

UNIT REPORT

**Academic Affairs -
Program/Department Summary
Reports**

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Arts and Sciences: English Language & Literature Summary Report**Start:** 07/01/2018**End:** 06/30/2019**Providing Department:** Arts and Sciences**Benchmark Summary:**

The benchmark was successfully met in PSLO 2, 3, and 4. PSLO 1 was not met; however, it was extremely close (75% rather than 80% of the students scored 85% or better). PSLO 5 was not met, but this may be attributed to the individual student's course load, work schedule, ministry obligations, as well as commuting.

Unit Summary:

The summary of PSLO 1 shows the nature of written and oral communication skills. Sometimes students tend to be better at one skill rather than the other, but the skills are assessed jointly. This could account for not meeting the benchmark since the written component tends to pull down the overall combined percentage of achievement.

Based on this year's sample in PSLO 5, it appears necessary to compare program trends over time, perhaps a two to three year window, to truly capture an accurate trend analysis since the sample will be more viable. This will lead to a proactive action plan rather than a reactive action plan based on evaluating one student (as is the case this semester).

Process Review:

Based on the assessment findings for the 2018-2019 academic year, we are not making any changes to the assessment plan. Instead we will conduct a trend analysis comparing two to three academic years to determine any necessary revisions to the ELL assessment plan. The interval of comparative analysis will be driven by the sample size.

Recommendations:

Since we have covered writing/research skills, plagiarism, and writing across the curriculum from last year's recommendations through faculty presentations, we recommend focusing on the two areas left unaddressed from last year: student motivation and electronic distractions in the classroom.

Meeting Date: 05/13/2019**Meeting Minutes:****Arts and Sciences: General Education Summary Report****Start:** 07/01/2018**End:** 06/30/2019

Providing Department: Arts and Sciences

Benchmark Summary:

1 - Benchmarks were met. Oral: students tend to be very strong in this area. Faculty have a plan for addressing specific areas of weakness. Written: 7-week students who are weak are struggling to get through the content in 7 weeks. Need to re-emphasize placement tests and SAT scores to verify students qualify for ENG 123. Since oral communication tends to be higher scores but written communication tends to be lower scores, it can skew the results of the one GESLO.

2 - Benchmarks were met. Students come in with quite a deficit in IL skills and often do not even have the vocabulary to talk about finding resources. The fact that we meet the benchmarks is quite a testament to the faculty. The Library Director has been asked to attend other classes to give instruction, which is helpful. For the IL quiz, we continue to consider clarifying wording in the questions but only 3 of 25 for this semester.

Project SAILS Benchmark: UVF students will meet or exceed the national average on the exam. The benchmark was met or exceeded in seven of the eight categories. **Exceeded:** Retrieving Sources; **Met:** Developing Research Strategy, Selecting Finding Tools, Using Finding Tool Features, Evaluating Sources, Documenting Sources, Understanding Economic, Legal, and Social Issues. **Not Met:** Searching A possible reason for not meeting this category may be that as incoming freshmen, students may not yet have developed vocabulary specific to their discipline and do not understand keyword searching as opposed to natural language searching. Furthermore, many students are unfamiliar with reference materials, indexing, and delimiters.

3 - Benchmark was met. Book choice is appropriate and faculty are keeping up with ever-changing demographics. The Assemblies of God has changed its credentialing exam, so the assessment may be changed in the future.

4 - Benchmark was met. This was an improvement over previous years. Music courses tend to be stronger than the FNA 113 course, just by nature of the students' focus. The non-participation issue is the highest. It can be a challenge for getting students to actually participate in the assignment. Students who are required to go off campus sometimes have issues with transportation. The Library Director offered to work with the faculty in this area to create a LibGuide for students to help complete the assignment.

5 - Benchmarks were partially met. Varsity courses met, but non-varsity courses were not met. This is generally caused by students who overcut the classes. We are examining the possibility of moving the course to be later in the day rather than first in the morning. Overall attendance in activity courses is down. It is possible that 95% is too high a benchmark. There seems to be a sleep hygiene issue across the board. The committee discussed the possibility of a campus-wide initiative in cooperation with the Health Center. Diet analysis: only 58% met the new diet analysis. Many of these did not even attempt the

diet analysis. The new diet analysis has to be purchased separately, which seems to have hurt participation. There was a better percentage of completion for online students than seated.

6 - Benchmark was met. Opportunities for growth are MLA documentation and research techniques. We are considering a specific tutorial for the Salem Literature database for LIT classes. In addition, we would like to consider including a note in the syllabi about the introductory EBSCOHost tutorial since the majority of students use it.

7 - Benchmark was met. Performance was better this year than last year, but the assessments alternate. Last year was about finances. Online classes performed better than seated; this could be because online classes include dual enrollment and adult learners. It is also possible that online students are taking more advantage of online resources than seated students. We are considering clarifying language or using different questions for the areas of common struggle.

8 - Benchmark was met. The common struggle is using primary scientific sources for the research paper. If students have not taken ENG 123 yet, they have a deficit. It may be too difficult to make ENG 123 a co-requisite because of how it would impact the schedule. Most students are in ENG 123 their first semester unless they are taking the remedial English. Perhaps this is an advising strategy. Anyone in remedial English should avoid courses with research writing.

Unit Summary:

Mental health seems to be an overall issue impacting attendance and student work. Anecdotally the Committee agrees to this, but we want to see evidence to assess the problem clearly so we can plan effective interventions.

Students not submitting work was tracked separately this year for the first time. We want to look at these numbers across the institution. Adding numbers to the "not attempted" category substantially impacts the overall benchmark in some cases

Process Review:

The Committee voted to change the GESLO 5 non-varsity sport credit benchmark to "85% of students enrolled in non-varsity PHE courses will participate in twenty 50-minute class sessions (approximately 600 minutes of cardiovascular activity)"

The GESLO 6 non-lit common rubric is being reevaluated by a faculty sub-committee.

The Committee voted to change the GESLO 4 assessment cycle to the following: FNA 113 will be assessed in the fall, and MUS 323 will be assessed in the spring. MUS 313 will not be assessed.

The Committee voted to change the GESLO 8 benchmark to "80% of the students will meet or exceed the standard as defined by the rubric."

Recommendations:

Create a LibGuide for the Fine Arts experience assignment.

Work with the Health & Wellness Center and Student Life to consider a sleep hygiene initiative.

Suggestion for faculty development: how do you deal with students who cite depression or other mental health struggles as an issue for attendance or struggling with class assignments? How does the on-campus counseling work? How do faculty close the loop after they put in a Beacon alert?,

Noodle tool - the Library Director will take it to AAC again to consider to help students with citing and formatting.

Meeting Date: 05/13/2019

Meeting Minutes:

Attending members: Ms. Laura Brookins, Mr. Kent Smith, Ms. Laura O'Reilly, Dr. Todd Guevin, Ms. Gretchen LeVan, Ms. Melanie Weaver, Dr. Bruce Marino

Absent members: Dr. Richard Gruber, Dr. Mark MacLean, Dr. Jerome Douglas

Attending guests: Ms. Charity Schneeberger

New Business

Course evaluations for indirect evidence: the Committee discussed using course evaluations as indirect evidence. The Diagnostic Feedback instrument is much longer than Teaching Essentials, so a custom question was considered. The discussion was tabled. Charity will reach out to IDEA for more thoughts from them.

Reporting - for GESLO 1 oral vs. GESLO 1 written. It may be valuable to set up Campus Labs in such a way that it will allow us to see the differences between the two. GESLO 5 would fall into the same category - varsity vs. non-varsity can be compared.

Behavioral Sciences Report

Start: 07/01/2018

End: 06/30/2019

Providing Department: Behavioral Sciences

Benchmark Summary:

All of the benchmarks for the PSLOs were met. The results were consistent; students exceed or met standards throughout the programs.

Unit Summary:

The Behavioral Sciences department continues to notice a consistent pattern with all of the benchmarks; however, we have reevaluated the measures that are used to assess communication and information literacy i.e., research papers, interviews and will continue to review.

Process Review:

We notice that the assessment process for communication and information literacy needed to be re-evaluated due to writing assignments that use APA style. In Fall 2018-2019, all CMMs were reviewed and revised to provide more clarity and efficiency in the assessment process.

Recommendations:

The recommendation is to continue to review APA in our Intro to Psych and Pastoral Counseling courses in Fall 2019 and provide learning opportunities regarding APA through Writing Solutions, Arts & Sciences, and Librarian.

Meeting Date:**Meeting Minutes:**

We met and discussed improving communication with students, engaging students due to lack of student motivation, encouraging students to go to the Write Solution, and continue teaching APA in partnership with the English department.

Business Department

Start: 07/01/2018

End: 06/30/2019

Providing Department: Business Administration

Benchmark Summary:

We reviewed all assessment data collected during the 2018-2019 academic year including the Business/Sport Management (BUS/SPT) undergraduate programs and the MAOL program.

Undergraduate BUS/SPT PSLO summary

PSLO 1: Benchmarks were met in both programs. However, we noticed that students were not proficient in the APA writing style and need further help. Some students also need additional help in their writing and presentation skills.

