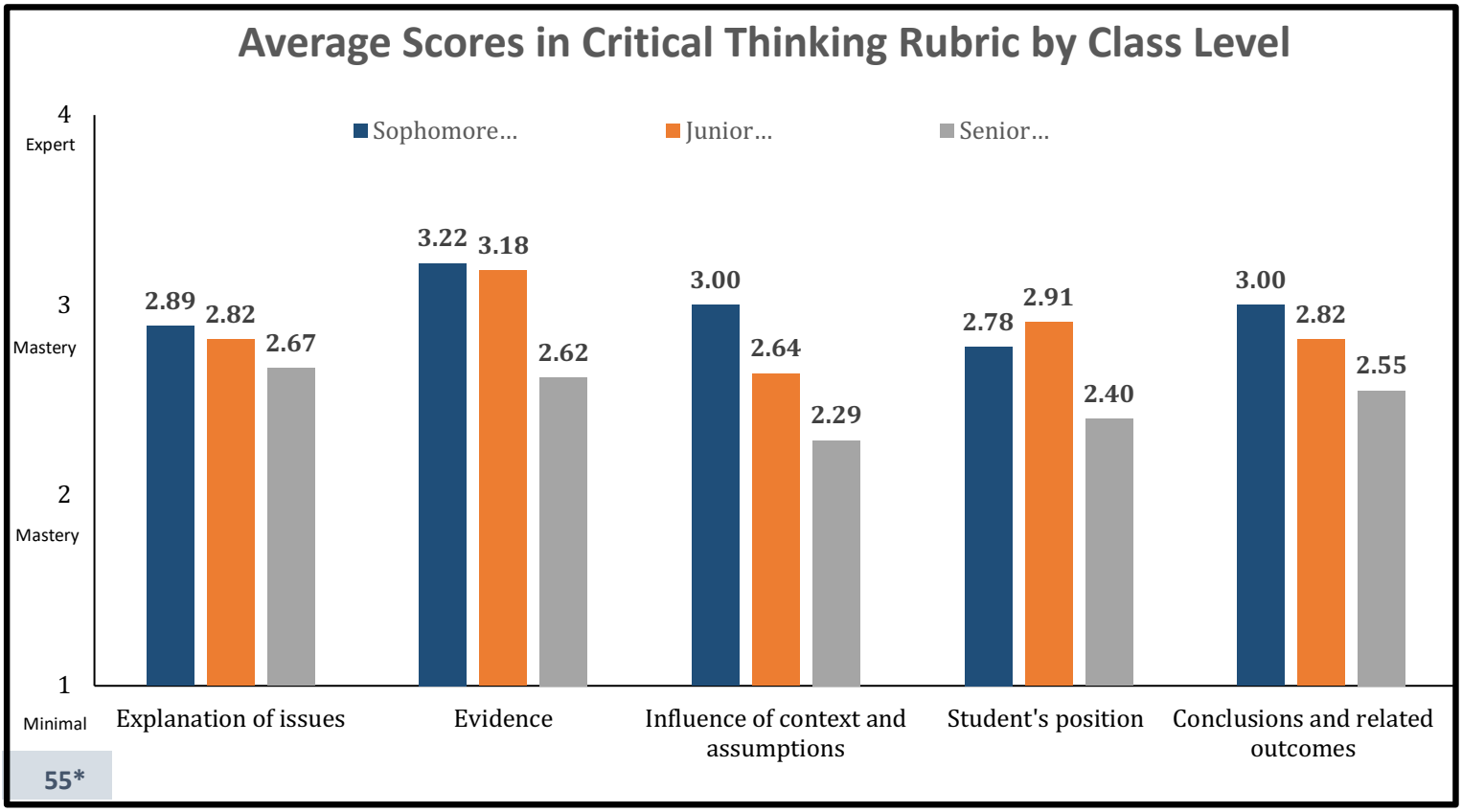
Eleven (11) courses were used in this study: PHIL 290, REL 302, REL 312, REL 330, REL 340, REL 451, REL 497, REL 513, REL 520, REL 524, and REL 547. The courses were a collection of undergraduate programs, masters programs, and certificate programs.

COMPARISON TABLE



Findings: The Religion and Philosophy division average scores align closely with the University averages.

COMPARISON TABLE

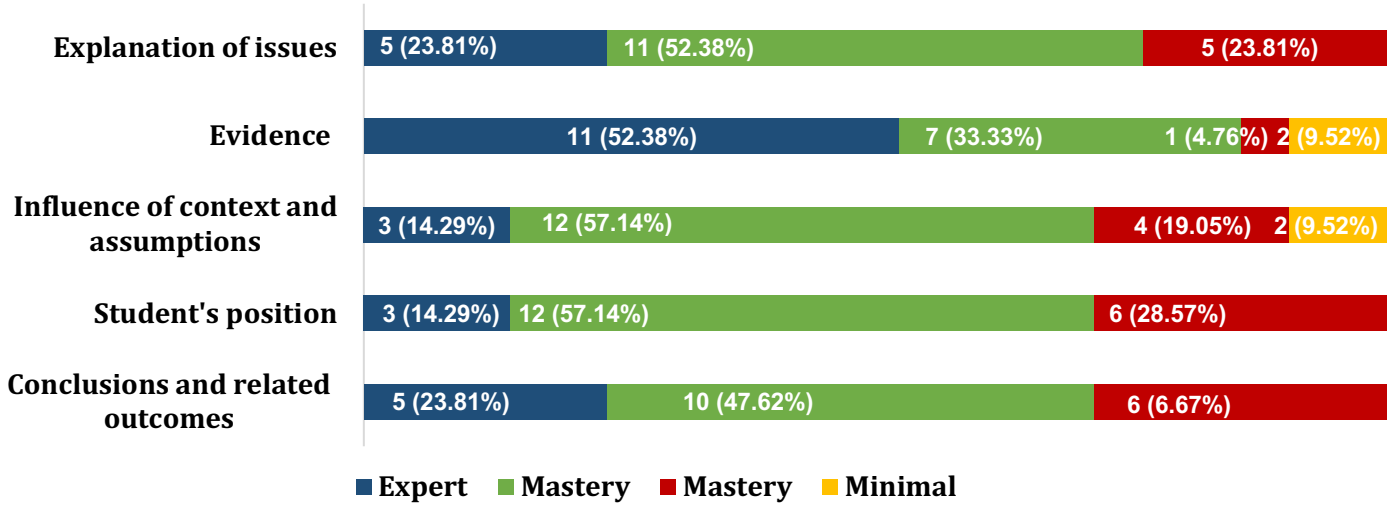


This number represents the number of artifacts.

Findings: Sophomores had slightly higher average scores in all dimensions except for "Student's position". Juniors and sophomores had higher average scores in all dimensions in comparison to seniors.

PHIL 290 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	5	11	5	0	3.00	3.00	0.69
Evidence	11	7	1	2	3.29	4.00	0.93
Influence of context and assumptions	3	12	4	2	2.76	3.00	0.81
Student's position	3	12	6	0	2.86	3.00	0.64
Conclusions and related outcomes	5	10	6	0	2.95	3.00	0.72

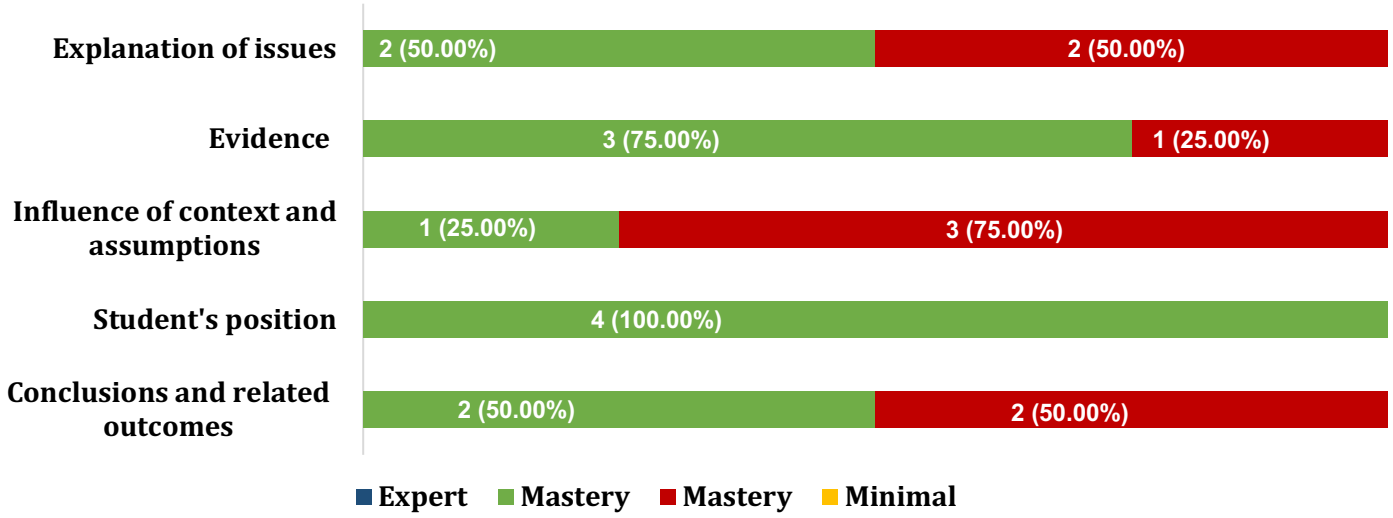


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Expert and Mastery (3) scores greatly exceed the established benchmark. The Mastery (2) scores are below the benchmark. No students scored at the Minimal level.				
	Evidence	Expert level scores greatly exceed the benchmark. Mastery (3) and Minimal scores are slightly below the established benchmark. Mastery (2) scores are far below the benchmark.				
	Influence of Context and Assumptions	Expert and Mastery (3) scores greatly exceed the established benchmark. The Mastery (2) and Minimal level scores are below the benchmark.				
	Student's Position	Expert and Mastery (3) scores greatly exceed the established benchmark. The Mastery (2) scores are below the benchmark. No students scored at the Minimal level.				
	Conclusions and related outcomes	Expert scores greatly exceed the established benchmark. Mastery (3) scores are slightly above the benchmark. The Mastery (2) scores are far below the benchmark. No students scored at the Minimal level.				

