



CCCU
Center for Research
in Adult Learning

IN PARTNERSHIP WITH INDIANA WESLEYAN UNIVERSITY

INDIANA
WESLEYAN
UNIVERSITY

Student Learning Outcomes Project, 2010-11

Instructions to faculty/administrators: Thank you for taking the time to participate in this important CCCU initiative. You will have an opportunity to benchmark the student learning outcomes of your adult students with those in adult programs at other CCCU schools. Please administer this writing prompt to students who are in their first class or last class at your college. Try to get a representative sampling of about 25 beginning students and 25 graduating students. We recommend you use this as a graded assignment so that students will be motivated to do their best work. However, use your own discretion in the number of points you assign and how it is weighted in the course. We do not want to know the instructor's grade or comments on the essay. Be sure students indicate on their cover sheet the number of credit hours they have transferred from other colleges. After collecting the essays and cover sheets you should scan them into a single PDF file and send them to Cynthia.tweedell@indwes.edu. Due date for these files is April 1, 2011.

There will be a \$ 100 fee to all institutions to cover administration costs. This will cover the costs of gathering and sending the essays to scorers, recording the scores and preparing a benchmarking report for you. This fee is payable when you turn in your student work.

In addition to sending us the assignments, we are asking that you give us the names of three faculty who have agreed to score fifty essays from colleges other than your own. Names and college affiliation will be removed from the essays. Scorers will use the simple rubric attached. All scorers will participate in a 1-hour conference call where they will be trained on using the rubric. Since there is no need for any comments on the papers we anticipate the scoring process will take about two hours. Target date for completion of scoring is June 1, 2011.

Questions should be referred to Dr. Cynthia Tweedell, Executive Director for the CCCU Center for Research in Adult Learning 765-677-2344
cynthia.tweedell@indwes.edu

**FOR ADMINISTRATIVE REFERENCE ONLY:
PLEASE DO NOT SHARE THIS WITH STUDENTS OR THEIR FACULTY**

The following rubric was developed by a Task Force of administrators at CCCU adult programs. It is intended solely for use by the CCCU faculty team who will be scoring essays for this project. It is not intended as the final authority of what constitutes excellence in “critical thinking,” “Christian world view,” and “communication.” Please do not “teach to this rubric.” Faculty at each individual college should develop their own definitions of these concepts, consistent with the unique mission of their college. Each college is free to decide how to grade its own students’ essays produced for this project. However, by choosing to participate in this project, the college is agreeing to submit their students’ essays for scoring on this common rubric. In return they will receive a report of the mean scores of their beginning and graduating students compared to the CCCU sample as a whole.

	Critical Thinking	Christian World View	Communication
5	<p>Raises 3 or more insights on the issue.</p> <p>Challenges assumptions</p> <p>Thorough analysis</p>	<p>Interprets and assesses from a well-developed Christian/biblical framework</p> <p>Raises multiple Christian/biblical principles.</p>	<p>Essay flows intelligently and smoothly from introduction through exploration of ideas through conclusion.</p> <p>No distracting spelling, punctuation, and grammatical errors.</p> <p>Meaning is clear</p>
4	<p>General connections, analysis and identification of 1 or 2 insights on the issue.</p>	<p>Student demonstrates a reasonable understanding of Christian/biblical framework. Some Christian/biblical principles raised.</p>	<p>Essay flows well from introduction through conclusion.</p> <p>Minimal spelling, punctuation and grammatical errors.</p> <p>A few places where meaning is a little unclear.</p>
3	<p>Some analysis</p> <p>Vague identification of issue</p>	<p>Makes some mention of a Christian perspective. Student indicates some understanding of a Christian perspective. At least one Christian/biblical principle raised.</p>	<p>Essay suffers from some disorganization of ideas across or within paragraphs</p> <p>Most spelling, punctuation, and grammar are correct, though some errors remain.</p> <p>Some places unclear.</p>
2	<p>Incomplete analysis</p> <p>Fragmented understanding of issue</p>	<p>Demonstrates little understanding of a Christian perspective. Christian/biblical principles hardly or not mentioned.</p>	<p>Organization and meaning unclear</p> <p>Spelling, punctuation, and grammatical errors are distracting.</p>
1	<p>Little analysis</p> <p>Basic lack of understanding</p>	<p>Does not appear to work from a Christian/biblical framework at all</p>	<p>Essay consists of randomly collected sentences to fill space.</p> <p>Many spelling, punctuation and grammatical errors, making reader unable to follow ideas.</p> <p>Incoherent.</p>
Score			

Instructions to student: This assignment is part of a project of the Council of Christian Colleges and Universities to measure the learning outcomes of adult programs. Students from several Christian colleges are writing this same essay—some students at the beginning of their program and some at the end of their program. The purpose of the project is to see how adult students change in their critical thinking skills, written communication and worldview from the beginning of their program to the end. Your professor will direct you as to how this essay may affect your grade in this course. After this course is over, your name will be removed from this essay and it will be scored by a team of Christian college faculty. We will then compare the combined scores of beginning students with those of graduating students.

Think about the following situation and write an essay giving your analysis and opinion. An excellent essay will do the following:

<p>Raises 3 or more insights on the issue.</p> <p>Challenges assumptions</p> <p>Thorough analysis</p>	<p>Interprets and assesses from a well-developed Christian/biblical framework</p> <p>Raises multiple Christian/biblical principles.</p>	<p>Essay flows intelligently and smoothly from introduction through exploration of ideas through conclusion.</p> <p>No distracting spelling, punctuation, and grammatical errors.</p> <p>Meaning is clear</p>
---	---	---

At the completion of graduation requirements for a baccalaureate degree, two students with identical academic attainment are competing for the award as the graduate most likely to use knowledge to benefit society. What character traits, values, and ethical issues could be assessed to determine the awardee?

Your essay should be about 2 pages long (400-500 words). It should be submitted to your professor electronically and include the following cover sheet.

CCCU Student Learning Outcomes Project

Cover Sheet

Student name:

College/University:

Date:

Number of credit hours earned so far at this college/university:

Number of credit hours transferred from another college/university:

