

UNIT REPORT

Institution - Program/Department Summary Reports

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Arts & Sciences - General Education Summary Report

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Summary:

1 - Benchmarks were met; results have been consistent through the years. Plagiarism questions have been a common issue in ENG 123, the Library Director is going to coordinate with the English professor regarding possible interventions, including investigating available tools to help students identify plagiarism. For speech, eye contact, speak clearly, speed, transitions, and time were the 5 areas of weakness.

2 - IL Quiz/SAILS: benchmarks were met. SAILS was offered to seniors who met or exceeded all categories. Technology courses: in general when benchmarks weren't met it was caused by lack of student motivation (not attending class and/or not turning in work). It was found that some professors had 3-4 assessment assignments in one course. This was corrected.

3 - Benchmark was met. MLT department discussed results and decided to set broader standards for the content that needs to be covered and allow professors within different modalities to adapt the content to that modality (ex: weekly quizzes, comprehensive test, etc.).

4 - Benchmark was not met, but professors reached 62% in Fine Arts this year, which was higher than in years past. The primary issue has been students not attempting the assignment. Professors are also coordinating with the Student Success Office regarding student motivation.

5 - The activity benchmark was met; however, there has been a recent decline in student motivation to complete activity. Nutrition activity was not met, and the tool has been discontinued so we will use a new one in the future.

6 - Benchmark was met. In some cases when students did not meet the benchmark it could be because students are taking the history course before ENG 123 and struggled with certain aspects of writing a research paper.

7 - Benchmark was not met. Tutors come to the seated class, but online students do not have the same access to tutoring. We would like to suggest online students be given access to the tutoring center.

8 - Benchmark was met. There is still some struggle with understanding the nature of science and that way of knowing vs. other ways of knowing. The science faculty will coordinate with other departments (such as MLT for the Worldviews course) to consider syncing the language used for the ways of knowing.

Unit Summary:

The Committee discussed the issue of student motivation. Causes could include technology in classrooms, students spread too thin, lack of appreciation for the liberal arts education/general education classes, and others. We affirmed the need to track work not submitted separately through Campus Labs so we can better understand the trend. There are also other interventions to consider and recommend such as breaking assignments down into smaller pieces, having work due earlier in the semesters, and considering training for faculty in the literature available regarding student motivation. Students' use of electronic devices in class was discussed. The committee also felt the value of general education courses and the learning process needed to be emphasized to students.

Another trend was students taking courses that require research writing before having taken ENG 123. It's not always possible for them to take ENG 123 before other general education courses, but we may want to consider making it a co-requisite for certain courses or reinforcing advising strategies. We also discussed offering ENG 123 as a bridge program.

A third trend was the difference in results between seated and online courses. There was discussion regarding how to make tutoring services more available to virtual students.

Process Review:

A significant number of courses fall under the History/Literature/Culture/Society category in GESLO 6. The assessment format previously provided no consistent oversight for a number of courses that fulfill the HLCS additional 6-credit requirement for the Gen Ed core. While it is not necessary to assess all of these additional courses every year, a GESLO 6 assessment cycle was developed to ensure uniformity and sustainability in GESLO 6 assessment.

There was a discussion of revisiting the assessment cycle for GESLO 4, because all classes in this category are assessed every semester at this time. The leader for GESLO 4 will review course schedules and consider making a new proposal.

Indirect evidence will be used to assess GESLO 1, 2, 4, and 7 by means of the Diagnostic Feedback course evaluation instrument.

Recommendations:

We recommend that the Academic Affairs Committee consider making ENG 123 a co-requisite for certain courses, or revisiting advising strategies.

Arts & Sciences: English Language & Literature Summary Report

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Summary:

The benchmark was successfully met in PSLO 1, 2, and 5. PSLO 3 and 4 were not assessed this year since there were no English Language and Literature majors enrolled in the courses assessing PSLO 3 and PSLO 4.