REL 302 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	0	2	2	0	2.50	2.00	0.50
Evidence	0	3	1	0	2.75	3.00	0.43
Influence of context and assumptions	0	1	3	0	2.25	2.00	0.43
Student's position	0	4	0	0	3.00	3.00	0.00
Conclusions and related outcomes	0	2	2	0	2.50	2.00	0.50

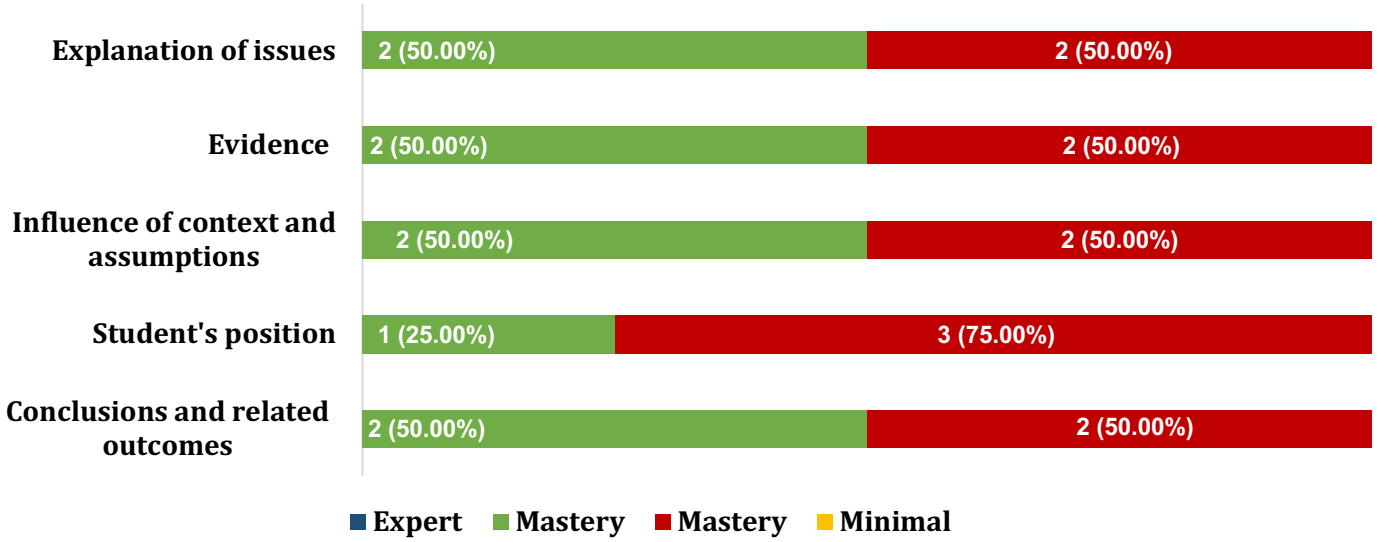


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (3) and Mastery (2) scores exceed the established benchmark. No students scored at the Expert or Minimal levels.				
	Evidence	The Mastery (3) scores greatly exceed the benchmark. Mastery (2) scores are below the established benchmark. No students scored in the Expert or Minimal levels.				
	Influence of Context and Assumptions	The Mastery (2) scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. No students scored in the Expert or Minimal levels.				
	Student's Position	The Mastery (3) scores greatly exceed the benchmark. No students scored in the Expert, Mastery (2), or Minimal levels.				
	Conclusions and related outcomes	Mastery (3) and Mastery (2) scores exceed the established benchmark. No students scored at the Expert or Minimal levels.				

REL 312 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	0	2	2	0	2.50	2.00	0.50
Evidence	0	2	2	0	2.50	2.00	0.50
Influence of context and assumptions	0	2	2	0	2.50	2.00	0.50
Student's position	0	1	3	0	2.25	2.00	0.43
Conclusions and related outcomes	0	2	2	0	2.50	2.00	0.50

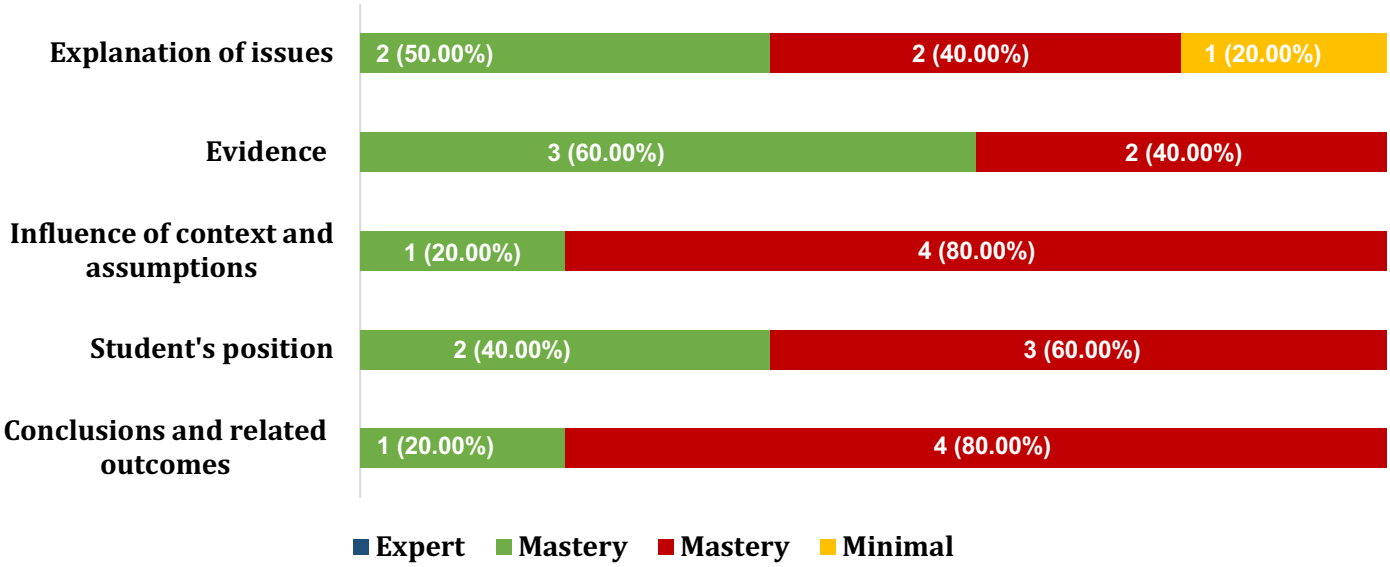


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (3) and Mastery (2) scores exceed the established benchmark. No students scored at the Expert or Minimal levels.				
	Evidence	Mastery (3) and Mastery (2) scores exceed the established benchmark. No students scored at the Expert or Minimal levels.				
	Influence of Context and Assumptions	Mastery (3) and Mastery (2) scores exceed the established benchmark. No students scored at the Expert or Minimal levels.				
	Student's Position	The Mastery (2) scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. No students scored in the Expert or Minimal levels.				
	Conclusions and related outcomes	Mastery (3) and Mastery (2) scores exceed the established benchmark. No students scored at the Expert or Minimal levels.				

REL 330 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	0	2	2	0	2.20	2.00	0.75
Evidence	0	3	2	0	2.60	3.00	0.49
Influence of context and assumptions	0	1	4	0	2.20	2.00	0.40
Student's position	0	2	3	0	2.40	2.00	0.49
Conclusions and related outcomes	0	1	4	0	2.20	2.00	0.40



BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	The Mastery (2) scores are within the benchmark. Mastery (3) and Minimal level scores exceed the established benchmark. No students scored in the Expert level.				
	Evidence	The Mastery (2) scores are within the benchmark. Mastery (3) scores exceed the established benchmark. No students scored in the Expert or Minimal levels.				
	Influence of Context and Assumptions	The Mastery (2) scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. No students scored in the Expert or Minimal levels.				
	Student's Position	The Mastery (3) scores are within the benchmark. Mastery (2) scores exceed the established benchmark. No students scored in the Expert or Minimal levels.				
	Conclusions and related outcomes	The Mastery (2) scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. No students scored in the Expert or Minimal levels.				

REL 340 – FALL 2017

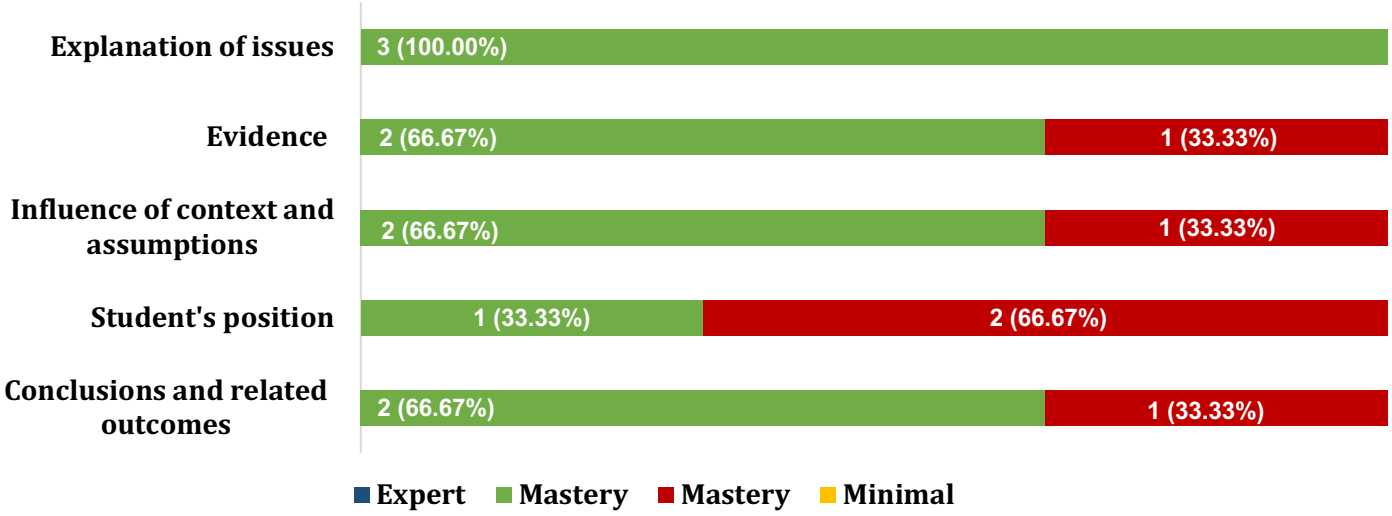
	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	0	1	4	0	2.20	2.0	0.40
Evidence	0	3	1	1	2.40	3.0	0.80
Influence of context and assumptions	0	0	4	1	1.80	2.0	0.40
Student's position	0	0	4	1	1.80	2.0	0.40
Conclusions and related outcomes	0	3	1	1	2.40	3.0	0.80

BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	The Mastery (2) scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. No students scored in the Expert or Minimal levels.				
	Evidence	The Mastery (3) scores greatly exceed the benchmark. Minimal level scores are above the benchmark. Mastery (2) scores are below the established benchmark. No students scored in the Expert level.				
	Influence of Context and Assumptions	The Mastery (2) scores greatly exceed the benchmark. The Minimal level scores are above the established benchmark. No students scored in the Expert or Mastery (3) levels.				
	Student's Position	The Mastery (2) scores greatly exceed the benchmark. The Minimal level scores are above the established benchmark. No students scored in the Expert or Mastery (3) levels.				
	Conclusions and related outcomes	The Mastery (3) scores greatly exceed the benchmark. Minimal level scores are above the benchmark. Mastery (2) scores are below the established benchmark. No students scored in the Expert level.				