PSLO 2: Benchmarks were met in both programs. We found the assessment results for this PSLO improved compared to last year as we took time in class to discuss critical thinking skills and spent time meeting with students as needed to further develop these skills as recommended in last year's report.

PSLO 3: Benchmarks were met in both programs. We found progress was made in both programs for this PSLO as we emphasized and taught teamwork skills in the classroom.

PSLO 4: BUS program met benchmark. SPT program slightly short of meeting the benchmark. We found that further explanation of assignments and how to apply the Christian worldview in projects will be necessary as well as allowing students to submit drafts to review feedback from the instructor. We also noted that because of low enrollment in some classes, some results need further consideration.

PSLO 5: BUS program did not meet benchmark. The primary challenge seemed to be procrastination on the students' part for completing assignments which resulted in a lack of professionalism in their projects. We also found that the new Business Internship Seminar course will address this issue in the future in the context of internships as the course includes opportunities for students to develop professional skills to use in their internships. The SPT program met benchmark for PSLOs 5-7.

MAOL PSLO Summary

In the MAOL graduate program, PSLOs 1, 2 A&B, 3, and 4 were met. PSLO 5 A/B was not met. We found that more detailed instruction for how the strategy component applies to assignments is needed. However, students remain consistently strong in demonstrating leadership skills (PSLO 5B).

Unit Summary:

Students in the Business and Sport Management programs performed well in meeting and/or exceeding the benchmarks for PSLOs 1-3. Time was taken in class and/or outside of class many times to further explain assignment instructions and/or expectations along with developing skills needed to meet the benchmarks. However, we continue to see student writing skills and motivation lacking. We will continue to encourage students to seek help at the Write Solution with writing skills, critical thinking skills, and APA style formatting. As the Sport Management PSLO 4 benchmark was not met, we will take more time in class to further explain the concept of a Christian worldview and explain assignment instructions and expectations in more detail. As the benchmark for Business PSLO 5 was not met, we will revise assignments to offer several checkpoints to encourage students to begin assignments earlier so as to have more time to complete them in a professional manner. We also expect students' professional skills to increase who are enrolled in the Business Internship Seminar course where they will receive additional training in learning how to become more professional.

In the MAOL program, we have noticed some students are still lacking in writing skills and critical thinking demonstrated in writing assignments and discussion forums. We believe that including the MOL 502 writing and research course this Fall semester should provide the needed training for students to improve their writing and critical thinking skills. We will also provide more explanation of strategic analysis in course assignments to improve PSLO 5A.

Process Review:

BUS: Some minor revisions to the BUS CMM will be made including some wording to account for students not attempting the work. We plan to develop several presentations to help online students become more familiar with the program and the online learning format including an orientation and discussion forum presentation.

SPT: We will be reducing the number of PSLOs from 7 to 5 for 2019-2020 academic year. This will simplify the assessment process by better aligning the PSLOs with the corresponding ISLOs. Other minor revisions will be made to the SPT CMM including

some wording to account for students not attempting the work.

MAOL: Will will be reducing the number of PSLOs from 7 to 5. We replaced MOL 511 with MOL 502 to assess PLSO 1. Other minor revisions will be made to the MAOL CMM including some wording to account for students not attempting the work. We plan to develop several presentations to help students become more familiar with the program and the online learning format including an orientation and discussion forum presentation.

Recommendations:

1. Work with the General Education Department to learn how to reinforce writing and presentation skills students have learned in ENG 123 and COM 123.
2. Work with the MLT department to learn how to reinforce what has been learned about the Christian worldview and how to better apply it to a business setting.
3. Develop specific training presentations for adjunct faculty explaining department standards including how to more effectively use discussion forums as a way of learning in online courses.

Meeting Date: 05/14/2019

Meeting Minutes:

Date: 5/14/2019

Present: Dr. Troy Gearhart, Glodi Konga, Rebekah Reese, Charity Schneeberger

We discussed the BUS and SPT PSLO assessment results. In particular, we discussed how to improve some PSLO assessment results that did not meet the benchmarks. We also noted that some indirect evidence for online programs was not completed by students possibly because online students received requests to complete two different surveys which may have caused confusion resulting in students not completing the survey used for the assessment of indirect evidence. We also recognized that some adjuncts did not enter assessment data for a few courses. We discussed strategies to help adjunct faculty complete assessment data in a timely manner including sending additional email reminders and following up with individual instructors.

Digital Media Communications

Start: 07/01/2018

End: 06/30/2019

Providing Department: Digital Media Communications

Benchmark Summary:

The Digital Media Dept. programs met benchmarks in all areas overall for the 2018-19 academic year. This is slightly better than past years. We have based these conclusions using calculations that exclude students that did not attempt the direct measure assessment for each PSLO.