Unit Summary:

One key finding is related to writing/research skills. The effectiveness of research strategies (thoroughness, timeliness, etc.) impacts the final written product. Research design and implementation remains a challenge. The requirement of a working bibliography will be implemented to emphasize in-depth and timely research. The working bibliography will also help identify issues with the topic, research design, and research strategies.

Another key finding is related to the apparent lack of student motivation. This lack of motivation has ranged from substantial procrastination to the decision not to turn in major assignments. Discussion has occurred at the program level and may need to be addressed at the institution level. At the program level, time management strategies will be implemented at the course level. Timeline revisions for large research based assignments will be tailored to incorporate incremental deadlines throughout the research and writing process. This step will address procrastination and the resulting stress caused during the final draft phase.

Process Review:

During our departmental catalog review, we noticed that the academic catalog incorrectly listed Outcome 3 and 5 which did not align with our PSLO curriculum matrix. This was addressed and the correct Outcomes were submitted for the 2019-2020 catalog. The process of scheduling literature courses for each semester takes into account the need for a variety of literature courses being offered not only to meet the needs of our ELL major but to fulfill the GESLO 6 literature requirement for the General Education core. Meshing the needs of our program with the needs of other academic programs is a challenging responsibility (i.e. the Early Childhood Education program requires LIT 203 and the Criminal Justice program requires LIT 383). This responsibility impacts our ability to rotate literature courses, often necessitating negotiation with other Department Chairs.

Recommendations:

Evidence indicates writing/research skills, student motivation, and electronic distractions in class should be addressed across the curriculum. The Academic Affairs Committee has taken steps to implement strategies to improve students' writing/research skills. These presentations will also cover plagiarism and writing across the curriculum. We recommend that the Academic Affairs Committee focus on addressing student motivation and electronic distractions as well.

Behavioral Sciences Department

Start: 07/01/2017

End: 06/30/2018

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 has noticed a consistent pattern with all of the benchmarks; however, we want to reevaluate the measures that are used to assess communication and information literacy i.e., research papers, interviews.

Process Review:

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

Recommendations:

The recommendation is to review APA in our Intro to Psych and Pastoral Counseling courses in Fall 2018 and provide learning opportunities regarding APA through Writing Solutions, Arts & Sciences, and Librarian.

Business Department

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Summary:

In the undergraduate programs, PSLO 1 benchmark was met. PSLOs 3, 4, and 5 did not meet the benchmarks. PSLO 2 was partially met. For PSLO 2, we found that students overall lacked critical thinking skills. For PSLOs 3,4 and 5, we found that there was a need to spend more time in the classroom explaining the concepts and expectations in order to meet the standards.

In the graduate MAOL program, most of the PLSOs were met with the exception of PSLO 5 which did not meet the standard. We found that some students struggled in their writing skills overall. In the MOL 501, students seemed to rush writing their work and did not proofread their work.

Unit Summary:

For PSLO 2 in the undergraduate programs, we found that students did not meet the standard many times because they did not have an adequate understanding of critical thinking and research skills, particularly in using the journal databases for research. For PSLOs 3, 4, and 5, we found students did not seem to always understand the concepts as evidenced in their work. We discussed the need to provide more teaching and information for students to better equip them.

In our graduate program, we found that writing skills were lacking. We realized that graduate student writing skills were not emphasized enough in the lower level courses in the program. When reviewing the assessment plan and PSLO outcomes for the graduate program, we found that we needed to specifically address the lack of graduate writing skills. As a result we realized we needed to create a graduate research and writing course to prepare the students for graduate-level writing and research skills expectations. This could be done by adding a course specifically addressing the topics of writing and research. We found that the three 1-credit courses could be more effectively used as a one 3-credit course focusing upon the development of graduate-level research and writing skills.