REL 451 – SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	0	3	0	0	3.00	3.00	0.00
Evidence	0	2	1	0	2.67	3.00	0.47
Influence of context and assumptions	0	2	1	0	2.67	3.00	0.47
Student's position	0	1	2	0	2.33	2.00	0.47
Conclusions and related outcomes	0	2	1	0	2.67	3.00	0.47

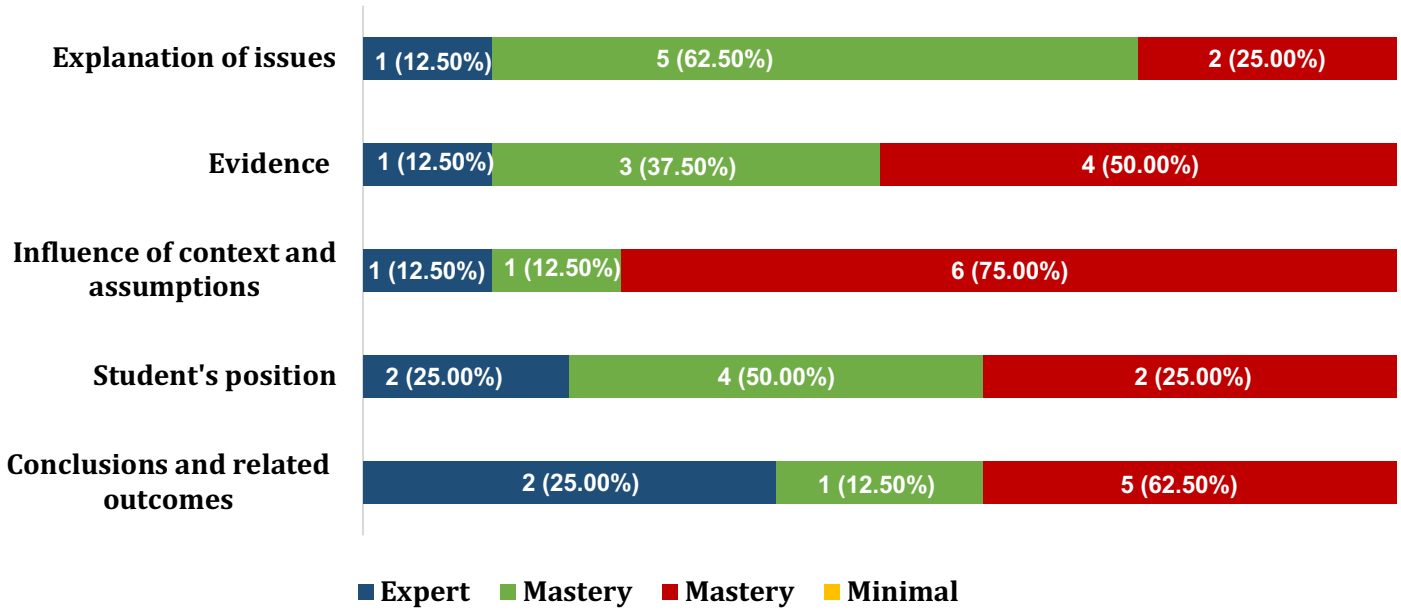


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	The Mastery (3) scores greatly exceed the benchmark. No students scored in the Expert, Mastery (2) or Minimal levels.				
	Evidence	The Mastery (3) scores greatly exceed the benchmark. Mastery (2) scores are slightly below the benchmark. No students scored in the Expert or Minimal levels.				
	Influence of Context and Assumptions	The Mastery (3) scores greatly exceed the benchmark. Mastery (2) scores are slightly below the benchmark. No students scored in the Expert or Minimal levels.				
	Student's Position	The Mastery (2) scores greatly exceed the benchmark. Mastery (3) scores are slightly below the benchmark. No students scored in the Expert or Minimal levels.				
	Conclusions and related outcomes	The Mastery (3) scores greatly exceed the benchmark. Mastery (2) scores are slightly below the benchmark. No students scored in the Expert or Minimal levels.				

REL 497 – SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	1	5	2	0	2.88	3.00	0.60
Evidence	1	3	4	0	2.63	2.00	0.70
Influence of context and assumptions	1	1	6	0	2.38	2.00	0.70
Student's position	2	4	2	0	3.00	3.00	0.71
Conclusions and related outcomes	2	1	5	0	2.63	2.00	0.86

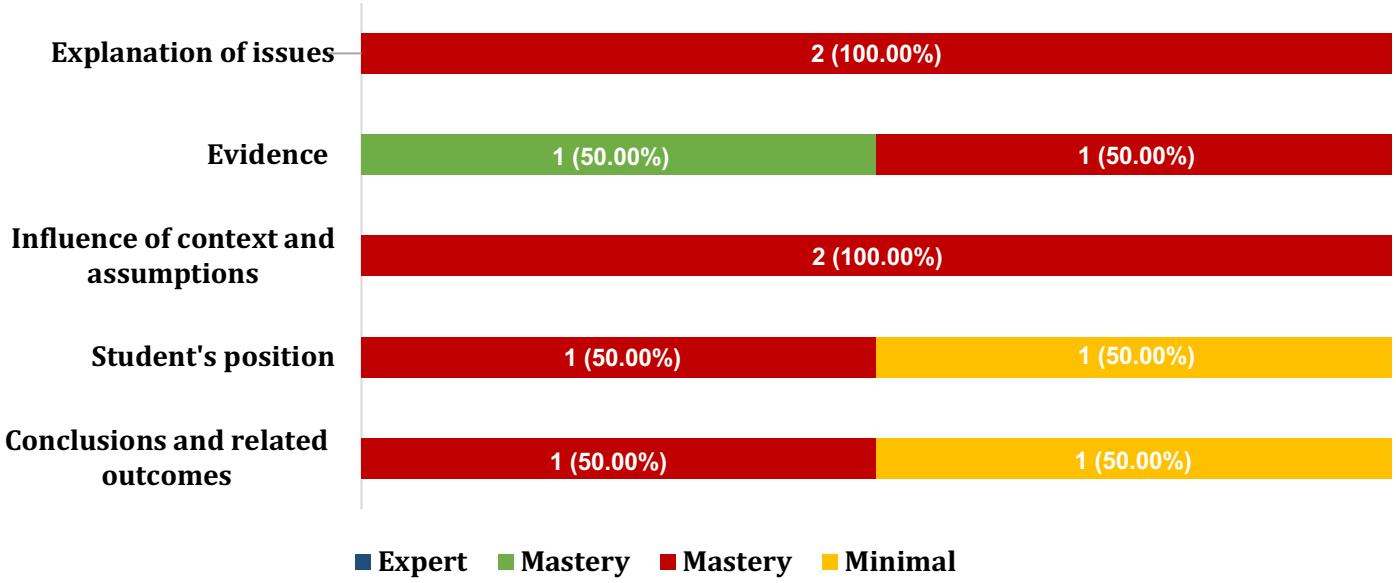


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	The Expert and Mastery (3) level scores exceed the benchmark. Mastery (2) scores are below the benchmark. No students scored in the Minimal level.				
	Evidence	The Expert and Mastery (2) level scores exceed the benchmark. Mastery (3) scores are within the benchmark. No students scored in the Minimal level.				
	Influence of Context and Assumptions	The Expert and Mastery (2) level scores exceed the benchmark. Mastery (3) scores are below the benchmark. No students scored in the Minimal level.				
	Student's Position	The Expert and Mastery (3) level scores exceed the benchmark. Mastery (2) scores are below the benchmark. No students scored in the Minimal level.				
	Conclusions and related outcomes	The Expert and Mastery (2) level scores exceed the benchmark. Mastery (3) scores are below the benchmark. No students scored in the Minimal level.				

REL 513 – SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	0	0	2	0	2.00	2.00	0.00
Evidence	0	1	1	0	2.50	2.00	0.50
Influence of context and assumptions	0	0	2	0	2.00	2.00	0.00
Student's position	0	0	1	1	1.50	1.00	0.50
Conclusions and related outcomes	0	0	1	1	1.50	1.00	0.50

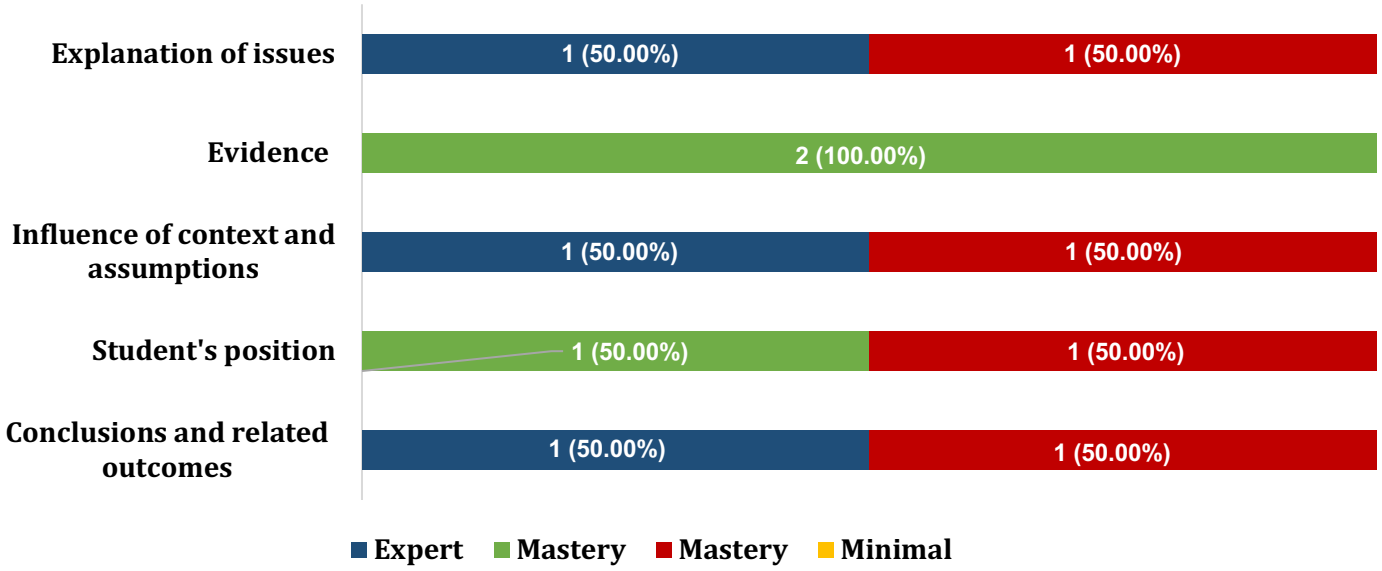


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	The Mastery (2) scores greatly exceed the benchmark. No students scored in the Expert, Mastery (3) or Minimal levels.				
	Evidence	Mastery (3) and Mastery (2) scores exceed the established benchmark. No students scored at the Expert or Minimal levels.				
	Influence of Context and Assumptions	The Mastery (2) scores greatly exceed the benchmark. No students scored in the Expert, Mastery (3) or Minimal levels.				
	Student's Position	Mastery (2) and Minimal scores exceed the established benchmark. No students scored at the Expert or Mastery (3) levels.				
	Conclusions and related outcomes	Mastery (2) and Minimal scores exceed the established benchmark. No students scored at the Expert or Mastery (3) levels.				