In 2017-18 PSLO 3 and PSLO 4 each had a direct measure that did not meet benchmarks. This year both were met as the adjustments that faculty initiated seem to have helped.

Upon review and discussion, the DM Faculty affirm the data as being an accurate reflection of what we have seen in the classroom. A review of indirect measures, course evaluations, focus groups, etc, also affirm that students are meeting benchmarks of student learning.

Students in the Digital Media Programs demonstrate their greatest strengths in professional outcomes. PSLOs 1-4 have slightly lower achievement levels yet still meet benchmarks.

Unit Summary:

Faculty engaged in robust discussion of assessment data collected. Below are summaries for each PSLO:

PSLO 1- The faculty determined that the use of current measures should be continued for this outcome. Benchmarks are being met and the established process seems void of any issues, therefore continuation of current plan is warranted. There was discussion regarding point values in rubrics to help more accurate determinations of "exceed" vs. "meet". Instructor will reevaluate the current point system used in the rubric.

PSLO 2- Data suggests that students are meeting benchmarks in this area. Students that are not meeting the standards just do not complete the work. This continues to be an ongoing challenge and this should again be brought to the PSLO Committee to determine if it is a departmental issue or campus wide. Additionally, DM Faculty desire to know how other departments are using "non-attempt" information in calculating benchmark measurements.

PSLO 3 -There will be some minor course adjustments to strengthen the results further. Discussion of DIG 321 led to acknowledgement that course seems to have too many CLSOs for the one credit value that is assigned. Faculty will consider making the course 3 credit course by adding a stronger marketing analytics course.

PSLO 4 Faculty will continue using same methods and assessment with the exception of some small course level adjustments.

PSLO 5-Discussion of adding 1 credit "seminar "course for senior video & Audio students for pre-production before enrolling in sr video or audio portfolio courses.

PSLO 6- Faculty suggest a senior film/audio showcase during finals week for these students to have the opportunity to present their projects to the community.

There were several notable discussion items:

1. Lack of initiative by students to troubleshoot on their own (w/o faculty prompt). The entire program requires students to have in-depth knowledge of technical equipment and applications. Critical thinking skills are required. faculty questioned if other majors deal with same issue.
2. Discussion of departmental policy of faculty not accepting work until it meets standards. Some faculty will not accept student work if it is not up to standards. There

was discussion as to the merit of such a policy across the department. Faculty generally like the idea but seemed to agree that policy should apply to specific high level projects.

3. Change Digital Media Studies major to Digital Media Marketing. This is based upon the following data:
 - Other institutions have marketing degrees in DM.
 - Many of our students are entering jobs with marketing focus
 - Students have expressed desire for more marketing and analytics course
 - The whole area is social media marketing now.
 - Job site searches mostly have digital media marketing.
4. Discussion initiated by senior roundtable focus group regarding "Marketing and Public" Relations course and Explorations in Business course required by the program. Multiple students have expressed displeasure at the overlap of the courses and the lack of modern digital marketing content.
5. Faculty reviewed Senior Roundtable notes (Attached). One big request by the students over and over is a lounge area in Capeci Hall for creative space. They need a place to hang out and be creative in the building. We have the space, we need to invest in some comfortable chairs, tables, rugs, lamps, etc. This is an ongoing request that deserves attention. Students are our focus.

The faculty have set the following goals for the 2019-2020 Academic Year:

1) Review and update content of DIG 321 Webcasting, Streaming, & Podcasting. Change name to "Podcasting" and marketing analytics component to the course and increase to 3 credits.

Assigned: Bilotta/Jackson

Target Completion Date: 9.15.19

Budget: 0

2) Students have continue to request Adobe Certifications. Explore becoming Adobe Training Facility. Faculty need to become certified instructors and Adobe needs to certify location.

Assigned: Bridgens/Clark

Target Completion Date: 2.1.20

Budget: unknown

3) Capitalize on newly created partnerships with production manufacturers to offer training through UVF online infrastructure. They have training budgets but do not have education professionals. We can provide guidance and course work development for industry certifications as undergraduate and graduate level work. Need to explore traditional vs. non-traditional student model for this area.

Assigned: Bilotta/Jackson/Garcia

Target Completion Date: 2.1.20

Budget: \$3,000 (potential travel for meetings)

4) Establish a Digital Media Creative Lounge in Capeci Hall for students. Establish room, purchase furnishings, create space.

Assigned: All

Target Completion Date: 9.1.19

Budget: \$3,000

5) Digital Media Website - Continuation of goal from last year that was not achieved due to budget.

Assigned: Bridgens/Garcia

Target Completion Date: 12.31.19

Budget: \$5,000

6) Media Production Team- Consider academic credit for students serving on MPT.