Process Review:

As we reviewed the department assessment process, we found that it would be beneficial to revise the CMMs for each program stating clearer benchmarks. We updated the CMMs also to better assess the PSLOs including the development of new rubrics to assess each PSLO. We also changed some of the courses being used to assess each PSLO, and reminded adjunct faculty of how the process works. The adjunct team members have been very supportive and active in the assessment process. We made necessary changes to individual courses to ensure assignments being used were properly assessing each PSLO.

Take more time to share resources and learning tools in the classroom for students to better understand the performance expectations for each PSLO. Continue to review each course used for assessment to ensure it is accurately assessing each PSLO.

Recommendations:

For the graduate program, we are developing a 3-credit course to replace the three 1-credit courses beginning in the Fall 2019 semester. The new course will focus upon research and writing skills (MOL 502 Organizational Research Methods). The program changes will be submitted for approval in fall 2018.

Digital Media Communications

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Summary:

A review of all data collected from all assessment areas demonstrates that benchmarks were met for undergraduate Program Level Student Learning Outcomes (PSLOs) 1, 2, 5, and 6 for courses that were assessed during the 2017-2018 academic year. PSLO 3 was slightly under benchmark. As stated in the PSLO 3 outcome summary, this was the result of failure of students to turn in the assignment. There is concern among all department faculty regarding this trend. PSLO 4 did not meet benchmark on direct measure due to instructor error regarding the assignment. Benchmark was met in second direct assessment.

Historically, Digital Media students achieve benchmarks for learning outcomes in their respective programs. There are occasional anomalies (e.g. 2016-17 PSLO 5 DIG 313 Media Composer certification), where the data has allowed us to act quickly to remedy the situation. Additionally, there are times where a course instructor realizes the execution of the assignment could have been stronger (e.g. DIG 303, 2017-18) and adjustments are made.

Graduate PSLOs 3 & 5 were assessed during the 2017-18 academic year and benchmarks were met. The MA- Digital Media Program has had limited enrollment to this point. There have been only two cycles to measure outcomes. This year, the students were strong in each area.

Overall all the faculty recognizes there are strengths and weaknesses in each assessment cycle. This faculty is quick to recognize issues and affect change when necessary.

Unit Summary:

The Digital Media faculty held the Annual Program Assessment meeting in May. Additional review of data and goals occur at each meeting of the Digital Media Faculty through the academic year in order to keep goals in front of us.

As a result of 2016-2017 Program Assessment planning, the following goals were achieved for the 2017-18 academic year:

1. Successfully implemented Digital Design II into all Digital Media programs and rebalance course requirements for Digital Design I. COMPLETED.
2. Professors Clark and Bridgens secured Adobe Certifications. COMPLETED.
3. Professor Bridgens secured HTML5 and CSS3 certification and incorporated training in Web Design and Implementation course for student certification in HTML5 and CSS3. COMPLETED.
4. Successfully implement DIG 306, 307 & MTN 350, and 410 courses as elective opportunities. COMPLETED.
5. Students will submit work to external publication, recording, design, or film contest. DEFERRED. Faculty determined that best option is to require participation in ELITE Awards campus event.
6. Professors Bilotta and Jackson completed Unmanned Aerial Vehicle Drone Flight coursework and Prof. Jackson secured F.A.A. Part 107 UAV Pilot's license. COMPLETED.

The above actions had impact on student learning during the 2017-18 academic year. Examples: Digital Design 2 has been run twice with full sections. New Intro. to Drone Cinematography course was introduced as an elective and has successfully already run twice. New workshop electives have had their initial runs with success.

In addition to direct measures via embedded assessments, the faculty reviewed and deliberated upon data from the annual Senior Roundtable meeting and course evaluations.

Course Evaluation Question Mean Analysis for Spring 2018 indicates student satisfaction in all areas. Mean for all questions was 3.9 and above. This includes courses taught by both full-time and adjunct faculty.