REL 520 – SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	1	0	1	0	3.00	2.00	1.00
Evidence	0	2	0	0	3.00	3.00	0.00
Influence of context and assumptions	1	0	1	0	3.00	2.00	1.00
Student's position	0	1	1	0	2.50	2.00	0.50
Conclusions and related outcomes	1	0	1	0	3.00	2.00	1.00

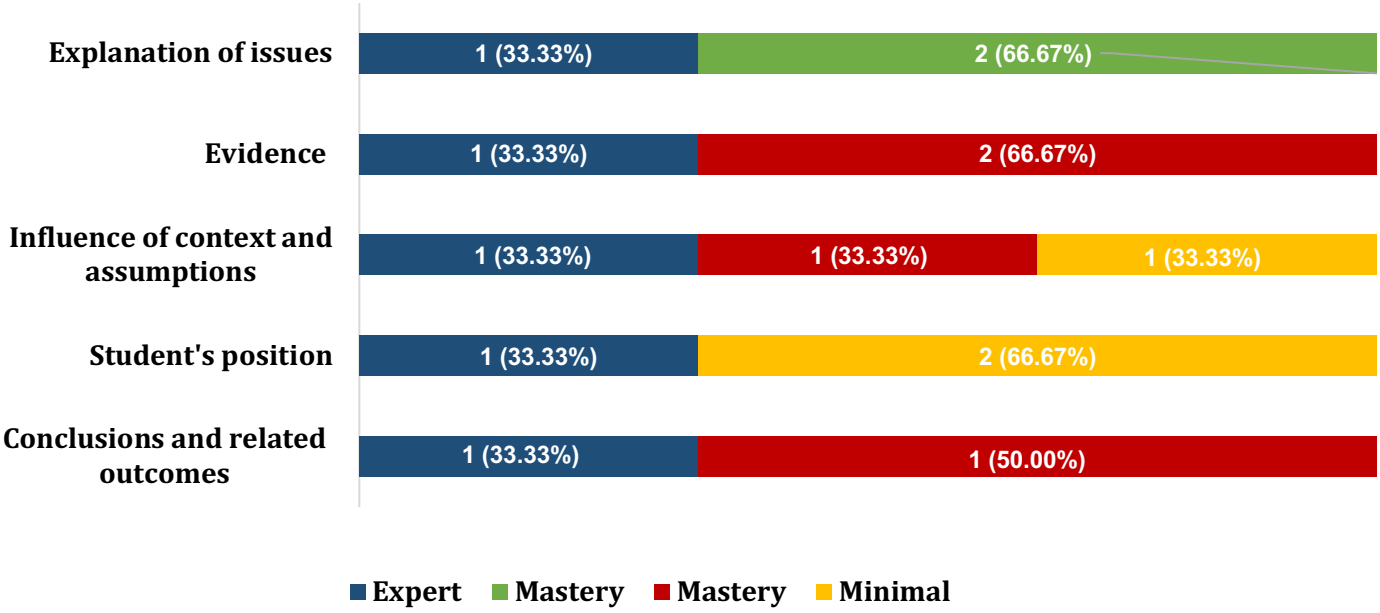


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Expert and Mastery (2) scores exceed the established benchmark. No students scored at the Mastery (3) or Minimal levels.				
	Evidence	The Mastery (3) scores greatly exceed the benchmark. No students scored in the Expert, Mastery (2) or Minimal levels.				
	Influence of Context and Assumptions	Expert and Mastery (2) scores exceed the established benchmark. No students scored at the Mastery (3) or Minimal levels.				
	Student's Position	Mastery (3) and Mastery (2) scores exceed the established benchmark. No students scored at the Expert or Minimal levels.				
	Conclusions and related outcomes	Expert and Mastery (2) scores exceed the established benchmark. No students scored at the Mastery (3) or Minimal levels.				

REL 524 – SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	1	2	0	0	3.33	3.00	0.47
Evidence	1	0	2	0	2.67	2.00	0.94
Influence of context and assumptions	1	0	1	1	2.33	1.00	1.25
Student's position	1	0	0	2	2.00	1.00	1.41
Conclusions and related outcomes	1	0	2	0	2.67	2.00	0.94

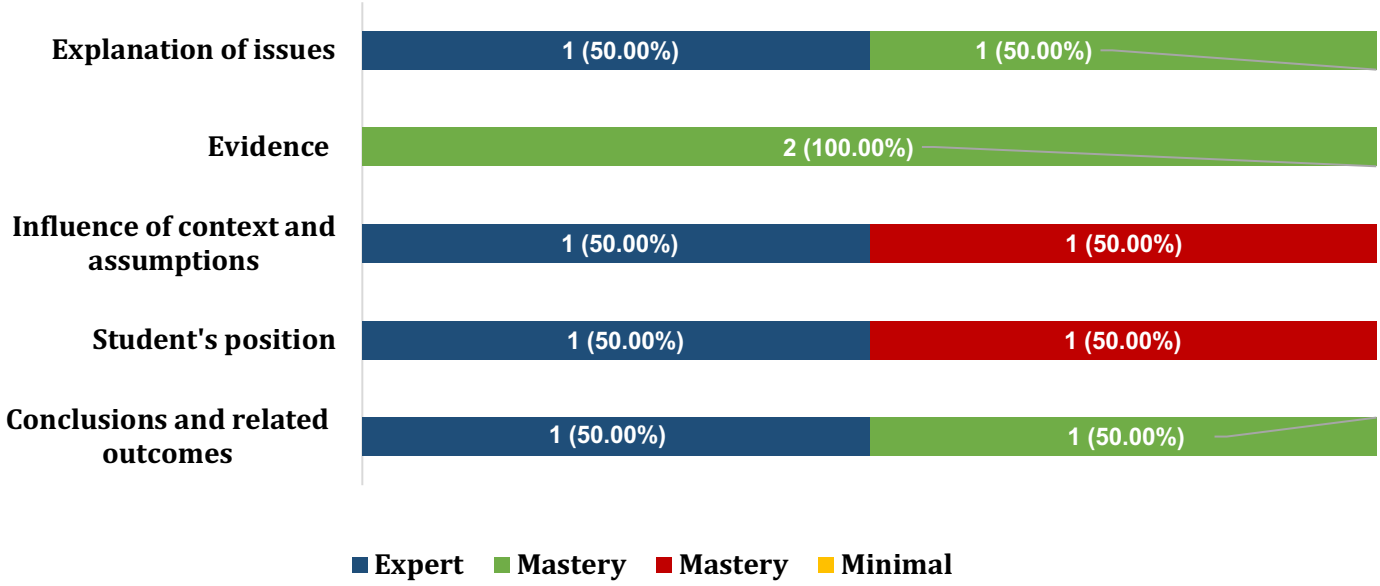


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Expert and Mastery (3) scores exceed the established benchmark. No students scored at the Mastery (2) or Minimal levels.				
	Evidence	Expert and Mastery (2) scores exceed the established benchmark. No students scored at the Mastery (3) or Minimal levels.				
	Influence of Context and Assumptions	Expert and Minimal level scores greatly exceed the established benchmark. Mastery (2) scores are slightly below the benchmark. No students scored at the Mastery (3) level.				
	Student's Position	Expert and Minimal scores greatly exceed the established benchmark. No students scored at the Mastery (2) or Mastery (3) levels.				
	Conclusions and related outcomes	Expert and Mastery (2) scores exceed the established benchmark. No students scored at the Mastery (3) or Minimal levels.				

REL 547 – SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	1	1	0	0	3.50	3.00	0.50
Evidence	0	2	0	0	3.00	3.00	0.00
Influence of context and assumptions	1	0	1	0	3.00	2.00	1.00
Student's position	1	0	1	0	3.00	2.00	1.00
Conclusions and related outcomes	1	1	0	0	3.50	3.00	0.50



BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Expert and Mastery (3) scores exceed the established benchmark. No students scored at the Mastery (2) or Minimal levels.				
	Evidence	The Mastery (3) scores greatly exceed the benchmark. No students scored in the Expert, Mastery (2) or Minimal levels.				
	Influence of Context and Assumptions	Expert and Mastery (2) scores exceed the established benchmark. No students scored at the Mastery (3) or Minimal levels.				
	Student's Position	Expert and Mastery (2) scores exceed the established benchmark. No students scored at the Mastery (3) or Minimal levels.				
	Conclusions and related outcomes	Expert and Mastery (3) scores exceed the established benchmark. No students scored at the Mastery (2) or Minimal levels.				