Assigned: Bilotta/Jackson

Target Completion Date: 9.15.19

Budget: \$1500 course development

7) Expand partnerships to support department operations- increase income for 2019-2020 by 50% over 2018-19.

Assigned: All

Target Completion Date: 5.1.20

Budget: unknown

8) Explore 1 credit "Pre-Production Workshop" course for students to complete prior to capstone courses.

Assigned: All

Target Completion Date: 9.1.19

Budget: \$500 course development

9) Explore Senior Video and Audio showcase during finals week.

Assigned: All

Target Completion Date: 5.7.20

Budget: 0

Process Review:

Faculty reviewed the assessment process. Faculty have expressed comfort with the current plan especially as a significant review and update occurred for the 18/19 academic year. Faculty are comfortable the timeline of the process. It may be wise for the institution to consider time in the August Faculty Retreat for a refresher of the previous years data.

Additionally, DM Faculty desire to know how other departments are using "non-attempt" information in calculating benchmark measurements. We desire to be consistent in using the agreed upon formula.

Recommendations:

The following questions are forwarded to the PSLO Committee for consideration:

1. Data suggests that students are meeting outcomes in this area. Students that are not, just do not complete the work. This continues to be an ongoing challenge and this should be brought to the PSLO Committee to determine if it is a departmental issue or campus wide.
2. Additionally, DM Faculty desire to know how other departments are using "non-attempt" information in calculating benchmark measurements.
3. Lack of initiative by students to troubleshoot on their own (w/o faculty prompt). The entire program requires students to have in-depth knowledge of technical equipment and applications. Critical thinking skills are required. Faculty questioned if other majors deal with same issue.

The following changes are forwarded to the Academic Affairs Committee for consideration as catalog changes for the Digital Media Program:

1. Creative Photography should be an option for Digital Media Studies and Graphic Design instead of DIG 412 Experimental Media
2. Discussion regarding reshaping Design and Visual Language- course content will be changed to focus more on
3. Digital Media Studies will become "Digital Marketing Analytics" for 2020-2021- Catalog with program updates.
4. Name Changes-
 - o DIG 426 Experimental Video to Experimental Media
 - o COM301 Freelancing and Shameless Self-Promotion, to Freelancing & Self-Branding
 - o DIG 321 Webcasting, Streaming and Podcasting, to Podcasting

The following recommendations are forwarded to the Cabinet for consideration:

1. Students and faculty again request proxy card entry points into Capeci Hall and also for specific rooms and studios in order to record access dates/times and eliminate the need to call and wait for security. This is another student focus issue as their frustrations are becoming more vocal in this area.

2. Faculty reviewed Senior Roundtable notes (Attached). One big request by the students over and over is a lounge area in Capeci Hall for creative space. They need a place to hang out and be creative in the building. We have the space, we need to invest in some comfortable chairs, tables, rugs, lamps, etc. This is an ongoing request since we have moved into the building that deserves attention. Students are our focus and this is an important issue from the students perspective as well as the DM Faculty. Students create their best work by hanging out in creative environments with creative people.
3. Our DM Faculty need on-going training. We have not had any technical training for any faculty member since August 2017. This is an immensely important piece for our department.

Meeting Date: 05/07/2019

Meeting Minutes:

Date of Meeting: Tuesday, May 7th.

Attending: Full-time Faculty: Leone Bilotta (Chair), Melanie Bridgens, Dominick Garcia, Timothy Jackson

Adjunct Faculty: Kim Clark; Graduate Assistant: Deborah Phillips

Administrative Guests: Dr. Todd Guevin, Charity Schneeberger

Meeting began: 8:30am

Meeting Adjourned: 4:30pm

Attached Files

[2019 DM Senior Roundtable.docx](#)

[UVF- 5.7.19 Annual DM Program Assessment Meeting Agenda.docx](#)

[UVF- 5.7.19 Annual DM Year End Meeting Agenda.docx](#)

Education Department Summary Report

Start: 07/01/2018

End: 06/30/2019

Providing Department: Education

Benchmark Summary:

PSLO 1 Communication – This outcome consisted of four assignments. Benchmarks were met for two, ECE 123 Oral Presentations and Education Department Interviews. No changes are recommended at this time.

Two benchmarks were not met: ECE 204 DAP Paper and EDU 263 Philosophy of Education Essay.

Action Plan: The embedded assessment for EDU 263 has been changed to more closely reflect the requirements of the PSLO. This change will be reflected on the Education Dept. Curriculum Matrix for 2019-20.

The assignment requirements for the DAP Research Paper that serves as the embedded assessment in ECE 204 will be simplified to avoid student confusion.