The DM Faculty hold an annual "roundtable" discussion with seniors just prior to graduation. We find these conversations to be helpful in identifying strengths and weaknesses in both individual and collective student experiences in the programs. Some highlighted comments:

What are the strengths of Digital Media at UVF?

- Versatility and access to equipment. I know people who pursued the same thing and they do not have the same gear we have access to.
- The exposure and opportunities students can get. Especially when it comes to live production there are many opportunities that students have.
- Professor dedication, being attentive to students. In other colleges professors do not take as much of a direct approach with students.
- Everything that is offered is stayed up to the industry standard.
- Technical (production side) does amazing work.
- Versatility and scope of the courses on our degree programs
- Professors bent on our success.

Areas of growth for Digital Media at UVF?

- Add Media History course
- Add Adobe Premiere Cert.
- Target portfolios for each major.
- Sketching on a paper. Add to Design 1 or 2.
- Forcing us to create stuff to present content that could actually be sold.
- We like more criticism. For a lot of things I wish it was a little more harsh.

Considerable time was spent discussing these comments. Some of our 2018-19 SMART Goals are a direct result of these indirect measures.

Faculty also identified extra curricular strengths and challenges of the Digital Media Dept.:

Areas of strength:

- Digital Media Communications Dept. moved to Capeci Hall
- There were five senior shows.
- Rookie and Elite awards events
- Media Production Team continued to expand its reach with 22 events. This is incredible continued exposure for UVF and DM students.
- Design and Photo students were able to print display pieces onsite.
- For third year in a row we have a Digital Media Team traveling to Russia.
- High quality production in Chapel and other campus events.

- New equipment integrated into DM Access Program.
- Many seniors have jobs lined up in the field.

Areas for growth:

- Website- We must develop a Digital Media Website. It is impossible for us to be relevant in digital media when we do not have a website dedicated to the department. This is primarily a budgetary issue. We need resources to develop and maintain.
- Security- Proxy card access to Capeci Hall must be installed.
- Access to Capeci- rentals pose challenges to security of the building.
- Fine Tune DMC reservation and lending system
- Need to determine how to add \$200 exam fee for HTML5 and CSS3 certifications for Web Design & Implementation.

Action Plan

2018-2019 SMART Goals

Upon review of the data from PSLO assessments, indirect assessments (including course evaluations, focus groups, industry trends), and faculty deliberations, the DM Faculty have established the following Digital Media Communications SMART Goals for the 2018-2019 academic year. These goals may be adjusted at the start of the 2018-19 academic year as budget allocations become available.

1) The DM Dept. needs to develop a website that is department owned and operated. The purpose of the website is to provide a digital hub of information about the DM Department, its students and faculty, facilities, products, and services. There is a direct program tie to PSLO 6 – public presentation of student work. The entire DM Faculty will be responsible for the project.

Budget implication: Development and annual maintenance budget is required. \$5,000-10,000. This project should be completed by June 1, 2019.

2) Determine if/how it is possible to add sketching skills either in existing course or create course. Prof. Bridgens and Clark will strategize and determine a course of action by 9.30.18.

Budget implication- None.

3) Provide training opportunities on DMC equipment outside of classes via workshops. Prof. Bridgens will coordinate scheduling training events per semester. Schedule for each semester will be established by the end of the second week of classes.

Budget implication: Honorarium/travel expenses for guest clinicians. \$1,000

4) Research feasibility of Media History Course. Prof. Garcia will research and propose options- Faculty will make a decision on any curricular changes and process through AAC prior to 2019-2020 Catalog deadline.

Budget implication- online course development.

5) Develop and institute Digital Media Professional Skills exam for 2019-2020 catalog- Profs. Bilotta and Jackson will lead project. To be completed and processed through AAC prior to 2019-2020 Catalog deadline.

Budget implication: None

6) Workshops for students/potential students Open House- Establish a Saturday workshop for students interested in Digital Media similar to an Open House. Provide training opportunity and hands on equipment as part of event. Prof. Jackson will lead work on project. Target Spring 2019.