SEAVER COLLEGE

Social Science Division

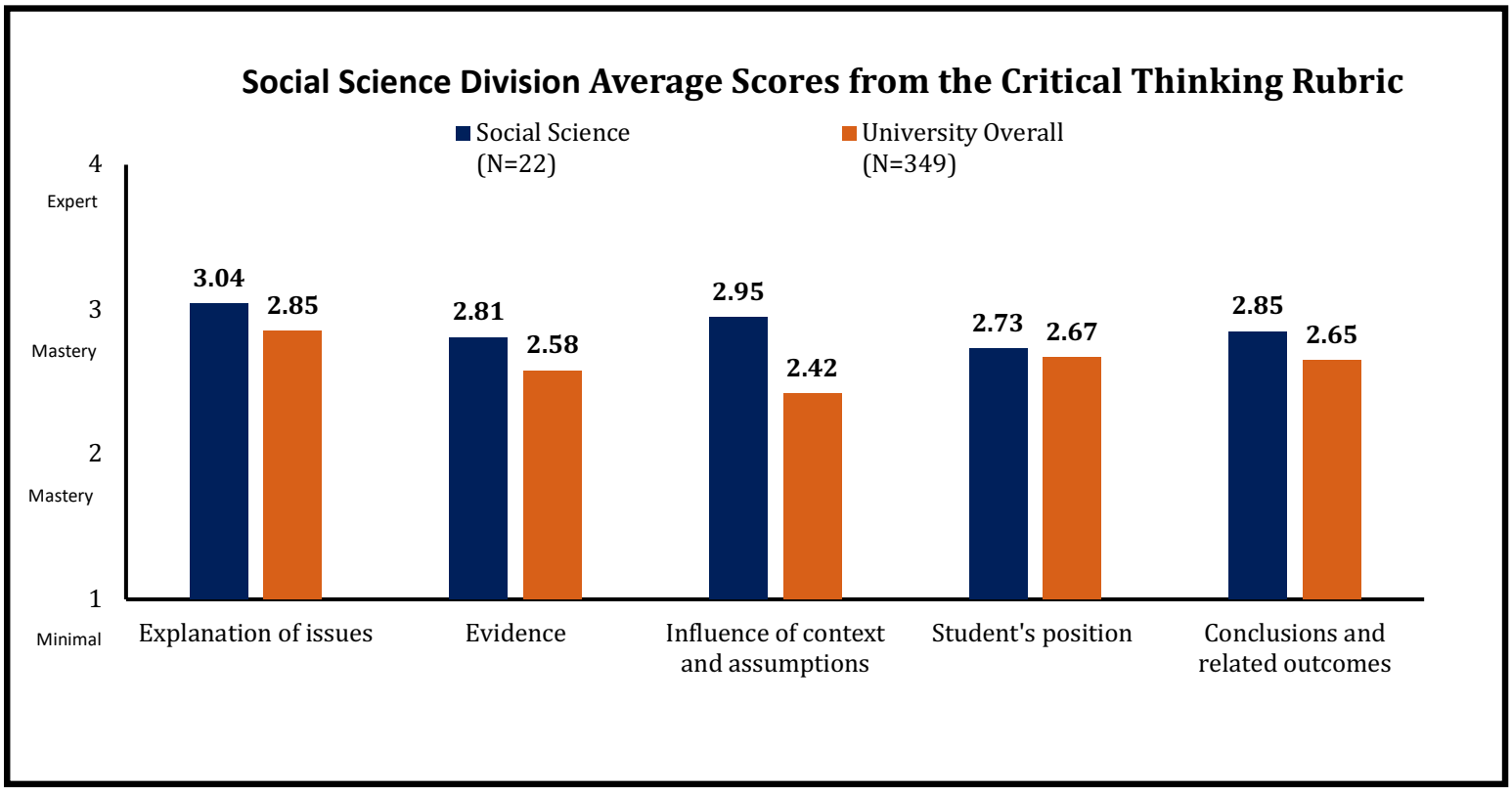
COURSE INFORMATION

Term	Fall 2017	Spring 2018
Courses	ECON 410 / PSYC 494	SOC 497
N of artifacts	10 / 5	7
Program	Bachelor of Arts in Sociology	
Assessor	3 Faculty Members; 4 GELI Members	
Artifact type	Research Paper; Journal Manuscript and Cover Letter; The Sociological Imagination	

METHODOLOGY

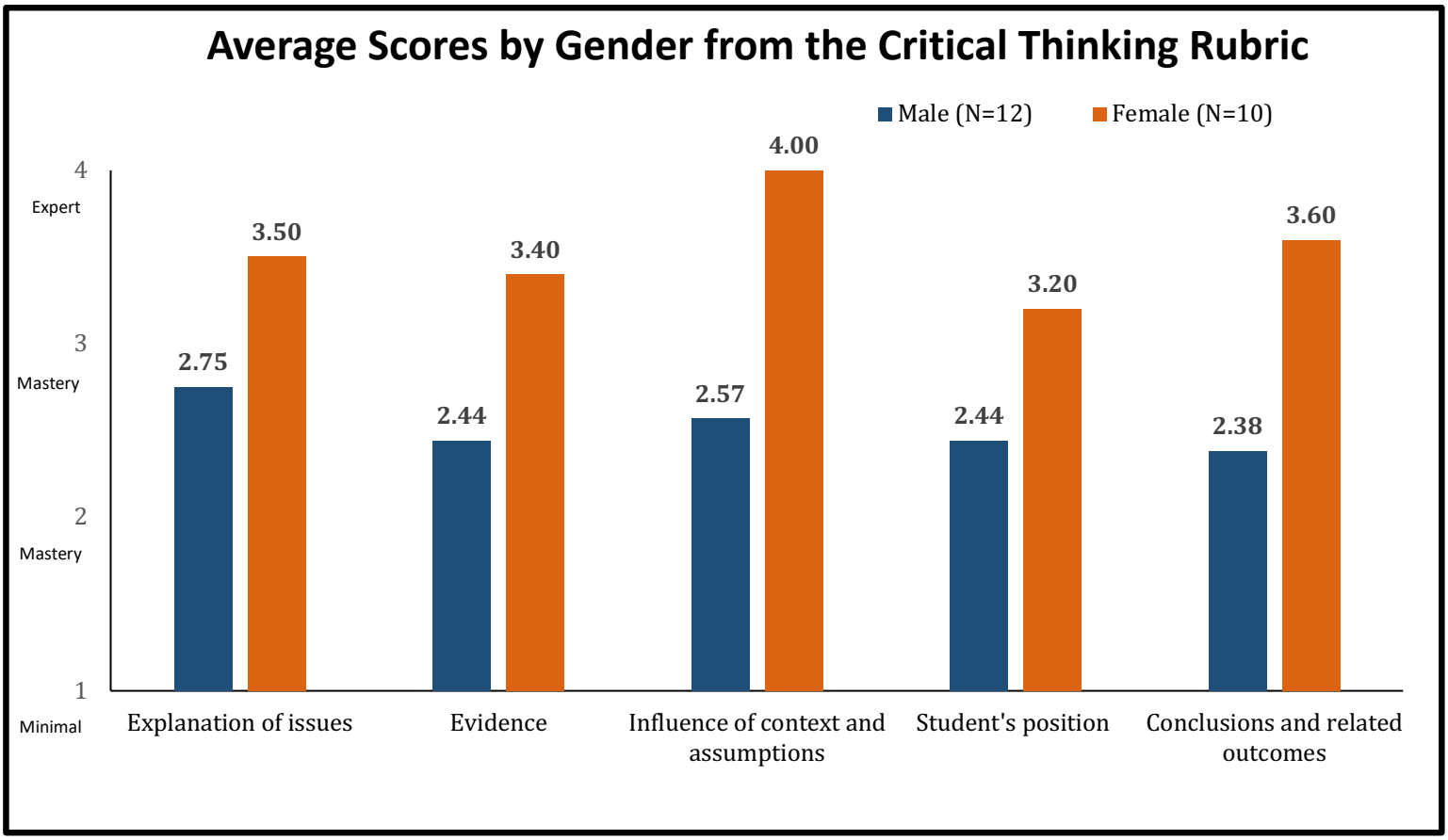
There were 12 males and 10 females in this study. Females scored higher on average than males in each of the five dimensions. Sixteen (16) of the 22 students were Caucasian. Twenty-one (21) students were seniors and the other student was a junior. All PSYC 494 students scored a 4 in all dimensions, making their average a 4 across the board. Students in this study had better average scores in comparison to the overall University in all dimensions of the rubric.

COMPARISON TABLE



Findings: The Social Science division's average scores are slightly higher than the University average in all dimensions.

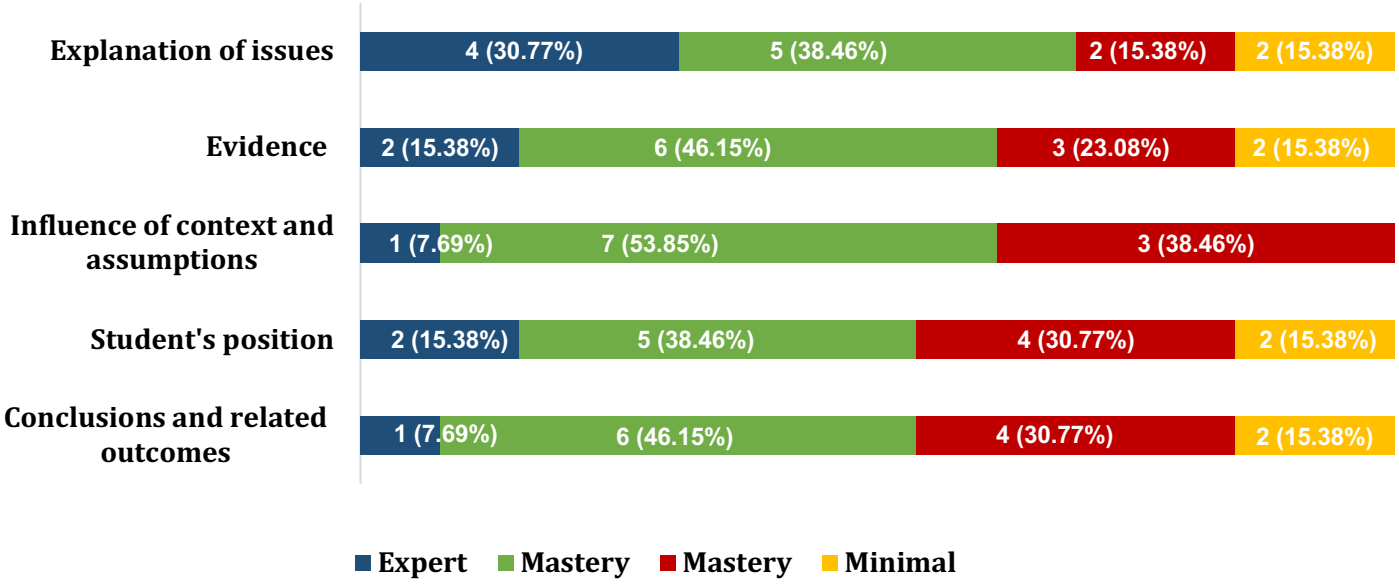
COMPARISON TABLE



Findings: Females scored higher than males in all dimensions.