PSLO 2 Information Literacy/Critical Thinking – There were three embedded assessments to meet this PSLO. Two met the benchmark, but one did not.

Action Plan: No change in assessments within EDU 363 and the indirect assessment (PDE 430 form).

Regarding the assessment in MTH 233, the course content will be reordered to appear toward the middle of the course so that athletes will be present for this more complex material.

PSLO 3 Interpersonal Skills – Benchmarks were met for the fall Stage 3 Field Experience (EDU 383) and for the embedded assessment within CMS 233.

The benchmark for the spring Stage 3 Field Experience (EDU 383) was not met. As a result, the education department added a stronger requirement for our Field Experience Coordinator to communicate with cooperating teachers throughout the semester in order to provide better support and mentoring for field experience students.

Action Plan: The benchmark for the spring Stage 3 Field Experience (EDU 383) was not met. As a result, the education department added a stronger requirement for our Field Experience Coordinator to communicate with cooperating teachers throughout the semester in order to provide better support and mentoring for field experience students.

PSLO 4 Christian Worldview – All benchmarks were met except for the embedded assessment in EDU 413, the Cultural Autobiography. One student out of seven did not discuss the effect of his faith on his career choice.

Action Plan: Since our failure to meet the benchmark in the EDU 413 assessment was due to one student's inability to follow directions, no change will be made at this time.

PSLO 5 Professional – Student Teachers' TWS reports reflected professional behavior during fall and spring semesters. The Mini-Case Study, the embedded assessment in SPE 403, also indicated that students met the requirements of PSLO 5.

Action Plan: No changes at this time.

Unit Summary:

Last year's summary stressed the importance of utilizing the Beacon system to support student attendance and study skills. We did see an improvement in this area. We also note that faculty training in supporting student writing/research efforts was implemented during this academic year. However, most of our lower level students did not take advantage of the tutoring resources available to them. We need to find ways to encourage students to see these resources as viable opportunities to excel.

Process Review:

The Education Department has updated our Curriculum Matrix for the 2019-20 academic year to change embedded assessments within PSLOs. In this way we hope to more closely match the assessment with the PSLO intention.

Recommendations:

We need to find ways to help students apply the skills they acquire in ENG 123 to the remainder of their college writing.

Meeting Date: 05/06/2019

Meeting Minutes:

Present: Dr. Marianne Modica and Prof. Ginger Behnke

Input was received from Dr. DeRosa and Dr. McClure.

Intercultural Studies Departmental Assessment Summary

Start: 07/01/2018

End: 12/31/2018

Providing Department: Intercultural Studies

Benchmark Summary:

Departmental concerns expressed in our Department meetings support the concerns reflected in our PSLO 2 evaluation (70% partially/not met score). Both resident and adjunct faculty have observed that additional teaching or reinforcement in basic writing and research skill are needed. While the course evaluated in our PSLO 2 assessment is a 100 level course (ICS 142), professors teaching upper level courses have expressed the same concern. Students seem unfamiliar with the differences between reflective writing and academic research.

Of the students who completed the work in courses pertaining to PSLOs 3 and 4, the benchmarks were met.

Unit Summary:

The department faculty concluded that we should reexamine our syllabi to identify places in which we would be able to assign both reflective and research assignments with added instructions and examples to aid our students understanding of the differences in these two distinct styles of writing. We are intentionally looking for opportunities to address these differences in our department.

Other key findings are an issue with plagiarism and students not attempting work.

Process Review:

The assessment process has been very beneficial to the ICS Department. The Department has just merged the Deaf Ministries Department with the ICS standing program. While progressing through this semester's assessment, we discovered that

critical language acquisition assessments for the non-Deaf students (Deaf Culture Studies majors) were accidentally omitted. We are working on changing our current matrix to include these omitted language acquisition assessment tools.

Also, there is an upcoming curriculum review to look for academic efficiencies between the MLT and ICS programs.

Recommendations:

We would like to recommend that Academic Affairs and the Faculty together have an open and healthy discussion on observations made on students' writing skills and understanding of plagiarism as well as how each faculty member and department could aid student improvements in this area.

Meeting Date: 05/24/2019

Meeting Minutes:

In attendance: Dr. JoAnn Smith, Melanie Godfrey

Guest: Charity Schneeberger

MLT Department Summary Report

Start: 07/01/2018

End: 06/30/2019

Providing Department: Ministry Leadership and Theology

Benchmark Summary:

Most PSLOs were met. The only benchmark not met was PSLO 5 Professional - Youth. This was mostly a result of misunderstanding of assignment requirements by non-Youth Studies majors who lacked foundational courses, and student motivation.