Budget Implication: Event Fee will cover costs.

7) Digital Media Camp- Establish Digital Media Camp for Summer 2019- Establish Digital Media Camp to be held concurrently with Music Camp to draw potential students. Professors Bilotta and Jackson will work on project. Details to be agreed upon by Nov. 1.

Budget implication: Camp should self-fund. Some up front marketing costs TBD.

8) Faculty professional development. Digital Media Faculty must remain current in the field. Each faculty member should participate in professional development during the 2018-2019 year. To be completed by July 31st, 2019.

Budget implication: \$8,000-10,000.

9) Need to change curriculum of DM Studies Major to require capstone course for 2019-2020 academic year. Student will choose between DIG 432, 442, 465 or MTN 441). Professor Bilotta will lead approval process for implementation in 2019-2020 Catalog.

Budget Implication: None.

Graduate discussion: The DM Faculty had honest and open discussion regarding the continued lack of enrollment in the MA-Digital Media program. While additional marketing resources would certainly be welcomed and helpful, other factors were considered. Faculty have determined a one-year hiatus for the program to reevaluate the curriculum and target market.

Process Review:

After review of data and current plan, faculty made the following changes to program assessment plan:

1. PSLO Description Changes:

- Change PSLO 5 description to: Students will develop and produce digital media products integrating information through writing, audio, design, photography, video, and web design using a variety of modern technologies.
- Change PSLO 6 description to: Students will produce and publish digital media in various formats using modern communications technologies.

2. Curriculum Matrix Changes:

- PSLO 1
 - Changed direct measure 2 to DIG 265 Digital Design 2- Final Course Portfolio
 - Changed benchmark to be 75% will achieve 80% or higher for both direct measures.
- PSLO 2
 - Change benchmark to 75% will achieve a score of 80% or higher using rubrics for both direct measures.
- PSLO 3
 - Change benchmark to 75% will achieve a score of 80% or higher using rubric for direct measure 1.
 - Change benchmark to 75% will complete six podcasts.
- PSLO 4
 - Change benchmark to 75% will achieve a score of 80% or higher using rubrics for both direct measures.
- PSLO 5
 - Change direct measure 1 to DIG 265 Digital Design 2 to assess more advanced work.
 - Change benchmark to 75% will achieve a score of 80% or higher using rubric for direct measure 1.
 - Remove DIG 313 & MTN 253 Media Composer and Pro Tools Certifications as direct measure 2
 - For direct measure 2 new: DIG 432, 442, 456, & MTN 441 Final Project Portfolio for each course. These are capstone courses and will be significant measure of this student learning outcome. Benchmark 80% of students will achieve 80% or higher using rubric.
- PSLO 6
 - Change benchmark to 75% will achieve a score of 80% or higher using rubric for direct measure 1.
 - Remove DIG 313 & MTN 423 & MTN 253 certification exams or direct measure 2.
 - For direct measure 2 new: Each student will submit a digital media product for public display (festival, web distribution platform, exhibit, etc.) Benchmark 90% of students will submit a digital media project for public display.

Recommendations:

PSLO Committee/ Academic Affairs

The Digital Media Faculty seeks guidance from the PSLO Committee regarding the following:

Faculty have commented on the significant number of students that fail to turn in major projects (on time or not). Final projects especially. Is this an issue in other programs? This had a significant impact on meeting outcome benchmarks.

DM will add a zero credit, Pass/Fail, Digital Media Comprehensive Skills exam at the end of the Junior year. All students would need to pass the exam to graduate and include, technical skill demonstration, evaluation of communication skills, body of digital work produced, etc. This is similar to Music Dept. Junior Standing Jury. Does this seem feasible as a direct measure of PSLO 5 & 6?

Change PSLO 5 description to: Students will develop and produce digital media products integrating information through writing, audio, design, photography, video, and web design using a variety of modern technologies.