ECON 410 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	4	5	2	2	2.85	3.00	1.03
Evidence	2	6	3	2	2.62	3.00	0.92
Influence of context and assumptions	1	7	5	0	2.69	3.00	0.61
Student's position	2	5	4	2	2.54	3.00	0.93
Conclusions and related outcomes	1	6	4	2	2.46	3.00	0.84

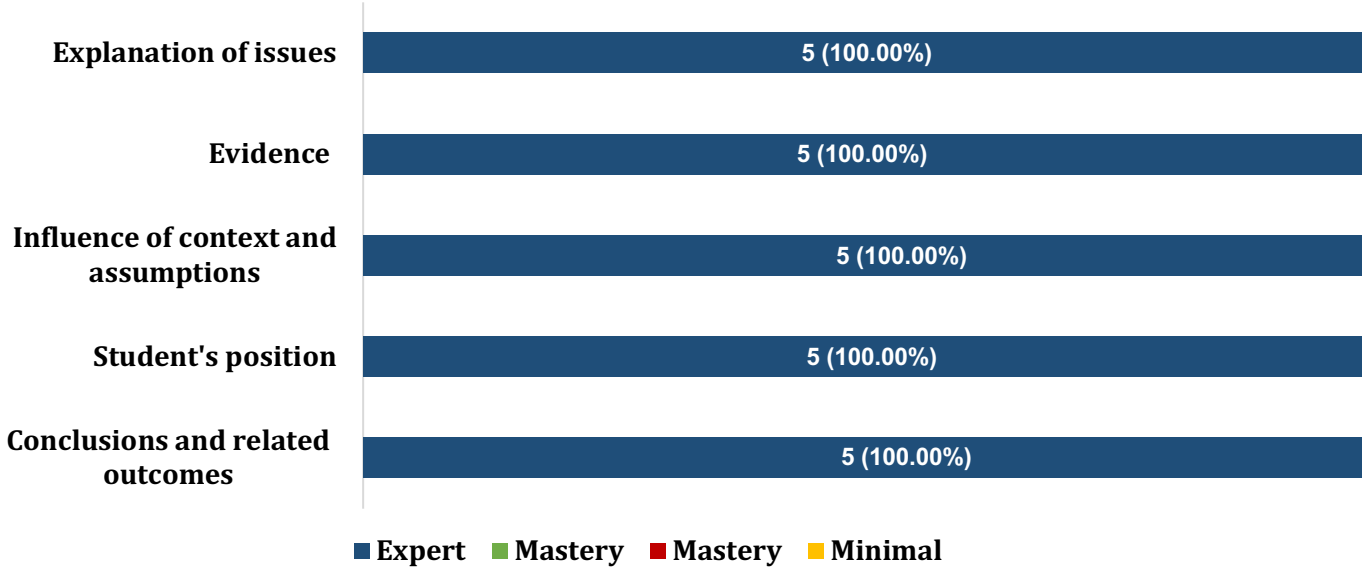


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (3) scores are within the established benchmark. Expert and Minimal level scores are above the benchmark. The Mastery (2) scores are below the benchmark.				
	Evidence	Mastery (3) and Minimal level scores are slightly above the established benchmark. Expert level scores are above the benchmark. The Mastery (2) scores are below the benchmark.				
	Influence of Context and Assumptions	The Mastery (2) scores are within the benchmark. Mastery (3) and Expert scores are higher than the established benchmark. No students scored in the Minimal level.				
	Student's Position	Mastery (3) scores are within the benchmark. Expert and Minimal level scores are slightly above the established benchmark. The Mastery (2) scores are below the benchmark.				
	Conclusions and related outcomes	Mastery (3) and Minimal level scores are slightly above the established benchmark. Expert level scores are above the benchmark. The Mastery (2) scores are below the benchmark.				

PSYC 494 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	5	0	0	0	4.00	4.00	4.00
Evidence	5	0	0	0	4.00	4.00	4.00
Influence of context and assumptions	5	0	0	0	4.00	4.00	4.00
Student's position	5	0	0	0	4.00	4.00	4.00
Conclusions and related outcomes	5	0	0	0	4.00	4.00	4.00

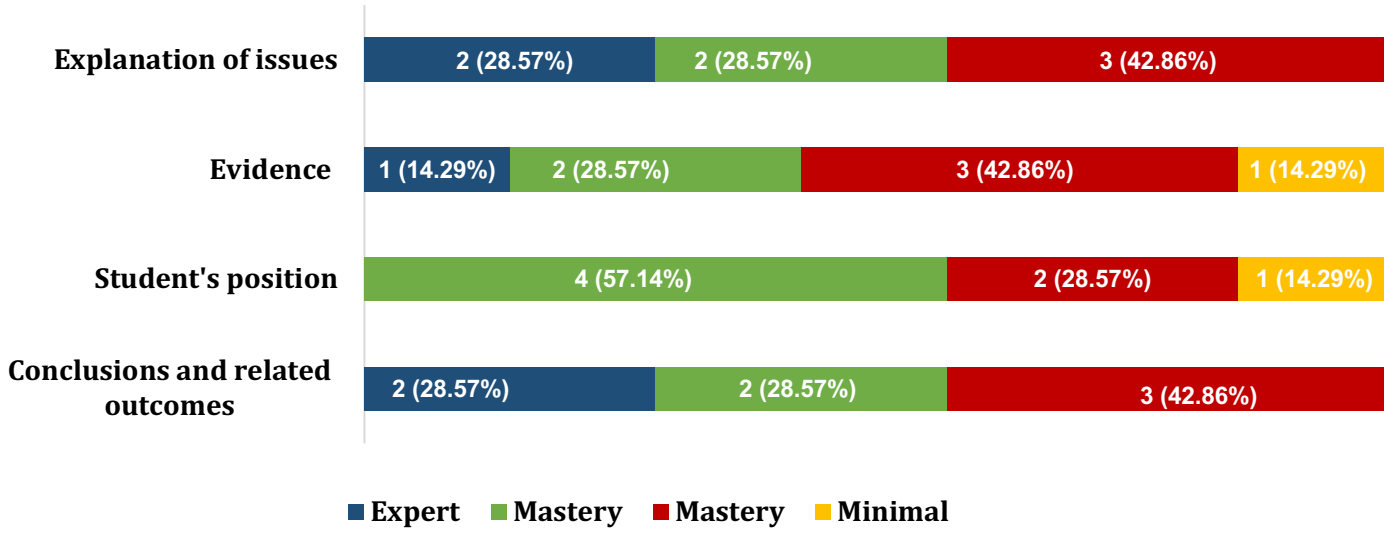


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	The Expert level scores greatly exceed the benchmark. No students scored in the Mastery (3), Mastery (2) or Minimal levels.				
	Evidence	The Expert level scores greatly exceed the benchmark. No students scored in the Mastery (3), Mastery (2) or Minimal levels.				
	Influence of Context and Assumptions	The Expert level scores greatly exceed the benchmark. No students scored in the Mastery (3), Mastery (2) or Minimal levels.				
	Student's Position	The Expert level scores greatly exceed the benchmark. No students scored in the Mastery (3), Mastery (2) or Minimal levels.				
	Conclusions and related outcomes	The Expert level scores greatly exceed the benchmark. No students scored in the Mastery (3), Mastery (2) or Minimal levels.				

SOC 497 – SPRING 2018

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	2	2	3	0	2.86	2.00	0.83
Evidence	1	2	3	1	2.43	2.00	0.90
Student's position	0	4	2	1	2.43	3.00	0.73
Conclusions and related outcomes	2	2	3	0	2.86	2.00	0.83



BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (2) scores are within the established benchmark. The Mastery (3) scores are below the benchmark. The Expert level scores greatly exceed the benchmark. No students scored at the Minimal level.				
	Evidence	Mastery (2) and Minimal level scores are within the established benchmark. The Mastery (3) scores are below the benchmark. The Expert level scores exceed the benchmark.				
	Student's Position	The Mastery (3) scores exceed the benchmark. Mastery (2) scores are below the established benchmark. The Minimal level scores are within the established benchmark. No students scored in the Expert level.				
	Conclusions and related outcomes	Mastery (2) scores are within the established benchmark. The Mastery (3) scores are below the benchmark. The Expert level scores greatly exceed the benchmark. No students scored at the Minimal level.				

Graduate Program

Humanities and Teacher Education Division

COURSE INFORMATION

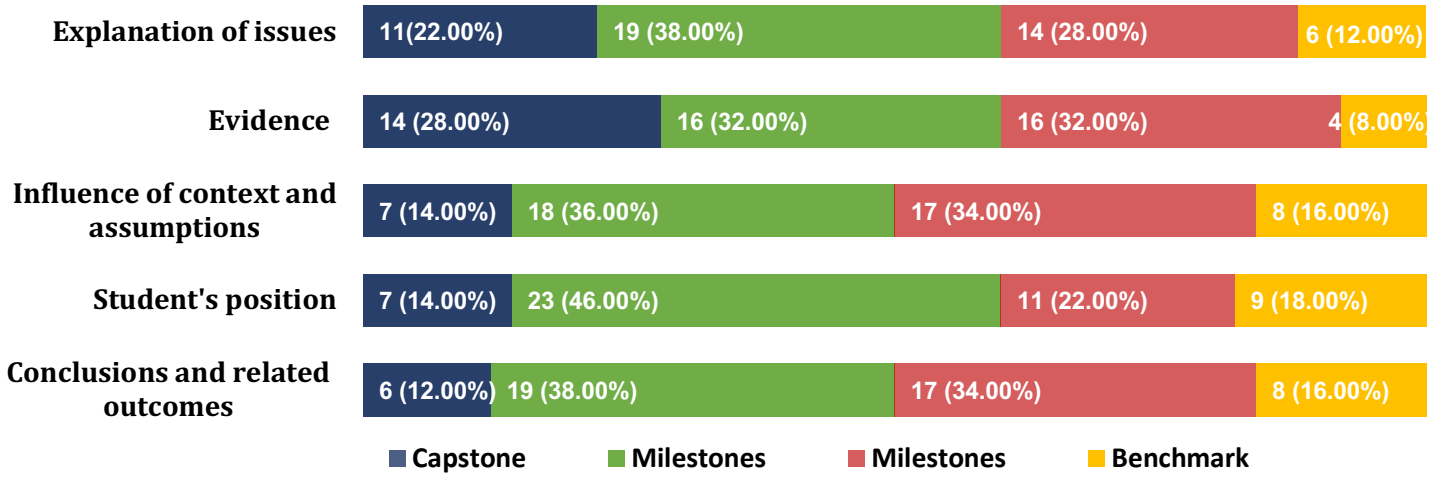
Term	Fall 2017
Courses	AMST 620
N of artifacts	16
Program	Master of Arts in American Studies
Assessor	3 Faculty Members; 1 GELI Member
Artifact type	Comprehensive Exam

METHODOLOGY

There was a total of eight students assessed for the Master of Arts in American Studies. Five students were male and three were female. Six of the students were white. Students scored higher averages in two dimensions in comparison to University undergraduates.

AMST 620 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	11	19	14	6	2.70	3.00	0.94
Evidence	14	16	16	4	2.80	3.00	0.94
Influence of context and assumptions	7	18	17	8	2.48	3.00	0.92
Student's position	7	23	11	9	2.56	3.00	0.94
Conclusions and related outcomes	6	19	17	8	2.46	3.00	0.90



BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Mastery (3) and Minimal level scores are within the established benchmark. The Mastery (2) scores are below the benchmark. Expert level scores exceed the benchmark.				
	Evidence	Expert level scores greatly exceed the benchmark. Mastery (3), Mastery (2), and Minimal level scores are below the benchmark.				
	Influence of Context and Assumptions	The Mastery (3) scores are within the benchmark. Mastery (2) scores are slightly below the established benchmark. The Minimal level scores are slightly higher than the established benchmark. The Expert level scores exceed the benchmark.				
	Student's Position	The Expert and Minimal level scores exceed the benchmark. The Mastery (3) scores are slightly above the benchmark. The Mastery (2) scores are below the benchmark.				
	Conclusions and related outcomes	The Expert and Minimal level scores exceed the benchmark. The Mastery (3) scores are within the benchmark. The Mastery (2) scores are slightly below the benchmark.				

School of Law

COURSE INFORMATION

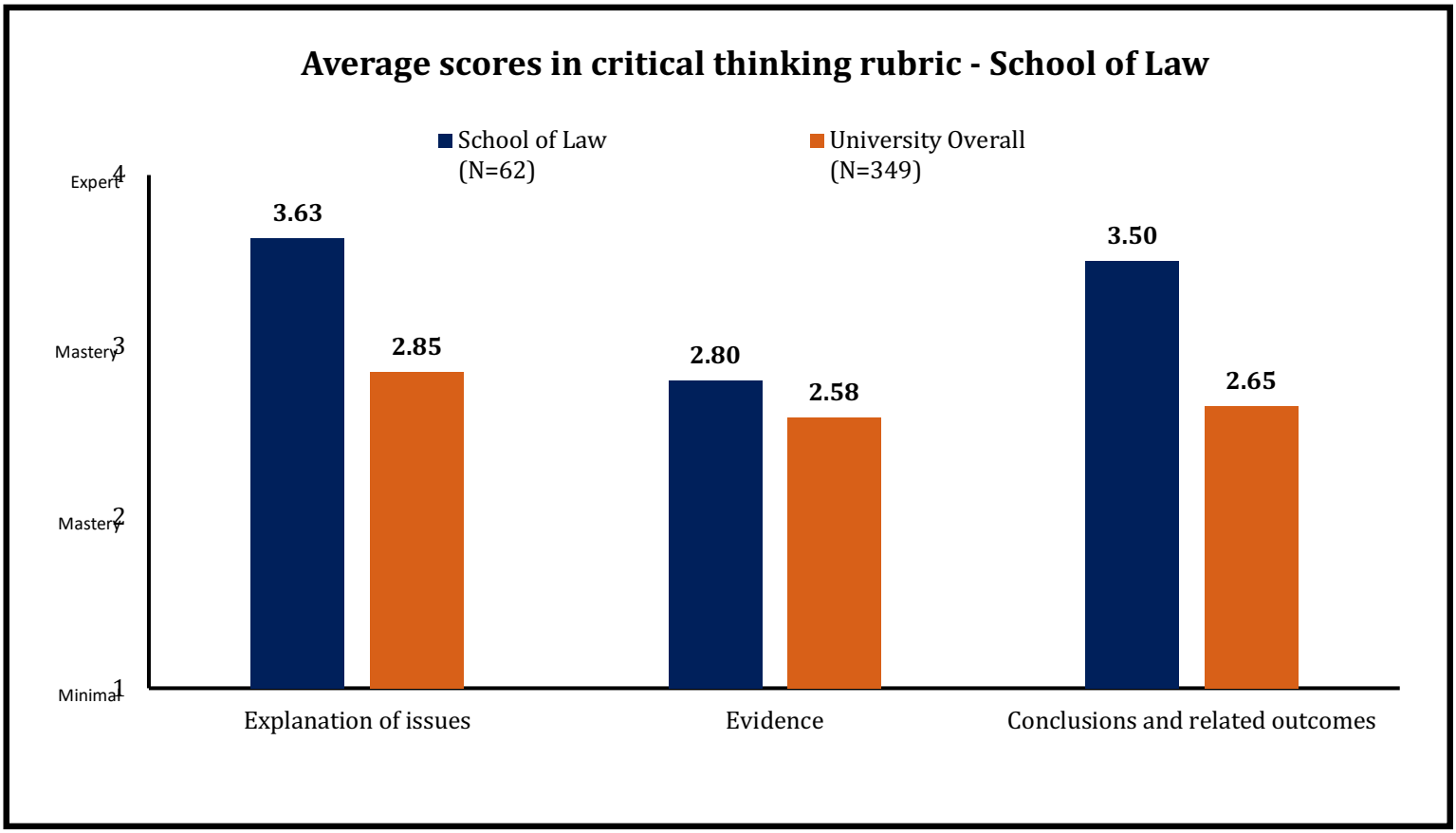
Term	Fall 2017
Courses	LAW 1422.01 / LAW 1422.02 / LAW 1492.01 / LAW 1492.02
N of artifacts	21 / 12 / 15 / 14
Program	Master of Dispute Resolution
Assessor	1 Faculty Member
Artifact type	Research Paper

METHODOLOGY

Two sections each for LAW 1422 and LAW 1492 participated in the study. Students were assessed through a combination of Law program learning outcomes and critical thinking values. There were a total of three dimensions scored.

There were 38 students participating in the School of Law assessment: 15 males and 23 females. Females scored higher averages in all three dimensions than the males. The major ethnicities include 13 Caucasian students and 12 non-resident aliens; the rest are dispersed. Caucasian students scored higher on average than the non-resident aliens in all three dimensions. School of Law participants averaged higher scores in all three dimensions in comparison to the University Undergraduates.

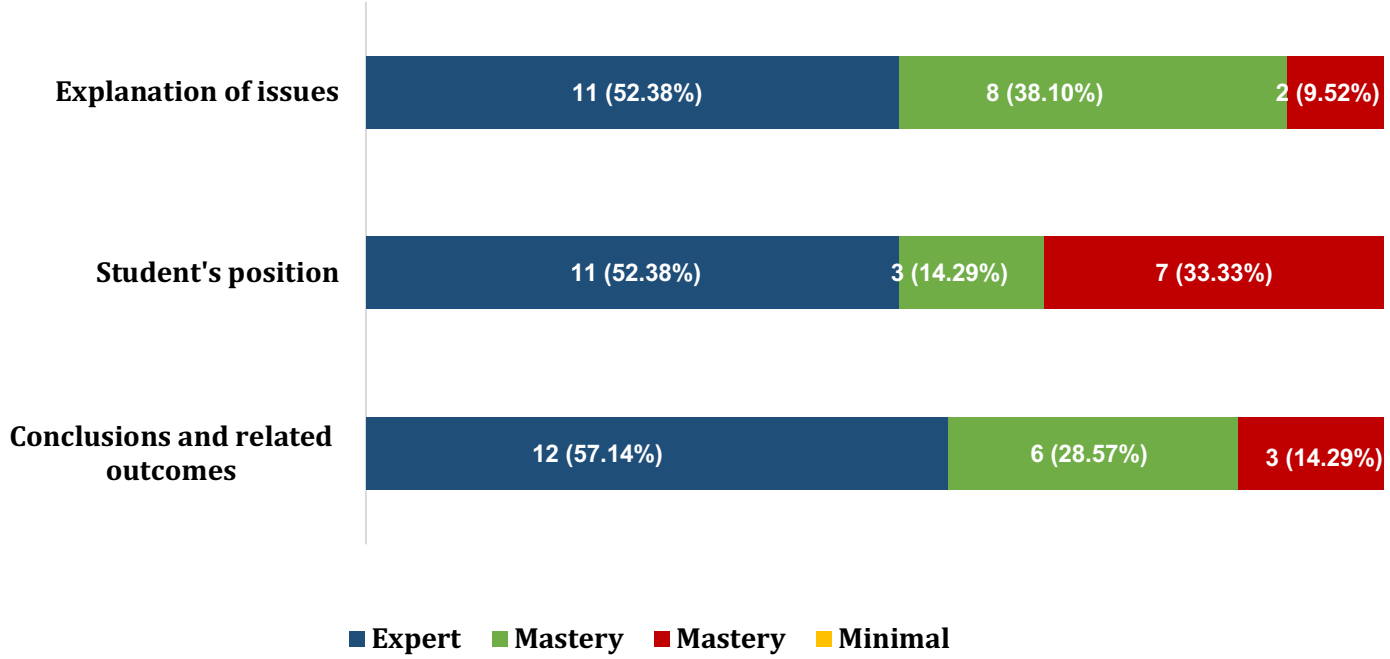
COMPARISON TABLE



Findings: School of Law students' average scores are slightly higher than the University's averages in all dimensions.

LAW 1422.01 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	11	8	2	0	3.43	4.00	0.66
Student's position	11	3	7	0	3.19	4.00	0.91
Conclusions and related outcomes	12	6	3	0	3.43	4.00	0.73

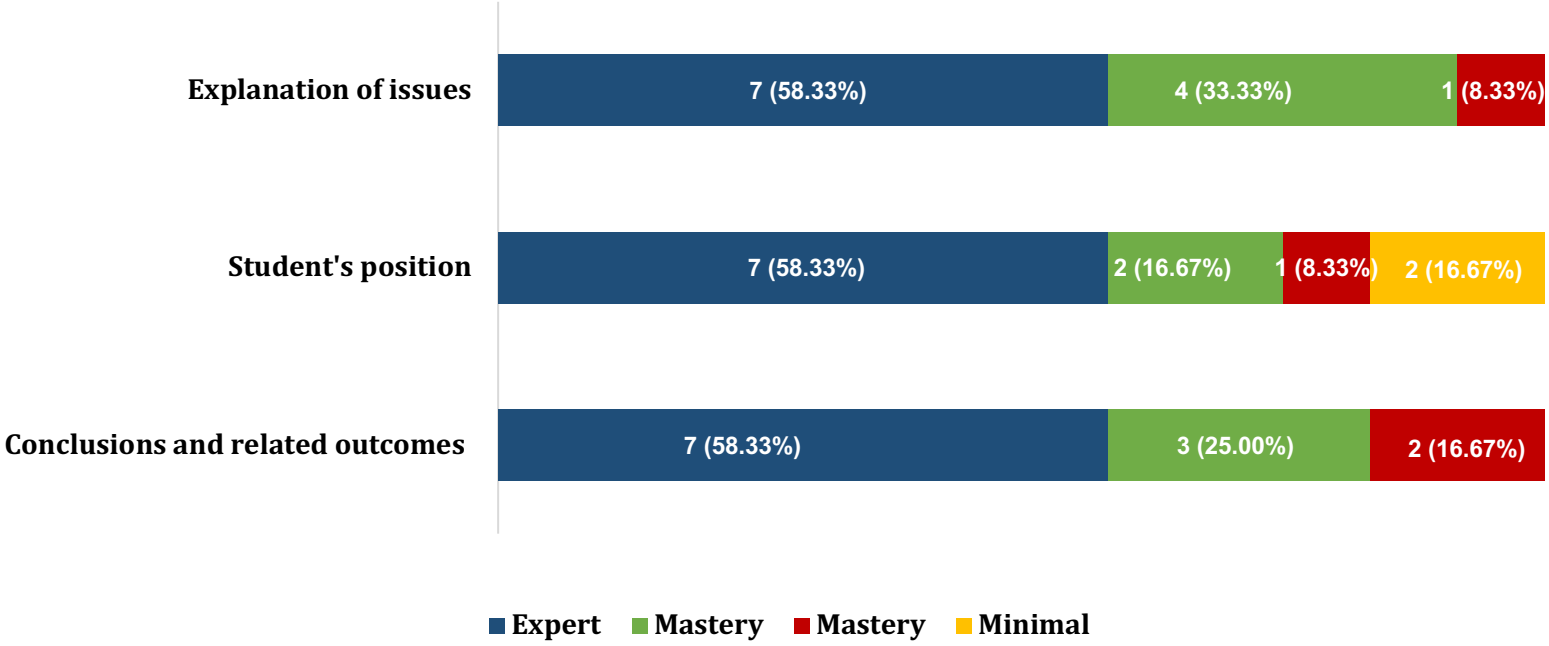


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Expert level scores greatly exceed the benchmark. Mastery (3) scores are within the established benchmark. Mastery (2) scores are far below the benchmark. No students scored at the Minimal level.				
	Student's Position	Expert level scores greatly exceed the benchmark. Mastery (2) scores are slightly below the established benchmark. Mastery (3) scores are far below the benchmark. No students scored at the Minimal level.				
	Conclusions and related outcomes	Expert level scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. Mastery (2) scores are far below the benchmark. No students scored at the Minimal level.				

LAW 1422.02 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	7	4	1	0	3.50	4.00	0.65
Student's position	7	2	1	2	3.17	4.00	1.14
Conclusions and related outcomes	7	3	2	0	3.42	4.00	0.76

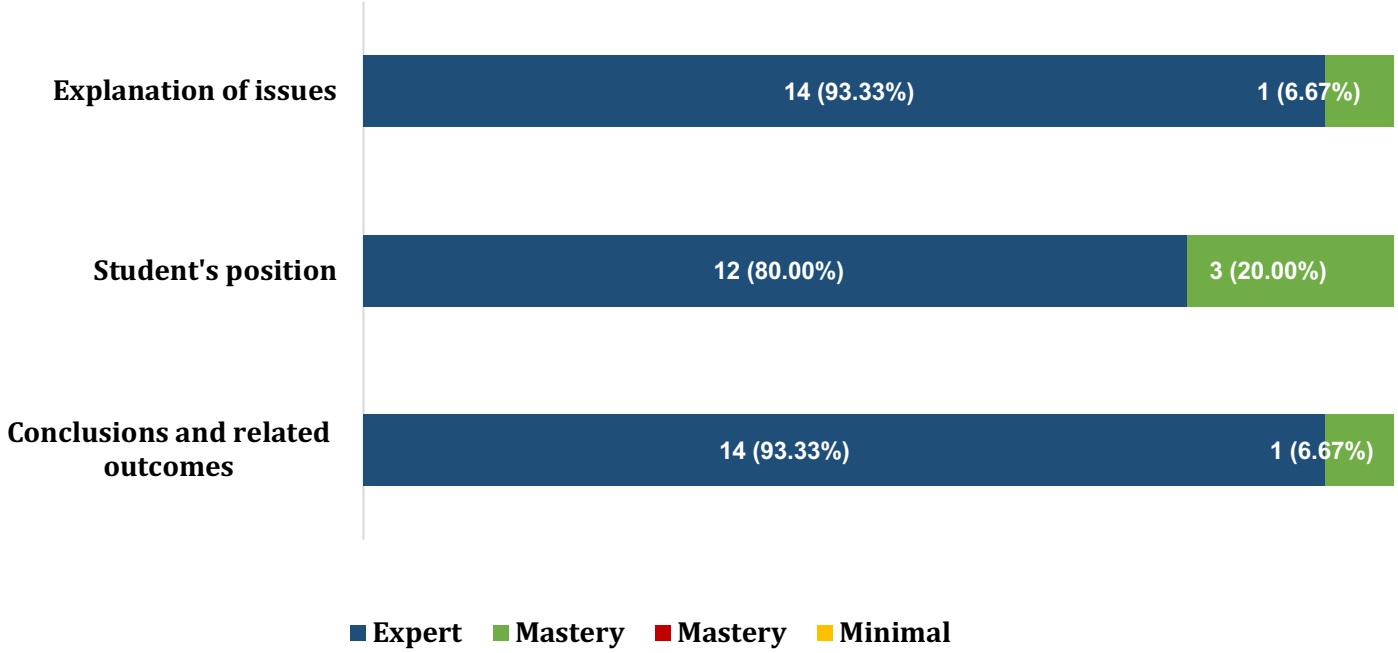


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Expert level scores greatly exceed the benchmark. Mastery (3) scores are within the established benchmark. Mastery (2) scores are far below the benchmark. No students scored at the Minimal level.				
	Student's Position	Expert level scores greatly exceed the benchmark. Mastery (3) and Mastery (2) scores are far below the benchmark. Minimal level scores are slightly above the benchmark.				
	Conclusions and related outcomes	Expert level scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. Mastery (2) scores are far below the benchmark. No students scored at the Minimal level.				

LAW 1492.01 – FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	14	1	0	0	3.93	4.00	0.25
Student's position	12	3	0	0	3.80	4.00	0.40
Conclusions and related outcomes	14	1	0	0	3.93	4.00	0.25

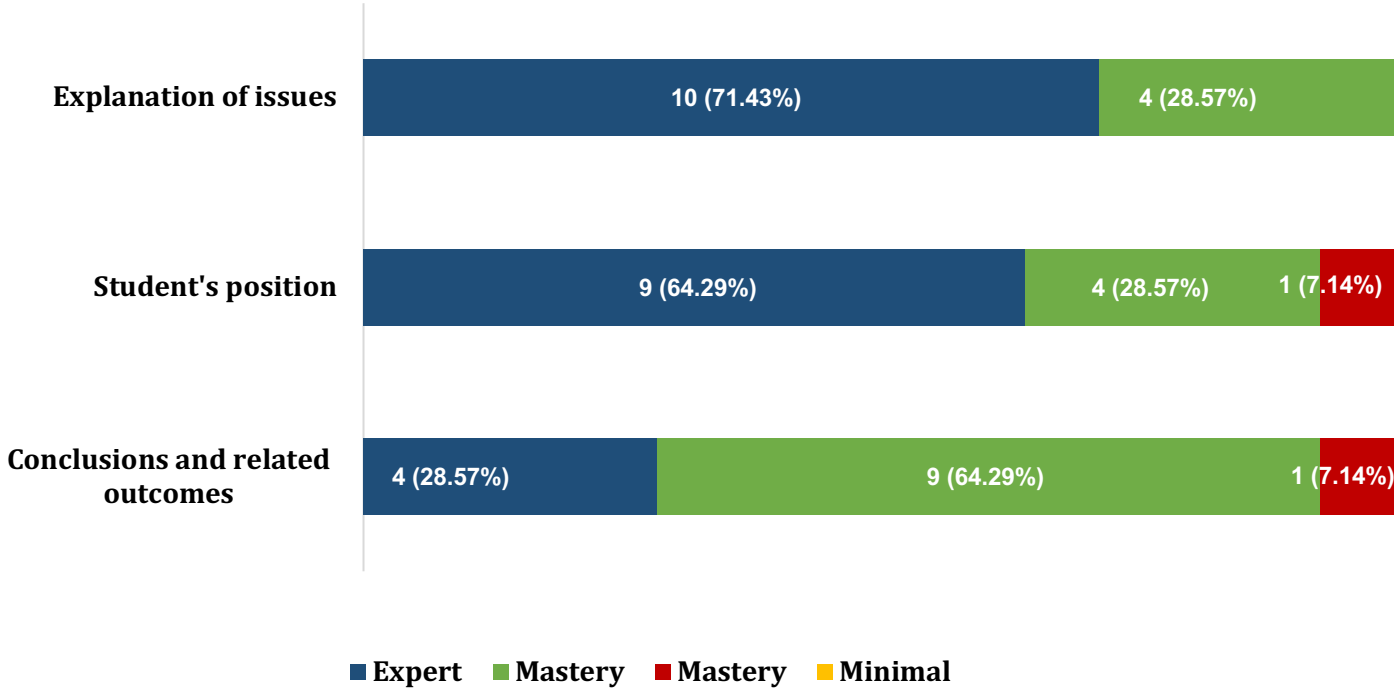


BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Expert level scores greatly exceed the benchmark. Mastery (3) scores are far below the established benchmark. No students scored at the Mastery (2) or Minimal levels.				
	Student's Position	Expert level scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. No students scored at the Mastery (2) or Minimal levels.				
	Conclusions and related outcomes	Expert level scores greatly exceed the benchmark. Mastery (3) scores are far below the established benchmark. No students scored at the Mastery (2) or Minimal levels.				

LAW 1492.02– FALL 2017

	Expert (4 pts)	Mastery (3 pts)	Mastery (2 pts)	Minimal (1 pts)	Mean	Mode	Stdev
Explanation of issues	10	4	0	0	3.71	4.00	0.45
Student's position	9	4	1	0	3.57	4.00	0.62
Conclusions and related outcomes	4	9	1	0	3.21	3.00	0.56



BENCHMARK

Level of Accomplishment		EXPERT	Mastery (3)	Mastery (2)	Minimal	Information not Present
% of students expected to score in each level		2-5%	Between 35-45%	Between 35-45%	under 10-15%	0%
Findings by Dimension	Explanation of Issues	Expert level scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. No students scored at the Mastery (2) or Minimal levels.				
	Student's Position	Expert level scores greatly exceed the benchmark. Mastery (3) scores are below the established benchmark. Mastery (2) scores are far below the benchmark. No students scored at the Minimal level.				
	Conclusions and related outcomes	Expert and Mastery (3) level scores greatly exceed the benchmark. Mastery (2) scores are far below the benchmark. No students scored at the Minimal level.				