Areas of consistent strength include:

- Preaching and communication
- Student preparation across the curriculum - foundational courses did function to equip them for later assessments such as advanced preaching courses and upper level Bible courses.
- Internships - the overall programs prepared our students well for actual field experience.

Areas of consistent challenge have been student motivation, including self-discipline and self-leadership. Often when students do not meet the benchmark it is a result of not attempting or completing the work. This is the first year we are tracking "Not Attempted" separately, which will allow us to see trends across the University.

Unit Summary:

Student motivation and self-discipline is an area of concern. We need to work on developing a partnership in education between professor and student. Professors provide the content and teaching style, while students develop the self-motivation and self-

discipline in order to be able to benefit. Time management and other basic life skills contribute to this as well. What is our institutional philosophy of holistic living? Many of them get involved in too many things, which causes their studies to suffer.

Part of this problem could be spiritual and/or mental health issues. Beacon is a great tool, but we also need a strong action plan and training for professors. How can we follow up and close the loop on alerts? How can we partner with Student Life and Student Success to better track and intervene in mental health issues with our students? Should the University consider a Campus Pastor to provide in-house spiritual guidance and address the spiritual issues in the same way we have counselors to address the mental health issues?

Process Review:

Because some courses have multiple sections with the same embedded assessment (ex: SOC 103, upper level Bible courses), we are including the threshold for these items as an addendum to our CMM so that reporting is standardized.

The assessment plan will need to fall in line with the newly reviewed curriculum and the potential combination of MLT and ICS programs. This process will begin in fall 2019.

The MLT Department is grateful for the overview and help of our Assessment Coordinator, Charity, and the ease of Campus Labs in reporting, and for the support and help of our FAA, Melanie.

Recommendations:

PSLO 1 - if we are unifying the upper level preaching courses, we suggest re-naming the current course to cover the broader majors (children's, youth, cross-cultural) that are now going to be incorporated in it (ex: Advanced Preaching, Homiletics II, etc.).

Given the curricular move toward a unified approach to ministry and that our sister schools are more major-specific, we may distinguish ourselves by saying, "we are not preparing you for the next job, we are preparing you for your life-long ministry." This is a life-time vocational approach rather than a major approach, to help us compete against sister schools that are more distinctive. We would recommend that the Marketing department highlight this broader approach to our majors.

The MLT department would like to explore ways to increase student learning of MLT students in chapel, parallel to the way Digital Media majors and Music majors get professional experience in chapel. Examples could include practicing any ingredients of a Sunday morning service - greeters, ushers, altar workers, announcements, planning, etc.

The MLT department is submitting a resolution to AAC to change SOC/THE 595 Research Dynamics course to the beginning of the respective programs to help with research and writing.

The MLT department recommends to the AAC that all graduate programs reconsider their grading policy to include that all students need to earn a grade of B- or better in each course. This will help to avoid courses with the grade of C counting toward the degree as

currently so stated.

Meeting Date: 05/14/2019

Meeting Minutes:

Members in attendance: Dr. Bruce Marino, Dr. Mark MacLean, Dr. Dave Dippold, Professor Shawn Follis, Dr. Jerry Ireland, Melanie Godfrey

Members absent: Dr. Richard Gruber (due to a family member's funeral)

Guests in attendance: Ms. Charity Schneeberger

Items 1-6 in the agenda for this meeting were covered in conversation and in the various reports.

Attached Files

 [Agenda MLT Dept. Meeting 5.14.19.docx](#)

Music Department

Start: 07/01/2018

End: 06/30/2019

Providing Department: Music

Benchmark Summary:

Undergraduate Programs:

Church Music, Worship Leading, Music Performance, Music Production:

For the Church Music, Worship Leading, Music Performance, and Music Production programs the benchmarks were met for PSLOs 1, 2, 3, 4 and 6 (MPROD). We believe that the current pedagogy, instruction, and curriculum all contribute to this result.

Compared to the last couple of years, these results have remained consistent. However, a year ago the benchmark was not met for PSLO 4. Consequently, we are pleased to see the progress this year.

On the other hand, benchmarks were not met for PSLO 5, PSLO 6 (MPERF), and PSLO 6 (WL). In some cases, such as in PSLO 5, students were not sufficiently prepared to meet the benchmark. In other instances the benchmarks were not met due to low enrollments, which skewed the overall results.

Music Education:

For the Music Education program benchmarks were met for PSLOs 1, 2 and 6. As with the other programs above, the pedagogical and instructional approaches played a significant role in these results. Compared to last year, these results are very similar.

Conversely, in the Music Education program benchmarks were not met for PSLOs 3, 4 and 5. The faculty concluded that these benchmarks were not met due to either low enrollment, poor writing skills, or a lack of qualifications.