Change PSLO 6 description to: Students will produce and publish digital media in various formats using modern communications technologies.

We have recognized that we have various benchmarks for different assessments. We have determined to set a baseline benchmark of 75% of student will receive score of 80% or higher for benchmarks where this seems appropriate. Are other programs using a standard percentage or is each different?

Campus Labs

Faculty explored and discussed the new Campus Labs assessment software. The Digital Media Faculty express gratitude to the Administration for the investment of fiscal and personnel resources into this important tool for institutional assessment. While we are just beginning to learn of the potential value of this system, we are encouraged that we finally have a tool to use that will meet the needs of the institution at-large, the requirements of Middle States Commission, individual departments, and that it will be both useful and sustainable. We affirm that this will ultimately be of great benefit for students and faculty.

The Faculty request additional information/training regarding:

- Ability to generate summative reports of data.
- The ability to track departmental co-curricular activity for individual students.

- Ability to generate trackable PSLO SMART Goals within Campus Labs
- Ability to set time and budget based PSLO goals within Campus Labs.

Education Department

Start: 07/01/2017

End: 06/30/2018

Providing Department: Education

Benchmark Summary:

Some benchmarks were met during the 2017/18 academic year while others were not. We noticed two general explanations for unmet benchmarks. First, students continue to struggle with writing on a college level. This lack is consistent across courses and programs. Second, our small class sizes tend to distort the data, since even the failure of one or two student to hand in an assignment can have a negative impact on benchmark achievement.

Unit Summary:

We believe that we can more successfully meet benchmarks as we continue to offer consistent student support. We will continue to provide specialized writing help for freshman and sophomore students within classes and more frequent reminders of field experience requirements for our juniors and seniors. We are excited about our new Beacon Referral system and have begun to utilize it consistently during the fall 2018 semester.

Process Review:

We plan to make one small change in the rubric used to evaluate one of our embedded assessments. Other than that, we do not plan any changes to our overall assessment plan in the Education Department.

Recommendations:

As funds become available, we believe it would be beneficial to institute writing seminars or aids for students. We suggest the English department research the best way to go about this.

Intercultural Studies

Start: 07/01/2017

End: 06/30/2018

Providing Department: Intercultural Studies

Benchmark Summary:

Three of the five PSLOs were not met.

PSLO 2 was not met due to low quality writing and research skills.

PSLO 3 was not met because one of our interns (ICS-Deaf Culture Ministries:non-Deaf students) struggled with her American Sign Language Skills. She was not able to have adult level conversations because her language skill were lacking. Another intern is struggling with signs of electronic addiction - constantly on his/her electronic devices thwarting interpersonal interaction causing low scores on the final evaluation.

PSLO 4 was not met because the Likert scale was too narrow to get an accurate reading of students' performance.

PSLO 1 was met (88%) due to the in-class course content interaction and in class discussion board reflection and application.

PSLO 5 Deaf Ministries Track was met - the assessed assignment was a combination of understanding American History key events as backdrops to the formation of the American Deaf Community lending itself to active class interaction.

PSLO 5 Business Track was met - only one student in the assessed course - highly motivated to use Business as Missions as a tool for her future endeavors on the mission field.

PSLO 5 Individualized Track was met with a 100% - we believe that the overall institutional mission statement of preparing men and women in leadership to serve at home and abroad becomes a part of the woven fiber in our students as they matriculate - making the ministerial life expectations, as described in the internship survey, and character development reflected in the internship survey, an intentional result of both the Academic and Co-Curricular sides of the "house".

Unit Summary:

We felt the need to support improvements in students writing and research skills by including in our syllabi various institutional resources such as the LIBGuides, other library resources, and encourage students to take advantage of Student Success and tutoring resources. We will be requiring students to submit their outlines 6 weeks prior to research due dates and will give periodic reviews of assignments and explanations of appropriate grading rubrics.

It became more evident to us that communication between our department and site hosts for internships need improvement. A plan is being formed to increase the communication between both parties to insure internship success.

There are four primary Departmental changes being worked on as a result of this year's assessment process:

1. All our Departmental syllabi will require an outline of their major written research papers to be submitted a minimum of 6 weeks prior to the due dates in order to address the need to increase writing and research quality.
2. We are working on creating and implementing a language competency exam for ICS-Deaf Culture Studies majors to be administered at the end of his/her sophomore year. This will help the Department Faculty to flag any language and communication issues prior to his/her Junior year. As part of this process, a remedial program will be created in order for the student to successfully pass a retake in during the mid-term period of his/her Junior year.
3. Work collaboratively with the Ministry Leadership & Theology department in refreshing the internship final evaluation - addressing specifically the ineffective Likert scale currently used to evaluate relational skills.
4. Streamlining our ICS Tracks by removing both the ICS-Pastoral Leadership and the ICS-World Missions tracks. We will design a World Missions concentration to be offered through our ICS-Individualized track.

Process Review:

This year we undertook a comprehensive review of our assessment plan (CMM). Some significant changes include collaborating with other departments to review and adjust the course-embedded assessments for the Professional PSLO in the different tracks, determining an assessment cycle for the different tracks, and adjusting indirect evidence to utilize the newly available course evaluation instrument. The direct measure for PSLO 2 in ICS 142 was changed to an ethnographic research project to reflect more appropriate expectations for the course level.

Recommendations:

We recommend further discussion at Academic Affairs aimed at increasing student writing and research quality.

Ministry Leadership & Theology Department

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Summary:

Most benchmarks were met, with the exception of undergrad PSLO 2 and PSLO 5 THE, which had a small sample size. For PSLO 2, more students in the online sections simply did not perform the work. Student motivation to complete work seems to be a consistent challenge.

Unit Summary:

Student motivation to complete work - we are considering increasing grade value of the quiz for PSLO 2. We discussed the need for better coordination with adjuncts, in relation to communication, feedback, and data analysis. In the future, we will send them the resident faculty analysis for input and approval. Consistency between various modalities - sometimes it makes sense for variety between seated and online, so we are favoring a "study guide" approach for some assessments (including GESLO 3) so that every modality achieves the same end regardless of the methods used to get there.

Process Review:

We reviewed all of our matrices, updated language and benchmarks. We looked in-depth to make sure that everything is current with the programs being offered and current versions of syllabi.

Based on assessment results of the internship and student feedback, changes were made to the Internship Seminar course - supporting forms, manual, class projects - in order to better prepare students to succeed in their internships. Conversations were had at the institutional level about coming up with an approved list of churches and locations for internships. That conversation is still in progress.

Preaching courses - faculty are coordinating to standardize rubrics for upper level preaching courses.

Recommendations:

Develop an approved list of locations for internships. We would like an orientation/training for these locations to be developed and held, possibly in conjunction with the annual Ministry Fair. This would improve relationships, desired outcomes, and expectations of supervisors and their interns.

Music Department

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Summary:

Undergraduate Programs:

For the 2017-2018 academic year, benchmarks were met for all Program Student Learning Outcomes in the Church Music, Worship Leading, Music Performance, and Music Production programs. These benchmarks were met as a result of gradual changes that have been implemented over the past couple of years, particularly in PSLO 5 and PSLO 6. Consistent and positive

results have been observed over the past few years for PSLOs 1, 2, 3, and 4. Although PSLO 5 and PSLO 6 have been challenging areas for the department, we have seen an overall improvement in the assessment results. Benchmarks will continue to be monitored and compared to previous years.

For the Music Education program benchmarks were met for PSLOs 1, 2, and 5. These PSLOs, shared with the other undergraduate program PSLOs, were strong across the board for all music majors. However, in the Music Education program the benchmarks were not met for PSLOs 3, 4 and 6. These benchmarks were not met primarily due to low enrollment courses (often just two students). These low numbers skewed the overall percentages. Although the sample size was small in this program, faculty members identified a few areas that could be improved. These include interpersonal skills, knowledge of standard band repertoire, and compliance with the policies of the Music Department Handbook relating to other commitments during the student teaching semester.

Graduate Programs:

Benchmarks were met for all of the PSLOs in the Worship Studies degree. Since the two students enrolled in the program are highly motivated individuals eager to further their education, the faculty believe this motivation significantly contributed to the successful outcomes. Although all benchmarks were met in the worship studies program, we discussed the rubric results for the embedded assessments and developed some action items found in the Unit Summary below.

In the M.M. in Music Technology program, all benchmarks were met, with the exception of PSLO 5 (Professional). One of the measures for PSLO 5 in the M.M. program is MUS 861 Applied Lessons. Since students have the option of enrolling in private lessons on any instrument of their choice, half of the class chose to study instruments other than their primary instruments. They made those choices in order to further develop their skills and be more effective in their classrooms as public music school educators. Given their "beginner" status on these instruments, half the class did not meet the benchmark. In view of student preferences in selecting instruments, the music faculty discussed the appropriateness of the stated benchmark for PSLO 5. As a result of our discussion, we decided to modify the benchmark to accommodate students who wish to hone their skills on various other instruments.

Unit Summary:

Undergraduate Programs:

Based on the assessment process, the Music Department has identified the following trends for the 2017-2018 school year:

1. The improvement in the overall scores of the piano jury exam results is linked to the continued use of weekly practice logs.
2. The improvement in the Upper Divisional exam scores over the past couple of years is a result of the additional preparation time provided by the Department Chair.

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

1. Due to patterns we have identified among some of our undergraduate students in interpersonal relationships, the faculty will place a greater emphasis on this area prior to the church music internships and prior to student teaching.
2. Students enrolled in online versions of seated courses will need the same clarification and details regarding assignments and projects.
3. Additional emphasis will be given to students in the instrumental track of the Music Education program to be certain they have a working knowledge of standard wind ensemble repertoire at the elementary and secondary levels. This will be addressed in the required Instrumental Methods and Materials class.
4. For Music Education majors, the Department Chair and Music Education instructor will emphasize adherence to all departmental policies outlined in the Music Department Handbook. Particular emphasis will be placed on reminding Music Education majors they must only participate in their student teaching experience during their final semester, and not engage in any work or other non-academic endeavors.

Graduate Programs:

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

1. Although most graduate students submit well-written papers, on occasion students in both programs can become careless in their use of grammar and mechanics. Consequently, starting in the fall 2018 semester, the graduate faculty members will provide writing guidelines as a review of what is expected on the graduate level when writing formal papers.

2. The number of pages submitted for formal research papers in the MAWS program can vary depending on the student and the type of class. We discussed this issue and have decided to require a minimum number of pages for research papers in each class. This will be communicated to students at the beginning of each semester and will be stated in the syllabi.

Process Review:

As a result of our departmental discussions this year, we have found it necessary to slightly modify our assessment plan. This modification included some changes in the curriculum map/matrix for our programs. Other modifications included changes in a few of the benchmarks, indirect measures, and some of the rubrics. Additionally, we recently changed the direct measure for PSLO 1 in MUS 323 to an oral report. This change provides a better measure since we are able to assess written communication in one course and oral communication in the other course.

Recommendations:

At the spring 2018 senior roundtable session, Church Music and Worship Leading majors expressed concerns regarding their knowledge of music technology in the context of live worship and performance settings. The faculty agreed that the technology requirements should be modified in order to provide students with the necessary skills needed to be functional in worship settings as well as live concert settings. The proposed new course, *Introduction to Live Music Technology*, addresses student concerns and would replace the current requirement of DIG 251 *Presentation Graphics*. This proposal will be presented to the Academic Affairs Committee at their October 2018 meeting.