Graduate Programs:

M.A. Worship Studies:

The benchmarks were met for PSLOs 3 and 6 in the Worship Studies degree. Both students in the program are quality individuals who possess strong musical and interpersonal skills. Their experience in the field of worship leading significantly contributes to the results of this outcome. Due to low program enrollment, none of the embedded assessment courses were offered this year for PSLOs 1, 2, 4, and 5. Both students will be graduating from the program this summer.

M.M. Music Technology:

In the graduate Music Technology degree the benchmarks were met for all applicable PSLOs, including 2, 3, 4, and 5. This is a similar result to last years outcomes. The only difference is that last year one benchmark was not met. This year, however, all benchmarks were met. These results were expected since students enrolled in the program are music educators who teach at both the elementary and secondary levels in the public school system. They are among our best and brightest.

Unit Summary:

Undergraduate Programs:

Based on the assessment process, the Music Department has identified the following trends for the 2018-2019 school year:

1. Students still need instruction and resources on the grammar and mechanics of writing, both at the undergraduate and graduate levels. This was evident in PSLO 1, PSLO 2, PSLO 4, and in one of the graduate classes in the M.M. in Music Technology program.
2. Although a higher percentage of students are passing more sections of the Upper Division Exam, the benchmark is still not being met. A noticeable trend has been the consistent lack of preparation in the area of piano technique.
3. Low class enrollments are impacting the overall results of certain learning outcomes. Smaller class sizes lead to skewed results causing us to fall short of certain benchmarks.
4. Some incoming freshmen do not possess the qualifications to major in music. Although we have an audition process in place, certain students are still permitted to remain in the music programs based on first year assessments and evaluations by the faculty.

Based on the assessment process, the Music Department has identified the following action items. The numbers below relate to the corresponding numbers above:

1. In view of some grammar and mechanics issues that surfaced this year, the faculty will offer more instruction and relevant resources in classes that require a significant amount of writing. This includes the following undergraduate courses: MUS 313 Music History I, MUS 323 Music History II, MED 466 Student Teaching, and the following graduate courses: MUS 510 Research Methodology, MUS 515 Research Project, MUS 560 An Analysis of Beethoven Piano Sonatas.

2. In order to address the lack of preparation in the area of piano technique for the Upper Division Exam, the faculty agreed to divide the requirements into smaller units. Students will now be required to complete these smaller units each semester, for the first 4 semesters, as part of their regular applied lesson jury exam. Additionally, the music department will explore the possibility of, and implement, a peer tutoring program that provides an opportunity for upperclassmen to mentor freshmen and sophomores.
3. Creative solutions will be explored to address low enrollment classes within the department. The faculty will continue to discuss options including, but not limited to, combining certain classes and revisiting the course rotation schedule.
4. In view of the fact that some entering freshmen lack the qualifications to major in music, a meeting with the Admissions Director will be scheduled to be sure all incoming freshmen perform an entrance audition prior to their first semester of enrollment. This requirement will be updated in the Music Department Handbook, the UVF academic catalog, and on the university website. Additionally, a new requirement will be implemented for music education majors (instrumental track) beginning in the fall semester 2019. Students in this program must pass the Music Theory Placement Exam and be placed in Music Theory level 1 in order to pursue the music education degree.

Graduate Programs:

Based on the assessment process, the Music Department has identified the following action items:

1. The department chair will contact all faculty who teach the following graduate courses: MUS 510 Research Methodology, MUS 515 Research Project, and MUS 560 An Analysis of Beethoven Piano Sonatas. This communication will serve as a reminder to the faculty to include further guidelines and resources for proper grammar and mechanics.
2. Due to low enrollment in the M.A. in Worship Studies program, this degree will be suspended for at least one academic year (2019-2020) for the purpose of reviewing program goals, course content, and marketing. An assessment of the program will be completed to determine whether a market still exists for this degree.

Process Review:

As a result of our departmental discussions in May 2019, the music faculty found it necessary to slightly modify some of the undergraduate and graduate curriculum map/matrices for our programs. The modifications included changes in a couple of the benchmarks. Additionally, some of the rubrics were also modified as well for the sake of clarity.

Recommendations:

Since low enrollment classes impact all departments within the university, in addition to the possibility of combining certain classes within departments, perhaps this same approach could be explored across departments as well. For example, can introductory

courses be combined between two departments who have similar or related programs?
Can internship seminars be combined between two departments with similar programs?

Meeting Date: 05/09/2019

Meeting Minutes:

New Summary Report Item

Start: 07/01/2018

End: 06/30/2019

Providing Department: Arts and Sciences

Benchmark Summary:

Unit Summary:

Process Review:

Recommendations:

Meeting Date:

Meeting Minutes: